

Training parents for child sexual education to prevent sexual harassment

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Abstract

The present study explained the role and responsibility of parents and schools in the sexual education of children through library studies and qualitative-descriptive research methods in this field. Child sexual education requires parents to know when, what and how to pass it on to their child. Some parents think that it is better to keep the child away from any sexual issues so that sexual thoughts do not develop in their minds, but sexual questions inevitably arise in the minds of children and the ignorance of parents and their inability to answer some questions of children cause children to get confused about sexual issues. Therefore, the most important issue for them is to grow up in a safe environment physically, mentally and emotionally. In the meantime, due to the prevalence of abnormalities and widespread factors that make sexual deviations more and more widespread, it is the suitable implementation of sexual education methods that requires children to be raised in a healthy environment based on religious supervision and education. Employing such methods also guide their sexual instincts in the right direction, and protect them from all kinds of abnormalities such as masturbation, thirst, oral and verbal sexual abuse, prostitution and pornography that lead to sexual perversion and harm.

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1. Introduction

Because parents are the primary caregivers of young children, the quality and quantity of their educational knowledge is critical to improving children's growth and health. Children are learning from birth and relying on parents and other caregivers to care for and support them. Parental influence may not be as important in any period as childhood (Dunho et al., 2017). During this period, the child's brain is learning rapidly, and the experiences of parents and others around them are very important. Parents have more or less information about the field of education, but this knowledge must be valid and based on scientific studies. Several studies have shown that in addition to child-related factors such as child temperament, environmental factors such as low income, crowded and dangerous neighborhood, the influence of peers, media, inadequate social support networks and family variables such as poor parenting, parents' marital problems, the psychological damage of parents as powerful predictors, are the negative consequences of the child's development.

One of the predictors of successful child development is the knowledge of child rearing. Mothers who know more about their child's development report more positive interactions with their children and more positive descriptions of their children. Mothers' educational knowledge is related to children's performance on a Bailey scale for children's development (Dichtelmiller et al., 1992), and more aware parents have children who have fewer behavioral problems. Conversely, misconceptions of parents are considered as an analysis of the child's developmental process. In addition, the knowledge of child rearing is considered as a guide for parents' decisions about the quality of children's health, disease prevention, and how to use health services effectively.

One of the important areas of child rearing knowledge is their awareness of the quality of child sexual development and related issues. At present, our knowledge of children's sexual orientation and development is somewhat inconclusive; experimental research has provided little information. Lack of scientific knowledge in this area is probably a good reason to evaluate children's sexual behaviors (Hess, Tetti, Hossey, & Gardner, 2014).

The four most important parent-related factors that are effective in treating problematic sexual behaviors are: parental management skills, sex education rules related to "We parents have to know", sexual behavior, and prevention of abuse. Goli et al. (2016) in a study on the "effect of sex education on mothers' knowledge, attitude and practice in answering girls' questions" found that sex education empowers mothers to answer adolescent girls' sexual questions and increases their knowledge, attitude, and it is used in their performance. Therefore, due to insufficient information of parents, especially mothers about answering adolescent sexual questions, it is necessary to provide solutions and training to raise the awareness level of mothers and change their attitudes. Mostofi et al. (2016) in the study "The effect of group education on knowledge, attitude and practice of mothers in girls' sexual education" found that group education can make significant changes in the level of knowledge, attitude and practice of mothers who have a teenage daughter.

In fact, the family, as a social institution, has a set of behavioral and normative patterns that have been formed in order to meet human needs. Therefore, the family in its general and functional sense is a historical and global phenomenon and it is rare to find a society that does not have a family, although it can be acknowledged that this institution had different developments in its formation and institutionalization. In this regard, the ultimate goal of family education is to eliminate educational inconsistencies between home and school. The trainings that parents urgently need are many and varied, considering the progress of society and the changes and transformations that we see every day in the context of society. In this regard, the questions that arise in the public mind about parent education should be answered; what their real educational needs are considering their individual, family and cultural variables.

