

## Early Sex Education in Christian Theology

Agustinus Bongga Pasau<sup>1\*</sup>, Yohanes Suprandono<sup>2</sup>  
Sekolah Tinggi Teologi Kharisma Bandung

**Corresponding Author:** Agustinus Bongga Pasau [agustinus.bonggap@gmail.com](mailto:agustinus.bonggap@gmail.com)

### ARTICLE INFO

*Keywords:* Sex education, Christian theology, early childhood, family, moral education.

*Received :* 12, March

*Revised :* 14, April

*Accepted:* 20, May

©2025 Pasau, Suprandono: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

Early sex education is one of the important aspects of the development of children's character and morals, especially in Christian communities. This research aims to explore a theological approach to early sex education, by integrating biblical values into culturally and faith-sensitive educational processes. The introduction to this study underscores the urgency of this topic, especially in the midst of modern challenges that often affect children's development with misinformation. Emphasis is placed on how Christian communities can align their sexual education needs with the principles of their faith. The results show that early childhood sex education based on Christian theology can help children understand their bodies as God's creation, develop respect for themselves and others, and protect them from the dangers of sexual exploitation. With an integrated and faith-based approach, this research makes a significant contribution to the development of the theory and practice of sex education at an early age in the context of Christian theology.

## INTRODUCTION

### *Background of the Problem*

Early sex education is an increasingly important issue to discuss, especially in the context of Christian theology, because it not only includes biological aspects, but also has moral, spiritual, and social dimensions. From a Christian perspective, the human body is seen as a creation of God that has sacred value. Bible verses such as 1 Corinthians 6:19-20 emphasize that the body is the temple of God, which invites moral and spiritual responsibility to honor one's own body and that of others. Therefore, providing a correct, biblical understanding of the body, relationships, and sexual identity from an early age is an important step in building a strong moral foundation.

The social challenges faced in the implementation of sex education in the Christian community include the rapid flow of information available in the digital age. Children are often exposed to content that is incompatible with Christian values, such as pornography or sexually explicit narratives that are too permissive. This phenomenon puts children at risk of misunderstanding sexuality, which can impact their development. On the other hand, the lack of adequate sex education can also leave them vulnerable to harassment or exploitation due to not having an adequate understanding of the boundaries of their bodies.

From a spiritual point of view, the Christian community often faces a dilemma regarding how to provide sex education that is in accordance with the values of the faith without creating awkwardness or violating religious norms. Concerns about a secular approach often discourage Christian churches and schools from taking proactive steps. In the midst of this situation, there is a risk that children do not get correct and biblical direction, thus allowing the influence of secular culture to fill the void.

This research departs from the realization that sex education based on Christian theology can be a solution to this challenge. Education based on Christian values can help children understand their bodies as God's precious creations, instill respect for themselves and others, and equip them with morality that can fortify them against cultural influences that conflict with their faith. With a faith-based approach, sex education at an early age can be a means of strengthening the values of the Christian family and community.

This background emphasizes the importance of developing a model of sex education based on Christian theology that is able to respond to social challenges while maintaining the spiritual integrity of children in the Christian community. This research is expected to be able to contribute both practically and theoretically in supporting the formation of children's character from an early age in accordance with Christian values.

### *Research Objectives*

This research aims to make an academic and practical contribution in the context of early childhood sex education with an emphasis on the perspective of Christian theology. The main purpose of this study is:

### 1. **Providing Deep Theological Insight**

This research is designed to explore the biblical foundations and teachings of Christian theology relevant to sex education at an early age. Drawing on principles such as respect for the body as God's temple (1 Corinthians 6:19-20), love of neighbor, and the values of holiness, this research aims to help the Christian community understand the importance of integrating faith values into sexuality education.

### 2. **Identifying Social and Spiritual Challenges**

This objective includes an analysis of the challenges faced by the Christian community regarding the implementation of sex education, including pressures from secular cultures, the potential for misinformation in the digital age, and the spiritual concerns that often arise in Christian societies.

### 3. **Developing a Faith-Based Education Framework**

This research aims to offer a conceptual and practical framework that can be applied by parents, churches, and Christian educational institutions. This framework includes methods and strategies for teaching sex education that not only informs, but also shapes the character of children according to Christian values.

### 4. **Providing Practical Guidance for Christian Communities**

In addition to academic insights, this study also seeks to provide practical guidance that can be used by families, churches, and educational institutions in providing sexual education that is responsible, sensitive, and in harmony with the teachings of the Christian faith.

