



# Sexuality and youth: experiences and repercussions

## *Sexualidad y juventud: experiencias y repercusiones*

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### Abstract

The objective of the study is to qualitatively search for the understanding of the perceptions of experiences experienced by young people of both sexes in terms of love and sexual relationships, seeking to evaluate the impacts of these experiences in their lives. The study adopted a qualitative approach, made with 60 participants, aged between 14 and 20 years old, who attended two public high schools in the southern region of the municipality of São Paulo / Brazil. The data were collected using the strategy of the focus group and analyzed through the method of content analysis, type categorical analysis. The results were categorized and their organization made into three themes: incursions in the love field, sexual initiation and the impact on life. At the end of the study, it was concluded that even if it had limitations, it

contributed rich and significant content in terms of the love and sexual experiences and consequences in the lives of young people, what will contribute to the discussions on the subject and in new studies.

**Keywords:** Youth, sexual behavior, education in sexuality, sexual health, sexuality.

### Resumen

Este estudio tuvo por objetivo buscar cualitativamente la comprensión de las percepciones de las experiencias vividas por jóvenes de ambos sexos acerca de las relaciones amorosas y sexuales, buscando evaluar los impactos de esas experiencias en la vida de esos jóvenes. El estudio contó con un abordaje cualitativo realizado con sesenta participantes, con edades entre 14 y 20 años, que frecuentaban dos escuelas públicas de educación secundaria de la región sur del municipio

de São Paulo. Los datos fueron recogidos por medio de la aplicación de la técnica de grupo focal y analizados por el método de análisis de contenido, del tipo análisis categorial. Los resultados fueron categorizados y organizados en tres temas: incursiones en el campo amoroso, iniciación sexual e impacto en la vida. Se concluyó que a pesar de tratarse de un estudio limitado, produjo un

## 1. Introduction

This study is one of the actions adopted with the youth that took part in the sexual education activities, carried out by researchers and graduate students from the Group of Studies about Corporeality and Health Promotion (Gecopros for its initials in Spanish) of the Universidad Federal de São Paulo (Unifesp) through extension courses and events. During the execution of the different activities, many doubts, curiosities, myths and taboos arose in students' speeches. Among the various subjects discussed about "body and sexuality", idealized and symbolic aspects of the generation of subjectivities were revealed, particularly related to the diverse representations of the early experiences, love encounters and sexual practices.

For this study, the word youth is adopted as a social status. The notion of youth spans the period between the social statuses of childhood and adulthood (Grosso 2000).

Considering the complexity of the adolescent/youth sexual behavior, a major project (CEP nº 1126/2016) involving adolescent and youth representations was formulated, having as one of the subjects the love and sexual relationships between them and the identification of the subjectivities resulting from these experiences. Thus, the objective of this paper is to present an innovative instrument for the analysis of the data collected during the activities carried out by Gecopros.

In this context, the social determines the shaping of the subjectivity and behavior patterns. Consequently, such influences totally affect the events, turning the adolescence into a unique

contenido denso y significativo acerca de las experiencias amorosas y sexuales y consecuencias en la vida de esos jóvenes, que contribuirá para discusiones sobre el tema y nuevos estudios.

**Descriptor:** Juventud, comportamiento sexual, educación en sexualidad, salud sexual, sexualidad.

period of experience and assimilation of the disclosed models.

It is understood that sexuality is a key element in all stages of human development, and involves practices and experiences related to satisfaction, affectivity, pleasure, feelings, exercise of freedom and health. Sexuality is a historic, cultural and social structure, which is transformed as a result of social relationships. However, many societies undergo censorship and limitations in their possibilities of completely experiencing sexuality, due to myths, taboos, prejudices, interdictions and power relationships.

Foucault (2014) mentions that sexuality is a relationship of power between men and women, parents and children, teachers and students, priests, among others. Such relationships are established according to cultural prejudices about sex and variations in spatial and temporal contexts in the history of every population.