Given that sex education is one of the most difficult and sensitive types of education in families, among these, the level of knowledge and attitude of parents, especially the mother, has

the most crucial role in educating healthy sexual behaviors of the child in the pre-school years. Gender includes components that are equally important. They include anatomy and reproductive health, sexual orientation, pregnancy, childbirth, health, public health care (sexual identity and sexual roles), how we see ourselves as men or women, and what men and women should do about it. Act, we are trained (relationships) behaviors, expectations, satisfaction, abuse, etc. (love and affection) how we express our love and affection for friends, family and others (how our body image feels about the body and our needs); Sexual orientation, physical and emotional attraction to a man, woman, or both (lust and pleasure) acceptance and enjoyment of our body and acceptance and enjoyment of the body of our sexual partner (sexual activity) intimate activities such as embracing , kissing, touching, and sexual intercourse (sexual exploration and play) They are a natural part of a child's sexual development and not only help children learn about their bodies, but also learn about the cultural and social laws that govern sexual behavior. Parents' awareness of gender issues such as, distinguishing normal sexual behavior from abnormal behavior, appropriate treatment of a child with sexual behavior issues, age-appropriate behaviors, time of sexual education, how to form sexual identity, puberty, communication with peers , control of children's information resources, etc. is effective in preventing children's maladaptive behaviors and parents' sense of adequacy and self-efficacy. Research has shown that comprehensive sex education programs have a positive effect on delaying the onset of sexual behavior, reducing the number of new sexual partners, and reducing the incidence of unprotected sexual curiosity in children. Most experts, professional organizations, and even parents support comprehensive sex education.

Studies show that children and adolescents want to learn about sex through their parents. Although the majority of sexual communication is made by mothers, boys feel that the content is meaningfully directed to the girls' experiences. As a result, boys use other sources such as peers, media, and the Internet to learn about sex. Even when parents want to talk to their children about sexual behavior, they feel ashamed and upset, as well as lack of knowledge and skills. They do not have to do that. Some parents are reluctant to talk about sexual issues and trainings because of their beliefs and insights. Because they think that providing information awakens their children's sexual instincts. While they need to know that the more and more information children and adolescents know about their bodies and their gender issues, the more conscious their sexual behaviors will be. In any case, children address their curiosity through various sources such as friends, magazines, media, etc. Previous studies of students' attitudes and parents' reports of children's behavior show that a significant number of children engage in some form of sexual behavior. For example, 42% of college students reported that they usually had sex with another child when they were 12 years old or younger.

2. Methodology

This research is an applied research in terms of its purpose, and the method of qualitative research is inductive content analysis, based on the issues related to sexual education and sexual education curriculum and extract themes based on Quranic verses and narrations of the Infallibles (PBUH). The use of inductive approach, also known as conventional content analysis, becomes more necessary when there is insufficient data on a phenomenon and the researcher wants to provide the necessary background knowledge about it. This method of analysis further seeks to reduce the data and provide a descriptive and overview of the background of the research topic. The source data collection of research includes books, articles, Islamic texts.

2.1. Sex education

One of the most important and fundamental instincts is the sexual instinct, which plays an important role in how the human personality is formed, and its manifestation in the form of erotic desire for legitimate gratification causes the emergence, continuity and survival of the generation. The need that this instinct creates in man, like other needs such as the need for God, is security

and rest, but the quality and timing of its fulfillment may lead to growth or cause humiliation. The importance of satisfying this need in all stages of life is such that it can be said that everyone has their own sexual personality. The axis of instinct in individuals is accompanied by the emergence of sexual, psychological and emotional changes. Several movements, alliances of forces emerge in its shadow and much selfishness, ostentation and selfishness is achieved as its result (Far Mahini Farahani, 2011).

One of the most effective ways to increase children's awareness, attitude and ability to protect themselves is sex education, which is necessary to prevent future high-risk sexual behaviors and their negative consequences (Rice et al., 2011). Sex education or sex education as a process of behavior change involves the long-term flow of information about privacy, sexual identity, and relationships. The most important goal of sex education is to develop positive sexual behaviors, which include: self-confidence, respect for oneself and others, avoidance of rape and sexual violence, sexual experiences, health, and planning for parenting. The goal is to develop healthy sexual attitudes during the developmental period by acquiring sexual knowledge and skills that protect one's present and future sexual health. This makes it possible to prevent unexpected pregnancies in adolescence, abortion and sexually transmitted diseases. Therefore, sex education should be considered in a framework that includes biological, cultural, social, psychological and religious dimensions (UNESCO, 2009, quoting Razzaqi, 2011).

