



## Research Paper

# Necessity of Teacher's Awareness on Sexual Education Dimensions for Safe Passage of Learners in Cyberspace



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### Abstract

The virtual environment is increasingly evolving into a real online social ecosystem, where multiple users can interact with one another through screens in virtual spaces. Among the topics frequently sought by students are discussions related to sexual issues. The necessity for educational stakeholders to be well-versed in the various dimensions of sexual education, in order to ensure learners' safe navigation in the virtual environment, was the focus of this study, which employed a descriptive-analytical approach. The domains of sexual education were examined from both liberal and moderate Islamic perspectives. The liberal approach encompasses dimensions such as physiological, physical health, mental health, social health, emotion management, and life skills, whereas the moderate Islamic approach includes biological, psychological, ethical, social, and spiritual dimensions. Considering these domains, the necessity of sexual education stems from raising awareness of puberty and early maturation, fostering desirable sexual identity, managing sexual energy, adopting a comprehensive approach to prevent cyber harassment and abuse, strengthening modesty and human dignity while observing moderation, promoting a culture of safe virtual space usage, enhancing digital literacy and virtual identity, and cultivating spirituality and internalizing virtual piety. Familiarity of educational stakeholders with the domains of sexual education from the moderate approach can serve as a key strategy for institutionalizing sexual education components. This includes awareness of challenges and risks in the virtual environment related to sexual education, such as online deception and seduction, engagement in risky behaviors, and exposure to pornography. To address these risks, efforts should focus on enhancing learners' critical and analytical skills regarding virtual content in the context of sexual education.

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## Introduction

Sexual needs are a fundamental dimension of every human being. Accordingly, sexual education represents one of the most challenging areas of teaching and learning across different societies. Sexual education refers to the process of instructing individuals on sexual topics, including physical and mental development, anatomical functioning, health protection, values, sexual behaviors, and their social and cultural dimensions, which in turn influence lifestyle. It also encompasses the development of knowledge, attitudes, emotions, and skills essential for individuals to maintain a healthy sexual life and develop responsible and balanced interactions with others. In this regard, according to the United Nations Population Fund (Rahmani, Merghati-Khoei, & Fallahi, 2018), sexual education can significantly influence young people's attitudes, beliefs, interactions, and friendships.

Rutgers, based on the definitions of the World Health Organization and UNESCO, defines sexual education as a lifelong learning process regarding cognitive, emotional, social, interactive, and physical aspects of sexual orientation. Sexual education gradually equips children and adolescents with information, positive beliefs, values, and attitudes regarding identity, relationships, and intimacy, empowering them with skills to make informed decisions about sexual orientation, sexual health, and well-being. It helps young individuals understand their sexual desires, enjoy them safely, maintain mutually respectful and caring relationships,

and take responsibility for their own and others' sexual health and satisfaction (Bonjour & Van Der Vlugt, 2018). Therefore, sexual education includes enhancing knowledge and skills regarding puberty and development, identity, healthy relationships, sexual control and regulation, body esteem, affection, self-respect, healthcare, and sexual health.

However, in the Iranian educational system, sexual education has long struggled due to "the presence of theoretical ambiguities and misunderstandings, as well as implementation barriers," which has contributed to various social problems and behavioral deviations among the youth (Amini, Tammanaei Far, & Pashaei, 2012). For instance, many still equate sexual education solely with instruction on sexual intercourse mechanisms, sexual knowledge, and causes of sexual dysfunction (Beheshti, 2007). This conceptual confusion, combined with insufficient awareness and misconceptions, has led some parents and teachers to perceive sexual education as a taboo to be avoided. Consequently, most adolescents prefer to discuss sexual issues with peers and seek information online, rather than benefiting from parental or teacher guidance.

Another reason for neglecting sexual education is the perception that discussing this topic is "unpleasant, embarrassing, and sinful" (Khodakarami & Aligholi, 2011). Moreover, many individuals with conservative moral views worry about the

potential negative outcomes of sexual education, believing it may trigger early sexual behaviors (Rahmani et al., 2018), and therefore choose to overlook it. Today, however, we live in a dual-world context—real and virtual. Indifference to adolescents' sexual education in the real world drives them to seek information in the virtual space. This trend has been amplified by the COVID-19 pandemic, as government directives to stay home significantly reduced school attendance, resulting in the replacement of traditional teaching with online learning via digital devices such as email, smartphones, and social networks (Tozzo, Cuman, Moratto, & Caenazzo, 2022). Consequently, most adolescents now use phones and computers to communicate regularly with peers through audio-visual messengers, websites, and social networks; 95% report owning or having access to a smartphone, and 45% report being almost constantly online (Leemis, Espelage, Basile, Mercer Kollar, & Davis, 2019).