Every individual is intrinsically linked to power relationships. Sexuality is related to desire and truth, and is influenced by moral and ethical issues. Therefore, abstinence, respect and interdiction arise, and the individual is subjected to different kind of impositions regarding sexuality, which prevent an open discussion about it as any other human matter.

Despite the several cultural transformations, the technological and scientific development of the society and the freedom of expression, many people today have difficulty to speak about sexuality or manifest their doubts, experiences, feelings and problems in this area. In the family, conversations with the children about the matter are still scarce or nonexistent, and many relatives are opposed to the idea that the subject



is discussed in the classroom. Similarly, some institutions restrict discussions about sexuality and, consequently, the realization of projects along with the community. In other occasions, the issue is treated inappropriately thus reinforcing the prejudices, discriminations, and/or prohibitions, and separating from the laic and scientific point of view.

The youth is a period of (re)discovery, and the sexuality is developed along life. It is the part of the personal history of every individual shaped by its relationships with others, the environment, the culture and his/her exposure to different views of the world. In this sense, Foucault (2014) refers that sexuality is not only built in the biological dimension, but mainly on the imagination. Sexuality is not only in the tangible plane but also in the discourse behind it.

In the same way of thinking, it can be highlighted that sexuality is also determined by the knowledge and control of the body, because these are the evidence of human existence, in social space and history. The knowledge about the body and sexuality is essential for the self-esteem, freedom, identity, sexual pleasure, as well as respecting the bodies of the individuals involved in the relationship.

In this context it is understood that family, school and State need to pursue and protect the transversality of a quality sexual education for youth, even though national context is under the influence of preconceptions about sexual and reproductive rights, which result from the progress of religious conservatism in the government (Zanatta *et al.*, 2016). It is important to remark that the Brazilian national curricular parameters (Brazil, 1997) include sexual orientation (sexual education) in schools as a transversal subject. There is no doubt that exercising a responsible sexuality involves broad sociocultural and political aspects that are out of the scope of schools' duties. Even so, the impact of school investment on sexual education is unquestionable. It is necessary to address the matter in an integrated manner with other disciplines, thus attaining

and aggressive deepening in the youth knowledge about sexuality.

In this way, from the thematic scope and its actual importance, two fundamental questions were raised to delimit this study: Which are the daily perceptions about sexuality of the youth that participate in the study? Which is the contents that rises about love and sexual relationships with other youth?

To answer those questions, the main objective was defined as: qualitatively search for the perceptions of experiences of youth of both sexes about love and sexual relationships, and the impact of such experiences on their lives.

## 2. Methodology

This is a descriptive study with a qualitative approach, whose purpose is to present elements of a particular population or facts and problems of a reality, and besides to find relationship between the variables. This kind of study drafts the reality, because it describes, captures, analyzes and interprets the context or the processes of constructing the social phenomena. The focus of the approach on the reality, or how a person or a group is led, understands or acts in the present, performs a comparison or a contrast reporting the actual conditions, requirements, paradoxes and how to reach results (Gil, 2010).

The complete project of the study was developed from a research about sexual initiation and the practice of safe sex among adolescents, being evaluated and approved by the Ethical Committee of the UNIFESP, with protocol nº 1126/2016, CAAE: 58771416.7.0000.5505, fulfilling all patterns established by resolution 466/12, about the Research Regulations Involving Human Beings (Brazil, 2013). It is important to remark that the terms of consent and approval were appropriately applied along with the people responsible and participants of the study.

The search was carried out with the aid of the members of the Group of Studies about Corporeality and Health Promotion (Gecopros,



for its initials in Spanish) of the Universidad Federal de São Paulo (Unifesp), in two public schools of the second cycle of elementary and high school, located in the southern area of the municipality of the city of São Paulo.