Sex education begins in childhood and continues into adolescence. Positive and suitable answers of family, educators and peers cause the healthy growth of this new identity, but negative or inappropriate answers have negative effects on sexual identity and sexual behavior (Lotfabadi, 2011).

2.2. Theories of sexual education

A) Sex education in the field of religion

There is a great difference in opinion between the people of the world on this important issue of life. In Western societies, there are several different views on this issue. One is the Catholic view of sexual morality, which is very close to Islamic standards; the second is the Protestant view, which is a mixture of traditional and liberal views of sexuality; it leaves sexual morality solely to the decisions of individuals, and its only boundary and obstacle is the laws that imposes small restrictions within the framework of the individualistic system based on the unrestrainedness of the great global capitalist system (Lotfabadi, 2011).

A knockout view of sex education

This view emphasizes the prevention of any satisfaction of sexual instinct and believes that its satisfaction prevents a person from reaching human perfection. This view was prevalent during the Church's rule in Europe, as well as in monasticism and modernism in other parts of the world, until the last two or three centuries, when the law that governed the law of the Church, the European world tried to limit relations to the extreme. Basically, in church law, sexual intercourse, even with a religious woman, was absolutely filthy. According to them, woman was inherently an evil creature and the act of intercourse, even with a religious woman, was a dirty act (Motahhari, 1999).

In addition to medieval Christianity, there were other beliefs and ideas opposed to sexual instinct including Monasticism and Abstractionism in India (Brahmanism, Jainism, Buddhism) Monasticism and Abstractionism in China and Greece (Like the Clebion School) (Hekmat, 1993). These groups have a different view of sexual motivation and related issues, and even shy away from marriage and talk about sexual issues with shame. For example, Maha Vira, the founder of the Jain religion and one of the believers in this thought, said: "The love of a woman is the greatest cause of falling and affliction in this world." Also in the Manichaeian religion of ancient Iran, there was a spirit of pessimism towards the world and material belongings, including the denial of marital relations. According to Mani, our worst desire is to love our wife and children.

Some religions, such as Christian Protestants consider sex to be inherently filthy. According to them, only those who live single until the end of their lives reach spiritual status. The manifestation of this kind of view can also be seen in Catholics (Rahnama, Aliin & Mohammadi, 2007).

A positive view of sex education

This view is in contrast to the exclusionary view and emphasizes the unlimited satisfaction of the sexual instinct. This view introduces an approach to sexual ethics that can be called sexual promiscuity (Far Mahinieh Farahani, 2005). The underlying factor of this view can be found in the misunderstandings of Freud's ideas or in Russell's ideas. In fact, the Western world today is a 180-degree turn in sexual morality. Today, there is talk of sanctification and respect for sexual beliefs and relations and the need for freedom, and the removal of any restrictions in this field (Motahhari, 1999). Freudian thought has been the impetus for some adventurous experiences in education (in some countries). In Sumerhill, for example, ES Neil has given children a lot of freedom in everything, including sexual freedom. Nevertheless, such extreme innovations are rare (Fadaei, 2008).

Islam's view on sex education

What is the view of Islam in this regard? The answer is that the instinct is a reality that exists in man and is one of the creations of God. Regarding the aspect of gender in creation, it should be said that Islam in this regard does not believe in the filth of this instinct, and therefore does not allow it to be blinded and eradicated in human beings. However, at the same time, it does not believe that it should be left free and unfettered or that it should be promoted through direct training. Islam condemns the free relations between girls and boys, men and women in society, and in order to implement Freud's way of thinking in this regard, it considers corruptions and harms that we see examples of in the valley of the world today (Ghaemi, 1993).

Islam's view of sex education is quite different from Western thought. The purpose of sex education in Islam is to nurture, adjust, and direct, not to nurture and elevate. Islamic law recommends the need to observe moderation and avoid excesses not only in the field of sexual instinct but in all aspects of life. In Islam, sexual instinct is accepted and respected as a fact of human existence. Sex education in Islam is a set of educational measures related to sexual instinct, including guiding, controlling, modulating and regulating the sexual instinct that the religion of Islam has used to maintain physical and mental health, chastity, honor and dignity. According to Islam, in the conflict between intellect and lust in man, not only intellect can be proposed and considered and not lust can be denied and denied, but it is the balance between these two third paths that leads to education and without passing through efficient and appropriate sexual education. With sharia and custom, time, place and necessities, we will not reach the truth (Far Mahini Farahani, 2011).