Under such circumstances, neglecting sexual education exposes many adolescents approaching puberty to confusing messages and uncertainty. Often, with the disapproval of open discussions on sexual topics by adults, parents, and teachers—precisely when such guidance is most needed—they are driven toward silence and embarrassment (Dixon-Mueller, 2010). Young individuals lacking appropriate sexual knowledge are more likely to engage in risky sexual behaviors or turn to virtual environments to seek information and supplement their understanding (Mostofi, Garmaroudi, Shamshiri, & Shakibazadeh, 2016). Similar

findings have been confirmed in other studies; for example, Manteghi and Bolghanabadi (2009) analyzed Iranian online chat rooms and found that “friendship formation (exchange of phone numbers), daily communications, ordinary interactions, and sexual topics accounted for 89.3% of messages exchanged in Internet chat rooms” (Manteghi & Bolghanabadi, 2009).

This high engagement with virtual environments stems from both the absence of sexual education in schools and adolescents' cognitive preoccupations at this developmental stage, alongside easy and anonymous access to online resources. Modern technologies, by deconstructing sexual issues, accelerating the delivery of sexual content, and creating unanswered situations regarding sexual matters, attract adolescents' attention (Nourizadeh & Azarkamand, 2017). The Internet also facilitates easy access to pornography, delivering large volumes of such content to homes and providing 24/7 services in this regard. Moreover, online fantasies temporarily allow individuals to escape real-life problems (Zhianpour & Malekhamadi, 2015).

Although the Internet has many positive aspects for adolescents' individual and social development, such as enabling global communication at any time, it also accelerates the emergence of risky situations. One such risk is cyber harassment, aimed at harming others, spreading rumors, sending aggressive messages, and perpetrating sexual harassment (Leemis et al., 2019; Tozzo et al., 2022).

Given that the characteristics of cyberspace can initiate, facilitate, and intensify sexual behaviors, affecting individuals' physical, psychological, familial, and social lives, and considering that approximately 20% of Iran's population consists of youth, sexual education in Iranian society becomes crucial (Rahmani et al., 2018). Furthermore, adolescence is a critical period for self-discovery, self-expression, and questioning parental and social values. The physical growth and hormonal surges occurring during this period make it particularly significant (Adesina et al., 2021).

Considering the above and the lack of serious attention to sexual education in the Iranian educational system, if schools are to assume at least partial responsibility for sexual education, they must first identify its domains. These domains shape the content and topics of sexual education and outline the path to be followed. The necessity of addressing various dimensions of sexual education in Iran becomes even more pronounced given the insufficient establishment of institutions providing such services. In contrast, many other countries actively provide information and sexual health services to youth through governmental ministries, sexual education clinics, non-governmental organizations, and schools. Accordingly, this article aims to examine the necessity for teachers to be familiar with the domains of sexual education, enabling them to guide learners safely in the virtual environment. Specifically, the study seeks to answer the question: What are the domains of sexual

education from a moderate approach, and what components does each domain encompass?

### **Research Methodology**

The aim of this article is to highlight the necessity for teachers to be familiar with the domains of sexual education to ensure learners' safe navigation in the virtual environment. Considering the importance of this issue and the questions it raises for researchers, the study first examined the extent to which previous research has addressed this topic. Accordingly, key terms related to sexual education and relevant studies in this area were initially searched. Once the gaps in prior research were identified, books and articles were collected to conduct a comprehensive review, taking into account both various researchers and Muslim scholars who have discussed sexual education and its domains. Data extraction from these sources was then performed. During the review and data extraction process, a systematic description was employed to illustrate issues arising from the lack of attention to sexual education, the impact of the virtual environment, and the various domains of sexual education. Therefore, a data analysis method was applied. Throughout the study, notes were coded into different classifications and the article was organized based on their similarities and differences. The investigation did not merely focus on the scope of the research topic; rather, the researchers engaged in discussion and reflection on what previous studies had presented regarding sexual education. Considering the scope and

direction of sexual education, different topics were distinguished and organized into separate domains. Our criteria for determining the domains of sexual education were based on human scientific and skill-related needs, aiming at flourishing, usefulness, rationality, and proper sexual education. Domains represent areas in which development occurs, each requiring specific and cultivable competencies. When these competencies are realized and activated, the domain can be considered well-directed. It is important to note that these domains are not entirely separate; the purpose of distinguishing them lies in capacity-building, while all domains remain integrated. In this regard, discussions were structured and shaped in a novel framework that has not been previously presented in other studies.