For this purpose, a deliberately selected sample was used, such that the participants were chosen to reflect the variety of individuals involved in the study. The group was constituted by 60 youth of both sexes, from 14 to 20 years old. The following premises were adopted as inclusion criteria associated to the objectives: age delimited by the Youth Statute (Brazil, 2013); being registered in one of the schools involved in the study and taking part of the sexual education activities promoted by Gecopros, but with broad variation among them such that different and/or divergent points of view show up.

The data were generated for five focal groups, each of them divided into two sections. The group composition was determined in the literature, with questionings aligned with the objectives of the study emphasized in the active participation of the individuals in the discussion; the role of the observer was to assimilate non-verbal information expressed by the participants and write it down in a field diary (Gatti, 2005).

The group sessions were carried out in the school premises, and lasted an average of 60 minutes. A script, organized based on key moments, guided the discussions executing the following steps: opening (presentation, information and schedule agreement); debate; summary; and closing. The meetings were recorded and then transcribed reliably. The main question of the study was "how is it living sexuality during the youth?"

A contents analysis of the collected data was carried out; such analysis is defined as a group of analysis techniques that involve procedures and objectives for describing the narrative contents, and providing qualitative indicators for acquiring knowledge related to the production/reception conditions of the elements of the analyzed communication. The analysis was carried out using a technique known as category analy-

sis, in which the text is split up into units and, promptly, categories are obtained by creation of similarities (Bardin, 2011).

### 3. Analysis and results

The contents were structured in categories searching for the outlines of the significance system that revealed, as a whole, important aspects about experiences in the area of sexuality and the impact on the life of the participants. These categories were organized and presented as following: (1) incursion in a romantic relationship; (2) sexual initiation; (3) impacts on life.

#### 3.1. Incursions in romantic relationships

This category presented narratives that revealed aspects related to the early love relationships, with reactions distinguished by fear, curiosity, insecurity, interest in the other, friendship and exercise of new social interaction abilities in the adolescence as observed in the narratives:

There are girls that feel ashamed when boys as them to go out, I am very silly, I am afraid, I have never gone out with a boy. My friends keep saying that the first kiss is very important. I kissed for the first time only when I was 14 years old, but I do not even know if that was really a kiss (female sex, 14 years old).

When I see an interesting young boy, I feel a warmth. I am a virgin, I want to remain a virgin until I get married, it is my goal, did you understand? I do not mind about what people say (female sex, 16 years old).

I believe that I am not yet prepared to engage in a serious relationship, I only want to seriously go out with someone. Finding a girl and being with her for a single day, or more than one day if it was a good experience (male sex, 15 years old).

I always wanted to truly like a boy, have a boyfriend, but I am not like other girls that have



sex. Many boys already came to me asking to be their girlfriend, but I have never accepted, because in my opinion if you are going to be with someone or have a relationship, you have to feel something or you have to like him (female sex, 16 years old).

I am not a person of being with two girls as many people believe it should be. I only have one girlfriend. Our relationship was complicated, everything started from childhood to adolescence. I met her and I started to like her, but many problems prevented us from being together; after much insistence, after a year, I could be with her. I have been with for more than one year and a half. I consider myself responsible, because I have a serious relationship with her. She is my best friend and I am her best friend. I support her and she supports me too (male sex, 19 years old).

My girlfriend is 16 years old. We plan to get married and have kids in the future, I believe that is not far from happening (male sex, 17 years old).

I had a boyfriend who even asked my mom if he could be my boyfriend, it only lasted three months, I did not like him, I only wanted to have a boyfriend, but I did not have any sexual experience, I am embarrassed (female sex, 15 years old)

I only had a boyfriend, it was secret, but that was not correct (female sex, 13 years old).

This category exhibited very different facets. Embarrassment and fear are frequent representations in the narratives, especially in young girls. The insecurity at the beginning of an engagement is present, as an indication that at the expense of a relationship without compromise it means some responsibility with the other person.