In Islamic teachings and Islamic evaluations of sexual behavior, sexual identity, is stated: Islam not only does not consider sexual interest and its effects to be in any way filthy, but also fights hard against austerity in sexual matters and celibacy and marriage, and marriage is sacred and celibate. Islam has tried to regulate this interest. Religious leaders have provided many guidelines on the feeling of sexual identity and understanding the proper way to apply the criteria of sexual role, from birth to adolescence and adulthood, in the process of individual and social life and family formation, and many narratives on the value of the characteristics of each. The two sexes are emphasized in the service of each other, and each person has led both sexes to consider sexual identity, and adherence to duties appropriate to the characteristics of their sex (Lotfabadi, 2011).

Table 1. Summary of the principles and methods of sexual education (Far Mahini Farahani, 2011)

The basis of sexual education	Principles of sexual education	Sex education methods
The basis of weakness	The principle of tolerance and carelessness The principle of Sa'eh Sadr The principle of amending the conditions	How to stage assignments Assignment revision method Conversation method Grounding method Model method How to fill leisure time
The basis of the effect of conditions on humans	The principle of paying attention to the requirements of the time The principle of control in friendships and associations The principle of moderation	Awareness method Learning method Method of observing justice and caution
Basis of need (sexual need as a natural need)	The principle of paying attention to individual differences The principle of introducing sexual instinct as a capital The principle of rationality	How to pay attention to gender differences Individual training method Responsibility method
The basis of thinking	The principle of thinking and reminding The principle of self-construction	Critical method Self-calculation method The method of enjoining the good and forbidding the evil How to tell stories and stories The method of preaching and admonition How to control yourself
The basis of the effect of appearance on the interior	The principle of cultivation The principle of self-esteem	Habit method The way to avoid worldliness Method of imposing on the self How to control human entrance gates (eyes and ears) Amnesty and forgiveness method
The basis of dignity	The principle of modesty and zeal	The method of negligence How to strengthen faith Method of strengthening chastity The method of chastity in words
The basis of the existence of different stages of growth and evolution in man	The principle of sex education according to the requirements The principle of gradualism	Homework method to a large extent The method fits the growth rate and understanding of the instructor

B) Ethical theories and sexual education

The moral standard is a set of accepted standards and criteria of the people in the society. Moral relations have definite and strong historical roots. These relations are strongly related to the social and economic system of the society, and for this reason there is a difference in the class of the separate age classes. Therefore, the adolescent generation has no right to blindly imitate the behavior of the youth of countries where all aspects of their lives depend on self-interest and sex. Each of the historical periods has its own ethics, customs, and traditions, on the basis of which ethical principles and racial theory have been formed. The gradual combination of moral relations leads to the emergence of an independent science of ethics and customs. From the moment of its emergence, ethics begins to play an all-encompassing role in educating the younger generation. Hence, ethics answers the most important issues of human behavior (Kuchtkov and Lapik; translated by Taghizadeh, 1985).

C) Theories of psychology and sexual education

One of the most influential people in this field is Sigmund Freud. According to Freud, irrational forces, unconscious motivations, and biological and instinctive drives that are formed through the psycho-sexual stages in the first six years of life determine our behavior. Instincts are very important in Freud's approach. He used the term libido to refer to sexual energy as a source of motivation, of which sexual energy is a part. His main goal in life is to gain pleasure and avoid pain (Kerry, 2005; translated by Seyed Mohammadi, 2010). Freud emphasizes childhood and its effect on personality formation. He divides human development into several stages that the child goes through from birth to adulthood. This division is based on sexually sensitive areas at each stage of time. Freud discusses evolution from a psycho-sexual perspective and divides sexual desire into five main periods;

- Oral stage: Between infancy and two years old.
- Anal stage: Between 15 months and three years old.
- Phallic stage: Between three and six years old.
- Latency stage: Between six years old and puberty.
- Genital stage: Between puberty and death (Shafi'abadi & Naseri, 2009).