### **Finding**

Here's a professional, academically polished English translation of your text for ISI-level publication, with proper structuring and adaptation of Persian calendar dates to the Gregorian calendar where applicable:

#### **Different Approaches to Sexual Education**

In general, regarding sexual education, two main approaches can be identified: the liberal approach and the moderate approach. Each of these approaches introduces different domains for sexual education, which are described as follows:

##### **Liberal Approach**

In the liberal approach, considering the issues faced by liberal societies, different

domains of sexual education have gradually emerged, which are outlined below:

##### **Physiological Domain**

This domain addresses sexual anatomy, reproduction, birth control, and contraception (Bonjour & Van Der Vlught, 2018), as well as awareness of bodily changes during puberty (Aresu, 2009; Che, 2005; Mellanby, Phelps, & Tripp, 1992).

##### **Physical Health**

Following the sexual revolution of the 1980s, countries faced high rates of sexually transmitted infections and unintended pregnancies. Therefore, the primary function of sexual education was defined as promoting sexual health and preventing sexually transmitted diseases and HIV. Emphasis is placed on safe sexual practices (Bonjour & Van Der Vlught, 2018; Che, 2005; Leung, Shek, Leung, & Shek, 2019; Mellanby et al., 1992). Physical health also encompasses ensuring universal access to sexual and reproductive health services, including information and education.

##### **Mental Health**

Mental disorders leading to suicide are among the leading causes of death in adolescents and are associated with increased sexual activity. Adolescents showing depressive symptoms may engage in risky sexual behaviors as a means of psychological relief, while excessive sexual activity can contribute to low self-esteem and depression (Fernandes & Junnarkar, 2019).

##### **Social Health**



Sexual education should reduce gender-based violence, sexual abuse, and inequality. Forms of sexual violence include bullying, corporal punishment, verbal, emotional, physical, and sexual abuse (Le Mat, Altinyelken, Bos, & Volman, 2020). It also promotes gender equality, socially respectful sexual relationships, the right to choose when and with whom to engage in intimate or sexual relations, responsibility for these choices, and respect for the choices of others. Social health further entails regulating adolescent sexual behavior through self-control, discipline, rationality, and responsibility, as well as creating a socially conducive environment for youth development to reduce sexual crimes and eliminate myths and taboos about sexuality through appropriate education (Aresu, 2009; Mellanby et al., 1992).

#### Emotional Management

Sexual education should include emotional management, friendship, romantic matters, love and attraction, and awareness of emotional changes during puberty (Che, 2005; Mellanby et al., 1992).

#### Life Skills

Sexual education requires the development of life skills such as critical thinking, communication and discussion skills, self-growth, decision-making, self-awareness, self-confidence, assertiveness, the ability to ask questions, seek help, and empathy. For instance, critical thinking allows adolescents and young adults to critically evaluate misleading or false information in cyberspace and manage contradictory messages

regarding sexual desires and relationships (Bonjour & Van Der Vlugt, 2018).

#### Moderate Approach

This approach is reflected in the works of thinkers such as Avicenna (Ibn Sina, 980–1037 CE), Al-Ghazali (1058–1111 CE), Mulla Ahmad Naraqi (1771–1830 CE), and Morteza Motahhari (1919–1979 CE) (Taherpour & Sharafi, 2019). Accordingly, Islam seeks to recognize sexual needs while structuring sexual education based on the innate and human nature of individuals, managing it in a balanced way that neither suppresses nor encourages it excessively, but fulfills it peacefully within marriage (Taherpour & Sharafi, 2019).

While the liberal approach emphasizes domains such as physical health, mental health, social health, emotional management, and life skills, these domains can be adapted and localized according to Islamic cultural and religious teachings. However, a fundamental critique of the liberal approach is that it conflicts with Islamic sexual ethics, legitimizes premarital sexual relations, reduces sexuality to non-spiritual dimensions, commodifies women, and contributes to family destabilization. Moreover, some content in liberal sexual education conflicts with modesty and chastity, normalizing behaviors deemed immoral in Islamic ethics, thereby weakening the concept of family life (Halstead, 1997). Furthermore, liberal education emphasizes maximum autonomy, rational self-determination, and sexual freedom, promoting: 1) full information about sexual choices, 2) centrality of choice in

legitimizing sexual behavior, 3) mutual sexual satisfaction, and 4) sexual freedom as extensive as personal freedom without impinging on others (Archard, 1998).