Some participants demonstrated preference for a relationship without compromise, considering that staying with someone in this type of relationship is a way of interacting socially, and broaden affective experiences. The

youth meet, and feel attracted for each other, talk, have fun, and decide to be together only one time. Such a relationship lacks of pre-established rules, and kisses, hugs, different praises and even a sexual relationship may occur. The relationship without compromise is related to other subjective forms produced by the contemporary society, as well as a group of new paradigms and affective, socials and economic relations of this time, and hence is not a term or a superficial phenomenon (Justo, 2005).

Maintaining virginity as a natural condition and a certificate of morality for marriage appeared in the narrative of the female participants, but no of the males. In the patriarchal society, social recognition of the innocence of a young girl is related to the condition of her body, to her virginity. On the other hand, it constitutes an option of intimacy. In the groups of adolescents/youth, many virgin girls are treated ironically, and sometimes there exists pressure on them so that they cease being virgins. This fact is also linked to control and regulation practices within the group, such as irony, sarcasm, rejection and control of the number of schoolmates for girls and exaltation for boys (Sales and Paraiso, 2013). Such perceptions show that sexist and heteronormative language are present in all social structure (Morgade and Faisond, 2015).

There are others that look for a relationship and fall in love. When youth fall in love they are driven by the intensity of their feelings, such that they can have difficulties to sleep, eat or concentrate in any other thing. Since a love relationship is considered a more stable form of relationship, they have different expectations, figuratively signing the agreement of happiness and sincerity that occurs in love relationships.

### 3.2. Sexual initiation

This category showed that sexual initiation occurs before important information and knowledge have been internalized. As a consequence, a vulnerability context is configured, with expo-



sure to risky situations, lack of care in adopting precautionary measures such as the use of condoms as a way to prevent pregnancy and sexually transmitted diseases (STD). Experiences were revealed based on the trust on schoolmates, as can be seen in the narratives:

I haven't yet had my first sexual relationship, mi sister got lost because she had sex being only 12 years old, she was immature (female sex, 15 years old).

Virginity is important for me, having sex should be for pleasure. I don't want to have a vulgar relationship, enforced. I want someone I like, and that likes me, because the first love relationship has to be very special, because it is going to change my life. If it is a vulgar relationship, it will mark me and leave sequels (female sex, 17 years old).

It was meaningful; I was 11 years old when I had sex for the first time (male sex, 17 years old).

My first sexual relationship was very meaningful, a bit strange, the girl was more prepared than me, but it was great (male sex, 17 years old)

Sexual interest started during my relationship and we had sex promptly. We had sexual relationships being 12 years old. My first sexual experience was with my girlfriend (male sex, 17 years old).

I had my first sexual relationship being 13 years old. It started very early, but I was conscious and responsible, I did it with the correct person (female sex, 16 years old).

My first sexual relationship was very rushed, I was 11 years old and did not feel anything, I knew nothing, it was only to please the other person. Today I am very sorry, because it was not the way I wanted it, I was taken by surprise, I did not have time to think, that's why I did not like it (female sex, 17 years old).

In the sexual relationships I am always accustomed to prevent, I put him the condom (female sex, 16 years old)

I don't even know how it is to have sex with condom, it should be the most ungraceful thing, I will not feel anything, I will not feel pleasure. I do not want to wear condom, and if my boyfriend asks to use it, I tell that I do not want to have sex (female sex, 15 years old).

The condom is very ugly, it gets stuck just in the moment, deprives the person, you cannot.

The narratives in the study revealed aspects that happen during sexual initiation, event also known as "first time", such as reflection of those who observed unsatisfactory experiences and want theirs to be different. In this way, narratives demonstrate the idealization of the first sexual experience as a satisfactory, pleasant and no-fault event. In particular, young girls that had sexual relationships looking for a change in the affectivity of schoolmates, are generally able to overcome the pain myth even though their virginity is lost.

As it can be seen, the motivation for sexual initiation can be due to many reasons, such as curiosity, love, pleasure, fear to lose the partner and the intention of not being a virgin anymore. However, it is evident that love is still a dominant motivation for girls.