### 5. **Improving Understanding of the Relationship between Sexuality and Spirituality**

This research highlights that sexuality is not only a biological aspect, but also an integral part of human spirituality. Thus, sex education in the Christian context aims to promote a holistic understanding of human identity as God's creation.

Overall, this research is intended to be a bridge between practical needs and theological values, supporting Christian communities in directing their children's education in the midst of complex modern challenges.

## **THEORETICAL REVIEW**

### ***Biblical Foundations***

Early sex education from a Christian theology perspective has a strong foundation in biblical verses that emphasize respect for the body and moral values. Some relevant verses include:

1. Psalm 139:13-14 "*For you formed my kidneys, woven me in my mother's womb. I thank Thee for my terrible and miraculous event; It's amazing what you've done, and my soul is really aware of it.*" This verse teaches that every human body is a unique and miraculous creation of God. In the context of sex education, it reminds children to respect their bodies as the work of God's hands and to keep them pure according to His will.
2. 1 Corinthians 6:19-20 "*Or do you not know that your body is a temple of the Holy Spirit that dwells in you, the Holy Spirit which you have received from*

*God – and that you are not your own? Because you have been bought and the price has paid off. Therefore glorify God with your body.*" The human body is not only seen as a physical part, but also as the dwelling place of the Holy Spirit. This verse provides the theological basis that sex education should teach children to take care of their bodies with respect and spiritual responsibility.

3. Romans 12:1 "*Therefore, brethren, by the grace of God I exhort you to present your bodies as a living offering, holy and acceptable to God. That is your true worship.*" This verse emphasizes the body as a form of offering to God, which requires each individual to keep it in a holy state. This is relevant in teaching children to understand the importance of maintaining the purity of their bodies.
4. Proverbs 22:6 "*Train up a young man in the way that is right for him, and in his old age he will not depart from it.*" This verse provides direction for parents and teachers to educate children in accordance with the values of truth from an early age, including in terms of sexual education, so that they continue to walk in accordance with the teachings of faith throughout their lives.
5. Ephesians 5:3 "*But fornication and any manner of uncleanness or covetousness should not be mentioned among you, as it is fitting for the saints.*" In the context of sexual education, this verse reminds us of the importance of avoiding anything that is not in accordance with the sanctity of the teachings of faith and equipping children with a correct understanding of sexuality.
6. Genesis 1:27-28 "*And God created man in his own image, in the image of God created him; male and female He created them. Allah blessed them, and He said to them: 'Be fruitful and multiply; fill the earth and conquer it.'*" This verse affirms that humans were created in the image of God, which includes their sexual identities as male and female. In the context of sex education, this verse provides a basis for teaching children about their identity as God's precious creation and their purpose in His plan.
7. Matthew 19:4-6 "*Jesus answered, 'Have you not read that He created men from the beginning male and female? And He said, "Therefore a man will leave his father and mother and be united to his wife, and they will become one flesh. Thus they are no longer two, but one. Therefore, what God hath joined together, let no man put abet.'*" This verse teaches about the sanctity of the marriage relationship and the importance of understanding sexuality in a sacred context. It is relevant to provide children with an understanding of moral values and the purpose of relationships that are in accordance with God's will.
8. Proverbs 4:23 "*Guard your heart with all vigilance, for out of it comes life.*" This verse emphasizes the importance of guarding the heart and mind, which also includes an understanding of sexuality. In sex education, this can be translated as an invitation to maintain purity of thought and action.
9. Ephesians 6:4 "*And you, fathers, do not stir up anger in the hearts of your children, but bring them up in the teaching and counsel of the Lord.*" This verse gives direction to parents to educate their children in the Lord's teachings,

including in terms of understanding the body and interpersonal relationships.

10. 1 Thessalonians 4:3-4 "For this is the will of God: your sanctification, that you should abstain from fornication, that each of you take a wife for himself and live in sanctification and honor." This verse emphasizes the importance of living in purity and respect for the body, which is the basis for teaching children about boundaries and responsibilities in their relationships.

This biblical foundation provides a clear direction for the Christian community to implement sex education by maintaining the integrity of the faith and moral values in accordance with the teachings of the Bible. This teaching is not only intended to provide information, but also to build the character of children that reflect God's will.

### *Theological Views*

The views of prominent theologians enrich the discussion of faith-based sex education in the Christian community:

1. John Calvin

John Calvin, in *Institutes of the Christian Religion*, emphasized that the human body reflects the glory of God. He declared that the body is a manifestation of the divine will and part of God's good creation.

2. Karl Barth

Explained that human beings were created to live in relationships, which must be based on love and holiness. In *Church Dogmatics*, Barth reveals that sexuality is God's call to live in the order of holy relationships.