Adler did not consider sexual desire as the main motivating force, but accepted it as one of the main tasks of life. The reality of life is that we exist in two sexes. Adler's followers believe that the task of life is for both sexes to learn to achieve mutual pleasure and meaning in their sexual relationship. When describing our sexuality to some extent based on culturally defined definitions and notions, we should try to relate to the opposite sex, not to compete with the opposite sex. If we consider the other sex as the opposite sex, then instead of cooperation that results from being a human being of the same sex, we are encouraged to compete and conflict. According to existential psychologists, sexual desire is less important than intimacy. Contrary to psychoanalysts, they believe that sexual desire is not human nature. If we say we should be sexual or we can't be sexual, it is in any case Sunnah. We can be sexually free; this means the freedom to say yes to our sexual desires when it is better to say yes, as well as the freedom to say no to sexual desires when it is better not to say no (Prochaska and Norcross, 2007; translated by Seyed Mohammadi, 2012). In the sixth month, the baby becomes aware of its genitals, and this perception is gained during many of the sensory-motor explorations found at this stage. At the age of two, touching the penis occurs as an activity, and this increases when taking a bath or wearing clothes. This habit lasts until the age of four, after which it is gradually forgotten. At the age of five, children pay a lot of attention to themselves and others. This attention is more on the mother (of course, in girls it is more on the father) so they hug her tightly and cling to her and constantly touch her body to the point that they even want to touch the hidden parts under the clothes, therefore, in some children, behaviors that resemble sexual behaviors occur. From the beginning of the age of six until the beginning of adolescence, sexual attention decreases significantly because children enter the stage of relaxation at this time and it seems that they have mastered their sexual instinct (Shabankari and Motlagh, 2007).

Sex education as the main axis

UNESCO (2009) defines sex education as the process of acquiring information and shaping attitudes, beliefs and values about important issues such as identity, relationships and intimacy throughout life, to which everyone has the right to comprehensive sex education. Sex education helps to identify the social, cultural, biological, biological, psychological, and spiritual dimensions of sex by providing information, discovering feelings, values, and attitudes, and improving communication, decision-making, and critical thinking skills (UNESCO, 2009).

To this end, a program has been developed in Europe called the Community Education Guide and Educational Standards, which includes the following six key concepts:

Key Concept (1): Human growth; Key Concept (2): Communication; Key Concept (3): Individual Skills. Key Concept (4): Sexual Behavior; Key Concept (5): Sexual health; Key concept (6): Society and culture.

Together, these concepts refer to the central issue that (1) human evolution includes physical, emotional, social, and "intelligence" development. (2) Relationships play a central role throughout life. (3) Healthy sexual orientation requires the development and utilization of specific individual and interpersonal skills. (4) Sexual desires are an important part of human existence and people express their sexual desires in a variety of ways. (5) Promoting sexual health requires specific information, attitudes, and attitudes to avoid the unintended consequences of sexual behavior. (6) Social and cultural environments determine how individuals learn and express sexuality (Müller, Gavin, & Kulkarni, 2008).

In religious texts, in order to prevent sexual deviations and foster healthy sexual behaviors in children, parents have been trained as the closest person to them (Merghati Khoie, Abolghasemi & Taghdisi, 2013). According to the International Guide to Sex Education published by UNESCO in 2009, the most important goals of the school sex education program are as follows:

Table 2. Key Concepts and Topics of Sex Education in Schools Program, UNESCO 2009

Key Concept (1) Relationships	Key Concept (2) Values, attitudes and skills	Key Concept (3) Culture, society and human rights
Topics: 1-1 Family 1-2 Friendship, love and romantic relationships 1-3 Patience and respect 1-4 Long-term relationship, marriage and parenting	Topics: 2-1 Values, attitudes and resources of sex education 2-2 The effect of norms and peers on sexual behavior 2-3 decisions 2-4 Skills Refusal in relationships 2-5 Get support and help	Topics: 3-1 Gender, culture and human rights 3-2 Gender and media 3-3 The gender structure of society Gender-based violence, including sexual abuse and exploitation
Key Concept (4) human development	Key Concept (5) Concept of k Sexual behaviors	Key Concept (6) Sexual and reproductive health issues
Topics: 4-1 Anatomy and sexual and reproductive physiology 4-2 Reproduction 4-3 Maturity	Concept Topics: 5-1 Sexual issues, gender and sexual life cycle 5-2 Sexual behavior, sexual responses	Topics: 6-1 Contraception 6-2 Understand, recognize and reduce the risk of sexually transmitted diseases such as AIDS