In this sense, search results pointed out that participants represented sexuality as different from sex. Women represented the agreed sexual relationship as feeling, complicity and caress, while for men the sexual relationship was represented by means of gender categories that demonstrate power relationships between women and men, and as a self-pleasure act. Evidences such as these indicate that girls perceive sex more tied to feelings, while boys perceive it connected to the practice itself and to personal satisfaction in the act (Costa and Fernandes, 2012; Saavedra *et al.*, 2010).

Heilborn *et al.* (2006, p.165) state that:

The passage to sexuality is carried out at the end of an ongoing process of physical and emotional exploration, in stages that can take several years or, conversely, be relatively fast. Learning in relationships that lead to adult



sexuality are included in social frameworks organized by couples, who establish rules of behavior and give a status to partners: the engagement system.

But, as it was demonstrated in the narratives, it is in full transformation, with the relationship without compromise being incorporated in that context.

Another aspect that was revealed by the narratives remark that the first sexual relationship can produce feelings of regret when they are carried out to please the other person, without considering the own desire. Actions and feelings of the scope reveal that the ideological model represented by woman subjugation to the man, emphasizing the influence in her way of thinking and acting. In this sense, sexual education has been pointed out as important for the girls to have better tools to make decisions on their body and more secure choices about the beginning of sexual life.

As it has been seen, the first sexual relationship was not a systematically planned activity. It sometimes happens, but it is important to highlight that participants of the group had the first sexual relationship at the beginning of adolescence or at the end of childhood. In this sense, this observation agree with the results of the PeNSE 2015, which indicated that 27,5% of Brazilian students of the 9<sup>o</sup> year of secondary education (13 to 15 years old) already had sexual relationships at least one time. Among the male students, such percentage was 36,0%, while among female students it was 19,5% (Brazil 2016).

According to one of the female participants, sex has to be safe, it has to occur with responsibility, and avoiding the risk of an unplanned pregnancy. When a girl believes that using contraception methods involves facing issues prior to this decision and the no fault self-permission, and the conflict with family due to the type of relationship to be established with the partner. Some studies confirm the fact that for female adolescents love and sex are more connected to feelings, while for male

adolescents the affective relationship is linked to comradeship and sex with prevention (Costa and Fernandes, 2012).

On the other hand, narratives generally showed that when both boys and girls talk about their love and sexual life, they give little importance to prevention, either of pregnancies or STD's. It seems difficult to balance love and/or pleasure in a prevention attitude.

In this context, it is worth highlighting that a study carried out in 2010, involving 8741 youth registered in public schools of Paraíba State. According to the narratives of the discussion groups, the inexperience is the main cause for not wearing a condom in the first sexual relationship, followed by the handling difficulties and wrong beliefs that in such relationship it is not possible to become pregnant or acquiring a STD (Ribeiro *et al.*, 2011).

Facing the issues, another aspect that needs to be addressed is the use of the condom, and the importance of talking about it to propel a change that ensures more sexual freedom women. However, in this environment, there are very negative discourse about girls that look for pleasant and safe relationships. Many of them are negatively evaluated as "easy" women and/or accustomed to casual sex. According to Ribeiro *et al.* (2011), the difficulty lies in the fear to displeas and lose the partner, or to project an image of "having experience". For boys, such behavior of the partner of asking to wear the condom produces distrust. These different points of view hinder the possibility of conversation and, consequently, a negotiation regarding its use, creating a space of silence where the fear to possible effects limits the actions and generates a vulnerability context.

### 3.3. The impacts on life

This category revealed the needs that participants have related to sexual education, lack of knowledge about their own body, ignorance of important information regarding sexual initia-



tion and violence, as can be observed in the following testimonials:

I have sex since I was 13 years old, I like having sex, but I do not know what happens, I like the person and I feel pleasure in the moment, when sex is happening, but later I feel nothing, sometimes I think I would like to feel that thing called orgasm. I never felt it, I am confused, I feel something when sex is beginning, but after that is not the same thing. I keep asking why? My friends say that it is a very good sensation. And it makes me uncomfortable not feeling it. Sometimes I see that I give pleasure to another person and that he is also trying to give me pleasure, but he does not get it and that leaves me irritated. I am always in the search (female sex, 18 years old).