In contrast, the moderate approach frames sexual desires according to Islamic teachings, recognizing sexual orientation exclusively within heterosexual marriage. Sexual needs are not only physiological and emotional but also spiritual, devotional, and value-based. It emphasizes female chastity and male honor in protecting family boundaries and encourages family integrity. Sexual freedom is bounded not only by law, consent, and the rights of others but also by divine commandments.

#### Domains of Sexual Education Based on the Moderate Approach

##### Biological Domain

This domain involves understanding biological features and responsibly responding to physical needs. Key areas include:

##### Awareness of Puberty

Puberty is one of the most sensitive periods in adolescents' lives, affecting mental health, self-esteem, and positive self-perception. Studies indicate that structured puberty education positively impacts general health, performance, awareness, attitudes, and self-esteem (shabani sani, Naraghi Zadeh, & ahmadi, 2019). Properly informed adolescents can navigate challenges and avoid potential harms, while neglect may lead to various vulnerabilities (shabani sani et al., 2019). Awareness of physical, psychological, emotional, social, and health-related aspects

of puberty, tailored for both boys and girls, is essential and can be delivered via family, school, and public education (Zia-al-dini, Ghadami, Bahari Shargh, & Goudarzi, 2015). Schools, with family collaboration, can provide reliable information sources, educational packages, brochures for students and parents, correct misconceptions, and offer counseling or referral services when necessary.

##### Awareness of Precocious Puberty

Factors contributing to precocious puberty include genetics, upbringing, environment, neurological disorders, brain tumors, nutrition, obesity, excessive childhood physical affection, semi-nudity of parents, sexual jokes in front of children, exposure to unethical films, and reading immoral content online (Nazari Gharibdoosti, 2021). Another factor is exposure to cyberspace, where children encounter sexual stimuli prematurely, potentially leading to early sexual interest, inappropriate romantic relationships, early sexual activity, negative emotional responses, peer rejection, and unrealistic expectations from their surroundings (Keramati-Moez, Mirkhalili, Alipour, & Sheidaian, 2019). Preventive strategies include parental supervision, creating a supportive emotional family environment, and increased interaction with children. Adolescents addicted to cyberspace report poorer family environments, less perceived parental affection, lower family satisfaction, and more parental conflict (Keramati-Moez et al., 2019).

##### Psychological Domain

The psychological domain addresses strategies for channeling sexual energy constructively and coping with cyber harassment, including:

#### Sublimation of Sexual Energy

Sublimation is a process in which negative drives are redirected toward constructive goals, fostering personal and psychological development (Hadia, 2020). Constructive engagement in art, culture, religion, science, sports, and other activities refines inappropriate desires and positively affects sexual health (Kim, Zeppenfeld, & Cohen, 2013). Considering the gap between sexual and economic maturity for marriage, channeling sexual energy into constructive activities is essential to prevent unethical behavior and cyberspace addiction.

#### Comprehensive Approach to Cyber Harassment

Cyber harassment, internet deception, and the distribution of private sexual content negatively impact adolescents' physical and mental health, causing distress, heartbreak, anxiety, inferiority, and social marginalization. Such harassment also increases anxiety, depression, and suicidal tendencies (Tozzo et al., 2022). Addressing cyber harassment requires a comprehensive approach involving mental health professionals, educators, digital experts, and specialists familiar with adolescents' cognitive, physical, and psychological development and cyberspace. Schools and families play a key role in raising students' critical awareness.

#### Development of Positive Sexual Identity

Identity, including sexual identity, evolves over time. Sexual identity reflects an individual's perception of their masculinity or femininity, typically established by ages 2–3 and generally consistent with biological sex (Firoozi, Eydi Baygi, & Khajeddin, 2014). Identity forms through social interactions and is transmitted by agents of socialization, such as family, school, peers, mass media, and cyberspace (Alirezanejad & nikoogoftar, 2016). Disruptions in sexual identity, such as strong persistent desires to assume the opposite sex, often manifest during adolescence and may cause severe dissatisfaction with biological sex (Hejazi et al., 2009).