Given the demand presented, it seems that teaching parents about sex education will have several effects:

1. It will increase the interaction between parents and children, which according to the need of children and adolescents for a proper relationship with parents, will help in this matter and create intimacy between them (Key Concept 1; Relationships).
2. By teaching the topics related to puberty changes correctly to children, it will reduce their anxiety, help increase their self-esteem and correct understanding of puberty and readiness to accept change in adolescents (Key Concept 2; Values, Attitudes and Skills).
3. By teaching topics related to love, love and human relationship (which is one of the issues raised in sex education) will increase the awareness of children and adolescents about their emotions, which helps reduce anxiety (Key Concept 1; Relationships).
4. By teaching issues related to physiological changes during puberty and its effect on the mood and emotions of children, adolescents, will make them aware of these changes and more prepared, which will also reduce anxiety (key concept 4; human development).

Child sex education (preschool, elementary)

The most important issues that should be considered in the sexual education of children in this period are creating desirable sexual habits or, in fact, preventing undesirable sexual habits, giving appropriate and comprehensible answers to children's sexual questions, helping to form a sexual identity appropriate to the child's gender, and preventing early sexual arousal. This stage of development (elementary period) is the stage of necessary trainings and preparations to enter the world of puberty.

The main role of sex education in childhood and the development of appropriate habits is the responsibility of parents. They should receive the necessary and clear education in the field of sex education and help them to be prepared to answer their children's sexual and biological questions by referring to appropriate books and religious texts. A child between the ages of 3 and 5 is curious about his or her physical characteristics and the sexual differences between a girl and a boy, and the cognitive aspect of his curiosity is explicit. The kind of questions a child has about his or her creation, the quality, usually his or her origin and how he or she was born, questions such as "Where did you bring me from?", "Where does the baby come from?" and "Where have I been?" These are normal questions. The child's view of his body and that of his peers is not the same as that of the parents; therefore, in answering these questions, it should always be noted that the child's educational process should be gradual and not all the details should be given to him at once. The answers to the questions should be short and simple (Ouhadi, 2001). At 6 and 5 years of age, the activity of sex hormones is low, at the age of 7, boys express interest in girls, but this expression has a friendly aspect, not a sexual one. Sometimes children look at their bodies while bathing, using the toilet, or changing clothes, or manipulate their penis out of curiosity. This behavior is sometimes due to sexual problems (dry or itchy or burning skin of the penis). In some cases, anxiety triggers this behavior, and in this way, the child gains comfort. In general, this behavior is more common when bathing, playing, fatigue, impatience, when studying (at school age). In such cases, the parents should keep calm and prevent the child from such behavior. One of the issues that parents play an important role in shaping is "sexual identity". Gender identity is a concept that a person has as a man or a woman. In fact, each person's image of being a man or a woman and his or her perception of what a woman or a man is like builds his or her identity. In fact, sexual identity is closely related to sexual role (Far mahini Farahani, 2008). The five-year period of primary school is a critical period and important and crucial in terms of establishing moral and educational personality. This course is a course for learning the basics, establishing habits, the child's relationship with others, and the beginning of the emergence of some slips and deviations. Finally, sex education is a gradual and step-by-step process that should be based on the characteristics of children and adolescents. Human talents flourish in the direction of absolute perfection based on their abilities and with a gradual movement. In sex education, providing information alone is not enough, but the behavior and attitude of parents towards sexual matters are very important in the effectiveness and efficiency of education (Ghaemi, 1999).

4. Conclusion

Despite the importance and place of sex education, research shows that families are unable to educate their children sexually, and even though information exchange is prevalent among students, they are reluctant to receive such information through their parents as they describe talking about it as embarrassing. Therefore, it is necessary to pay attention to sex education in the education curriculum system.