Since I began having sex I do not feel any pleasure, I don't know what that is (female sex, 14 years old)

I feel much pain in the vagina region during sex. It is in the moment when we begin to have relationship. It started to happen a short while ago. Sometimes I do not feel any pleasure having sex, it is when I feel more pain (female sex, 17 years old)

I wanted to say that I am having a yellow fluid that even stains my lingerie and I feel during the sexual relationship, I want to go to the gynecologist, but I only would go if the doctor were a woman (female sex, 15 years old)

I had a son when I was 13 years old, it is a lot of responsibility, everything changed, I even stopped studying at the time (female sex, 16 years old)

When I started having a boyfriend, we liked at each other, I was involved, we stopped using condom and I got pregnant (female sex, 20 years old)

There are many adolescents that are going around doing things they shouldn't do. There are 12 to 13 years old girls that are mothers already, it is not an age to have a son, it is the beginning of everything, it ends up being a

child taking care of another child (female sex, 17 years old).

I went through two abortions. The latest one was very sad, I took eight pills of Citotec®, I bleed a lot, I almost died, I believe I was bleeding for a long time. I went to the hospital, I spoke to the nurse, and she got very upset, she finished with me. I was in the bathroom with four months, I started to bleed, he came out, his color was purple. I don't know why? I desired to take that in my hands, I looked at it and I wanted to put it back in. It was very hard (female sex, 18 years old).

The first relationship made a mark, all girls think about losing virginity with a person they like. For me it was horrible, I feel bad when I remember it, it was the worst thing that happened in my life. It was with a married man, I hated that man, I did not want and he took me forcefully, with violence, I did not want and started to cry. When he saw that I was crying a lot, he stopped that brutality (female sex, 19 years old).

My father abused me, I was 13 years old. He insisted, and insisted, and on my birthday he got what he wanted. For me the time of my birthday is awful. I was thinking on the images of what happened, and the fear that it happens again. A lot of people say that their father is great, I do not have a father, not of those, a father that is father does not do that with his daughter. After that happened with me some symptoms showed up, it is hard to talk about it. Every time I have sex with my boyfriend I feel that pain. I remember everything that happened. Time ago I was having faints. The pain is in the belly, with burning sensation, it is hard (female sex, 17 years old).

The difficulty of female adolescents/youth to have pleasure at the beginning of their sexual life showed up in a significant manner. That lack of pleasure that involves not only the absence of orgasms but also pain during sexual relationships, may have remote causes, such as cultural aspects and an inability with their own body and its condition for self-pleasure.



Many times there is an association of sex with something ugly, prohibited, negative and guilty, which seems to have a devastating effect in a relationship. With respect to it, some speeches also state that there is alleged complexity in women sexuality (Rohden, 2009).

Regarding unplanned pregnancies, it is important to remark that a reason that drives youth to avoid using a condom is related above all to affective sexual relationships in which there is a affective-love involvement, a trend to abandon the condom during the relationship (Godoi y Brêtas, 2015).

Among the most common causes of pregnancies it is important to remark the lack of knowledge and information, and/or not using contraception methods, or their low effectiveness, incorrect use or failure. A communication between partners will lead to safe decision making in reference to prevention (Mendonça and Araújo, 2010).

Regarding pregnancies in schools, opposed points of view can be found in the literature. Some studies state that pregnancy during adolescence results in school dropout, while others point out that dropout is prior to pregnancy (Heilborn *et al.*, 2006).

Youth are filled with new sensations and strong feelings, sometimes inexplicable and uncontrollable. Many times their sexual relationships are impulsive, thus increasing the risk of a pregnancy. When pregnancy happens and it is not desired, the lack of orientation can pose a death risk, because not safe abortion may bring serious consequences to the body and mental health of the adolescent (Faria *et al.*, 2012).