#### Value Domain

Cyberspace often underrepresents key sexual values such as modesty, chastity, and dignity while highlighting conflicting values. Components include:

#### Strengthening Hijab and Chastity

The widespread use of cyberspace by adolescents and young adults, exposing them to various messages and lifestyles, sometimes contradictory to the cultural values of society, leads to changes in their cognitive, attitudinal, value-based, and behavioral dimensions. This can result in lifestyle changes such as weakened religiosity, focus on makeup, pursuit of beauty, cosmetic surgeries, fashion-orientation, self-display and exhibitionism, seeking others' attention, and interactions with the opposite sex. Furthermore, these factors, along with "reduced sensitivity of



families regarding their children's attire and the perception of hijab as a limitation in social interactions" (Karimi-Sani & Kazempour-Dizaji, 2021), can contribute to tendencies toward improper hijab and weakened chastity. Research indicates that increased hours of satellite and internet use for entertainment purposes reduce religious engagement with hijab while enhancing secular value-based engagement with it (Karimi-Sani & Kazempour-Dizaji, 2021). To strengthen hijab and chastity, "discussions about the valuable personality of women, highlighting the role of women in the family, media literacy education, and enhancing skills to recognize hidden media messages" (Salmanpour, 2021) can be effective.

#### Preserving Human Dignity

Humans possess two types of dignity: inherent and acquired. Every individual, being a creation of God, possesses inherent dignity. Acquired dignity refers to ethical, personal, spiritual, social, political, and cultural virtues that adolescent and young girls develop throughout their lives. Although cyberspace can have positive effects, it can also generate values that cannot be considered as genuine dignity or moral virtue. Cyberspace often creates false and subconscious awareness, which establishes specific beauty standards for girls. Through these standards, they compare their bodies with prevalent ideals, often resulting in cosmetic surgeries to preserve their self-respect and alleviate dissatisfaction with their appearance. Moreover, they adapt their lifestyle according to the latest audiovisual advertisements and trends in this space

(Norouzishadehi, Maleki Pirbazari, & Salehi, 2020). Additionally, pornography, online sexual interactions, romantic sexual relationships, inappropriate joking with the opposite sex in cyberspace (Aganj, Hounarparvaran, & Navabinejad, 2021), and the promotion of materialistic, pleasure-seeking, and individualistic Western culture (Ghasemi, Adlipour, & Kianpour, 2013) are other threats to women's dignity. Other consequences of dignity erosion in cyberspace include depression, low self-esteem, anxiety, internet addiction, reduced social interactions, educational alienation (truancy, school misbehavior, and low participation) (Ebadi, Roshani Khiavi, Kazemi, Eyni, & Rezayi, 2021), and tendency toward risky behaviors (Ghadampour, mahdiani, padervand, amraei, & sore, 2019). To preserve human dignity in girls, the discourse of authentic human and ethical values, role models of Iranian-Islamic girls, and the promotion of their achievements in cyberspace should be emphasized wherever possible.

#### Observing Moderation

From a religious perspective, fulfilling physiological needs is not prohibited; rather, it is recommended. The key point is that the goals of these needs should not dominate, as Islam opposes exaggeration in one aspect of human existence while neglecting others. Therefore, Islam emphasizes satisfying human needs in moderation, which leads to spiritual and psychological development. God says: "And seek the Hereafter in that which God has given you, but do not forget your share of the world" (Qasas: 77). This verse

underscores the use of material life and the satisfaction of primary needs in alignment with divine satisfaction while warning against letting these needs lead to corruption.

### Social Dimension

Today, we live in both real and virtual worlds, and life in these worlds is based on interaction with others. Accordingly, the social dimension in the sexual education aspect includes:

### Cultural Promotion of Cyberspace Usage

Just as in the real world, cultural, ethical, religious, and human norms are expected to be observed in social interactions, in cyberspace, cultural institutions, the educational system, and families must ethically and pedagogically supervise and institutionalize these norms in social networks and cyberspace. This ensures that cyberspace opportunities are utilized while minimizing threats. Adolescents and young adults should respect each other online, avoid verbal harassment, insults, gossip, sarcasm, online quarrels, and unethical use of cyberspace. Additionally, they should refrain from risky behaviors in cyberspace, such as sending provocative images, fully exposing their profile to all users, inviting or accepting unknown individuals on social networks, using webcams for conversations with strangers, discussing sensitive topics with strangers, entering sexual chat rooms, or agreeing to meet someone in person after limited online interaction (Ekbatani & Zirayi, 2015).

