

## **SexED: preliminary results of a Sexual Education Project**

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**Rationale/Background:** Sexual education constitutes a way of primary prevention in the community, including in the field of mental health. However, schools in Portugal lack the means to approach sexuality in a biopsychosocial approach. SexED project aims to provide sexual education sessions in schools in a non-formal peer-education setting, being coordinated by a Child and Adolescent Psychiatry Resident, trained in Sexology by the Portuguese Society of Clinical Sexology (SPSC) and counting with a multidisciplinary team of young physicians in different areas of specialization and psychology students. This poster presents the preliminary results of self-report questionnaires regarding the sessions distributed in the year 2018. This project also includes a strong social media presence and a way to post online questions regarding sexuality in an anonymous manner.

**Research Questions:** Are teenagers receiving comprehensive sexual education in school? Are SexED's sexual education sessions perceived as useful by teenagers? What are the main sexuality questions of teenagers in Portugal?

**Methods:** Anonymous self-report questionnaires regarding the sessions were distributed in 4 different schools in the year 2018. The aim was to evaluate: quality of the session, educators, expectations, apprehended concepts, organization, usefulness, time allocated and if the same topics had been taught previously at school. The doubts posed in SexED's online anonymous form will be the subject of a brief descriptive analysis.

**Results:** 370 students answered the questionnaire. About 90% classified the sessions as Good or Very good and 86,5% would recommend the session to others. 70% stated that they had learned new concepts and consider that the sessions will be useful for their lives. Only 33,5% agree that these concepts are taught in schools outside these sessions. The online questions presented can be categorized in different main areas, demonstrating the presence of biological, psychological and sociological necessities.

**Conclusions:** Students appear to be satisfied with SexED sessions, which concepts are not often taught outside the specific sessions. Students demonstrate curiosity and doubts in numerous biopsychosocial aspects of sexuality. The main critique we present is the lack of time and the consequent brief explanation of some of the topics of sexuality. It is our goal to increase the number of sessions and to deal with the different subjects of sexual education in a modular approach to increase the apprehension of the concepts and to allow for changes in behavior. Nevertheless, the comprehensive, transversal and inclusive way of dealing with sexuality in a peer-to-peer setting is appreciated by the students.

**Key Words:** sexuality, sexual education, community, biopsychosocial.

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