A study coordinated by Brêtas *et al.* (2017) involving 302 youth between 14 and 20 years old, with secondary education about abortion, revealed that a greater level of school attendance indicate that other values are interposed, increasing the knowledge about the matter and the possibility of formulating different points of view. Regarding education in sexual-

ity, the school is fundamental as a socializing and knowledge promoting institution that can inform and reduce the risk factors in youth, thus directly interfering on the individual vulnerability of students by making them capable of generating knowledge that will be transformed in protection attitudes and practices.

Regarding sexual violence, girls are victims more frequently, being more common the father/daughter abuse that is analogous to the cultural pattern of the patriarchal society, in which the woman, even with female conquests, is still seen as a sexual object. Sexual violence is a phenomenon which is present in all socioeconomic levels, and can be classified as intra and extra-familial, depending whether it is perpetrated by relatives or not of the person subject to violence.

The girl subject to intra familiar violence faces the imminent risk of being a victim of sexual abuse at any moment, because the attacker lives in the same space, and sometimes there is collusion of other members of the family. That fear promotes a continuous feeling of unsafety, horror and terror that deeply affect her psychological condition. Most of the people subject to violence suffer deleterious consequences for their bio psychological development, such as: panic in certain social situations, feeling of guilt, suicidal thoughts, difficulty for interpersonal, affective and sexual adaptation, among others (Azevedo and Guerra, 2007).

Another study (Ballonoff Suleiman *et al.*, 2016) suggests that good quality communication about sexuality between the family and the adolescent has been significantly positive to guarantee safe information, self-esteem and a greater power of decision about prevention, sexual initiation and better resistance capacity to the pressure within the group.

In that context, it is important to remark the importance of recognizing adolescents/youth as subjects of sexual and reproductive rights, which is fundamental for the implementation of public policies really adjusted to their needs. Understanding the transition for an active and



protected sexual life is essential to take care of their expectations in sexual education, above all before sexual initiation (Borges *et al.*, 2016).

#### 4. Discussion and conclusions

Although this study is limited because it is local and involves a particular population, it contributes to extend the discussion since it addresses an important matter in the area of sexual education for adolescents and youth.

The results of the study reinforce the need to consider the youth as subjects of rights and people in the process of development, which is fundamental to think in the implementation of public policies on protection, prevention and sexual education. Understanding the process of constructing their social and affective relationships, the oral and corporal expressions, and the different ways to see and be in the world, mainly looking at their insertion in the digital and social world is essential to elaborate action proposals with greater impact on their lives.

The prominence of youth should be encouraged with their participation in both educational and health services, and in policies elaboration. The experiences of the youth in sexuality and the impact in their social life constitute important information about vulnerabilities, and provide key hints about how, where and why investing in particular ways of education in health.

The safe transition to a more active sexual life requires information and knowledge in sexuality, that address the ways to prevent, the importance of pleasure, self-knowledge and respect for the other. Other important abilities such as recognizing abuses and forms of violence, defining limits for self and others, and self-love, are only developed stating problems about the attitude.

In this way, it is considered relevant to know the experiences in sexuality of the youth, as a direct form of implementing positive and realist actions of greater impact in sexual and health education.

In school, sexual education should be understood as a process of pedagogical intervention, whose objective is to state problems about issues related to sexuality, and promote the construction of knowledge, including attitudes, values, beliefs and taboos demythologizing. As pointed out by Morgade (2006), it is necessary that sexual education stops being addressed in the hidden curriculum, to be present as a topic in school programs. Such intervention occurs in a collective scope, considering the sociologic, psychological and physiological dimensions, differentiating from an individualized work, of psychotherapeutic nature. This is different form the education carried out in the familiar scope, because it promotes the discussion under various points of view related to sexuality, without imposing particular values over others.

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