### Enhancing Digital Literacy

Especially since the COVID-19 pandemic and the virtualization of education, participation in cyberspace for academic and non-academic purposes has become widespread and unavoidable across all educational levels. Hence, the education system must promote digital literacy from primary school, in accordance with students' developmental stages. Minimum digital literacy is essential in today's world. Important components include the ability to verify media and software credibility, evaluate the reliability of websites, understand the reasons for selecting particular platforms and content, disseminate content via digital media, and determine what information can be shared online and what cannot. Additionally, given the abundance of diverse content in cyberspace, skills in content analysis, critical thinking, information evaluation, recognizing discrepancies, and ensuring information reliability should be cultivated. Students should also develop privacy protection skills, avoid infringing others' privacy, recognize online bullying and extortion, and respond appropriately (Hoseinnezhad Sarasakanroud, Bahmani, Isaee, & Isaee, 2023).

### Virtual Identity

Considering that cyberspace is timeless and placeless, eliminating spatial and temporal barriers to interaction and information access, it provides opportunities for diverse thoughts and expressions. In this context, a new identity called virtual identity emerges. Virtual identity is fluid, dynamic, and multifaceted, encompassing selective presentation, display, and description of one's

identity in physical, sexual, personal, cognitive, political, religious, ethical, and occupational dimensions, which may be interpreted by other users. Individuals may conceal their real identity or adopt a fabricated identity in cyberspace, and sometimes hold multiple, even contradictory, identities simultaneously (Saeidipour, 2016). Cyberspace allows users to share their thoughts, likes, and dislikes without censorship (Shahabi anbaran, jafari, Hashemi, & Soltanifar, 2023).

### Spiritual Dimension

This dimension includes the individual's belief, worship, and spirituality.

### Strengthening Spirituality

The growth of religious spirituality within humans is based on recognizing God, choosing Him as the Lord, rejecting false divinity, and following divine commands (Bagheri, 2018, Vol. 1). In this process, a monotheistic individual must continually strengthen faith in both cognitive and practical dimensions to achieve salvation. Faith and, consequently, righteous actions in existential dimensions are living, active, and dynamic. Since spirituality forms the core of a monotheistic person's life, the Qur'an emphasizes sexual conduct alongside worship and spirituality as a factor for salvation: "...those who guard their chastity; except with their spouses or what their right hands possess—they are not blameworthy; but those who seek beyond this are transgressors..." (Quran, Al-Mu'minun 23:5–6). Strengthening spirituality and religiosity among adolescents and young adults affects

how they use cyberspace. Youth with stronger religious identity are less inclined to engage in chats with the opposite sex. Therefore, religiosity guides internet usage (Ghasemi et al., 2013).

### Institutionalizing Virtual Piety

Given that adolescents and youth live in both real and virtual worlds, where good and evil coexist, alongside abstinence-based piety—which prevents engagement in forbidden or harmful real and virtual activities—they also require virtual piety as a complement. The importance of virtual piety stems from anonymity in cyberspace, which may embolden individuals to commit sins or immoral acts. Even those who are pious in the real world may be tempted toward immorality online (Sharaf al-Din & Norouzi Eghbali, 2016).

### Discussion & Conclusions

In relation to sexual education, two approaches have been identified: the liberal approach and the moderate approach. The liberal approach is based on Western cultural norms in the field of sexual education and emerged following the sexual revolution, emphasizing liberation and freedom from religious constraints. Consequently, a new sexual culture has developed, which legitimizes various sexual orientations and premarital sexual relationships, while simultaneously aiming to reduce the spread of sexually transmitted diseases through the promotion of safe sexual practices. In addition, this approach emphasizes not only physical health but also mental and social health, emotion regulation, and life skills,

including critical thinking, communication skills, discussion and debate, self-development, decision-making, self-awareness, self-confidence, self-expression, the ability to ask questions, seeking help, and empathy.

However, the assumptions underlying the liberal sexual education approach are contrary to the principles of chastity, modesty, and moral integrity. This type of sexual education tends to normalize or legitimize behaviors that Muslims consider immoral or sinful, potentially undermining the Islamic concept of family life. Therefore, the moderate approach, while utilizing the positive aspects of the liberal approach—such as attention to physical, mental, and social health, emotion

regulation, and life skills—adapts these elements in accordance with religious values. It emphasizes components such as awareness of puberty and early puberty, fostering a desirable sexual identity, proper channeling of sexual energy, a comprehensive strategy to prevent cyber harassment, strengthening hijab and chastity, preserving human dignity, observing moderation, promoting cultural norms in cyberspace usage, enhancing digital literacy, managing virtual identity, strengthening spiritual development, and institutionalizing virtual piety.

Researchers are recommended to investigate the objectives of sexual education qualitatively through interviews with teachers and students.

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