Little knowledge of children about the physical-psychological changes during puberty, receiving incomplete information from unreliable sources, causes many physical-psychological problems in their family life. On the other hand, proper awareness causes their happiness, health, hope for independence, and social development, and protects children against physical and mental illnesses caused by this ignorance. Unfortunately, children are deprived of proper health

awareness about puberty and fertility due to special cultural reasons, which are also discussed in many societies, and in this regard, they suffer a lot of harm, so determining appropriate and effective solutions for meeting their educational needs requires great care and attention. Issues such as adapting educational content to age and religious, cultural, social, economic, physical conditions, skills, educational characteristics, and how to provide information should be fully considered. Explaining the results obtained in this study, it can be said that group sex education has helped parents by identifying common problems and issues in adolescents and providing solutions for puberty features and symptoms, and puberty health tips. It can increase their awareness of the adolescence and the issue of sex education and thus help them find a more positive attitude towards this issue.

Research by victims and colleagues on the subject of educating and promoting children's sexual health (content analysis) showed that empowering parents through educational programs leads to the provision of necessary, accurate, and complementary information about puberty (such as menstruation). The results of this study also showed that mothers communicate with their daughters more easily than their sons and can talk to them more about sexual issues. The results of the present study are in line with the research conducted Vaghari Zamharr et al. (2002) on the subject of examining parents' attitudes and actions towards their children's sexual education. It should be noted that the results of the present study also showed that parents' attitudes toward sexual education of their children have positively increased by providing appropriate educational programs, and contrary to the prevailing perception that education related to sexual education will face parental resistance, the study found that most of the participating parents were relatively prepared to receive these trainings. Najmabadi, Babazadeh, Mousavi, and Shariati (2018) also reported similar findings in their study.

The most important factor in the success of adolescent sex education programs in Iran from the perspective of educators are:

1. political problems such as the government's failure to adopt a clear strategy,
2. cultural and social problems such as taboos,
3. structural and executive problems such as inadequate structure of the health system
4. No use of the potential of religion.

The results of this study also showed that parents' accurate understanding of children's sexual status and having sufficient information in the field of sex education, is very important and should not ignore the questions or sexual awakening of adolescents or scare children with prejudice and extremism. Consistent with the results of the present study, the results of some studies also showed that comprehensive sex education programs have a positive effect on delaying the onset of sexual behavior, reducing the number of new sexual partners, and reducing the occurrence of unprotected sexual curiosity in children. Overall, these studies showed that the designed educational intervention has an essential role in improving mothers' knowledge, attitude and sexual function, and mothers can play a key role in teaching sexual issues to their children. Therefore, mothers' skills training for sex education requires continuous and regular training sessions with practice and experience.

Although teaching how to communicate with children is one of the most important needs of mothers that was not addressed in this study, most of them acknowledged the importance of information and understanding of this period of their children's lives. Therefore, in order to prevent the complications and problems of children in the field of sexual education, we need to educate mothers in order to adopt the suitable educational methods and appropriate unhealthy behaviors in order to take a step towards the health of individuals and promote the health of society. The result is that answering children's sexual questions and providing information to them should be provided gradually in the family environment and should be based on their age and position, so that maternal needs are met by the mother and paternal needs are answered by the father. In this regard, some experts in sex education and the prevention of abuse, believe that sexuality and educating children is very effective in diagnosing appropriate and inappropriate

touch. Therefore, it is necessary for parents of children, especially mothers, to first obtain the appropriate information to educate children and answer their questions through education, then, while establishing a sincere and trusting relationship with their adolescent child, teach sexual issues. In this way, they minimize the risk and the possibility of obtaining incorrect and inappropriate sexual information for their children. The results of this research can be very useful for educators and experts who work to educate children. It is also necessary to provide conditions for these courses to be held in schools for mothers in order to reduce the problems of children and students. It should be noted that comprehensive sex education can help children to create an appropriate framework of complex and critical health and social issues in the mind. Providing accurate information about sex and related issues can lead to a healthier life.

In general, it can be said that due to the cultural barriers and the specific beliefs and prejudices of the parents of our society, it is very important and difficult to conduct extensive studies in the field of sex education for adolescent girls and boys, as well as their parents. The education system can also indirectly educate students through extensive planning from an early age and help increase parents' awareness and attitudes about sex education to their children by holding parent education courses.

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