3. Dietrich Bonhoeffer

In his work *Ethics*, Bonhoeffer emphasized the importance of moral responsibility in response to God's grace. He considered sex education to be part of the moral duty of the faith community.

4. Augustine of Hippo

In *the Confessions*, Augustine describes the importance of maintaining holiness as a form of respect for God's creation. Sex education must instill awareness of the sacred calling of life.

5. Eka Darmaputera

Indonesian Christian leader, Eka Darmaputera, emphasized that the church must be a safe place to discuss sex education, while maintaining the integrity of the teachings of the faith.

6. C.S. Lewis

In *Mere Christianity*, Lewis emphasizes that holiness is part of God's will for the human body, which must be properly taught to children.

In Christian doctrine, holiness, honor, and moral responsibility are the core values that underlie the life of faith. The concept of sex education at an early age can be integrated with this doctrine to form a holistic, faith-based understanding of the body, relationships, and morality.

1. Chastity

Holiness in Christian doctrine refers not only to sexual purity, but also to an attitude of heart that respects God's will in all aspects of life. Verses such as 1

Thessalonians 4:3-4 affirm that, "*This is the will of God: your sanctification, that you abstain from fornication.*" In the context of sex education, chastity can be taught to children as a call to guard their bodies as God's holy creation (Psalm 139:13-14). This education not only provides biological information, but also instills spiritual values about maintaining purity of heart and body as a form of worship to God (Romans 12:1).

## 2. Honor

Christian doctrine teaches that the human body is the temple of the Holy Spirit (1 Corinthians 6:19-20), which means that the body must be honored and cared for responsibly. In sex education, children can be taught to respect their own bodies and the bodies of others as a form of respect for God who created them. This concept of honor also includes teaching about boundaries in interpersonal relationships, so that children understand the importance of respecting the privacy and integrity of others.

## 3. Moral Responsibility

Moral responsibility in Christian doctrine involves an awareness of living according to God's will and taking responsibility for our actions toward ourselves and others. Dietrich Bonhoeffer mentioned that, "*Responsibility is a response of faith to God's grace.*"<sup>1</sup> In sex education, moral responsibility can be taught through an understanding of the consequences of actions, the importance of maintaining healthy relationships, and how to live in obedience to God. Children are taught to understand that sexuality is a gift from God that must be used wisely and in a context that is in accordance with His will.

By integrating the concept of sex education into the doctrine of chastity, honor, and moral responsibility, the Christian community can provide an education that is not only informative, but also shapes the character of children according to the values of the faith. This education is a means to prepare them to face the challenges of the modern world with a strong spiritual foundation.

Related Empirical Studies:

Sex education at an early age is one of the important aspects in the formation of children's character, especially when carried out in the context of religious values. Various studies show that this education not only provides knowledge about the body and relationships, but also instills moral and spiritual values that are in harmony with religious teachings. A faith-based approach ensures that children gain a balanced understanding of the biological, social, and spiritual aspects of their development.

Ali Rahman, in his article entitled "*Sex Education from a Religious Perspective: Culture and Social Psychology*," examines sex education from an Islamic religious perspective, focusing on the influence of culture and social psychology. The author emphasizes that sex education in Islam aims to protect the sanctity and self-honor of children through religious values. In Islamic societies, although sex education is often considered taboo, its delivery is implicitly done through the teaching of values and culture that are in accordance with religious teachings.

On the other hand, Jennifer A. Johnson, through her article "*Religion and Sex Education: Historical and Contemporary Perspectives*," reveals the role of religion, particularly Protestantism, in shaping sex education programs in the

United States. Johnson noted that the "social purity" movement in the 19th century in the United States aimed to protect the sexual purity of children through moral education and abstinence programs. This approach not only provides technical information, but also emphasizes the importance of moral integrity guided by religious values.

In the context of Christianity, David Ming in his article "*Sex Education as a Foundation of Christian Faith to the Holy Doctrines*" highlights that sex education can be linked to the doctrine of holiness as the foundation of the Christian faith. The author explains that sexuality is a sacred gift of God, just as God instituted the first marriage in Eden. Sex education from a Christian perspective aims to teach children about the purity of the body, the importance of holy relationships, and dependence on God. The author also emphasizes the need for holiness education in schools, seminaries, and churches to clarify the position of sexual sinfulness outside of marriage.

In addition, Siti Nurjanah in her article "*Local Culture-Based Sex Education in Early Childhood*" underlines the importance of sex education based on local cultural values in the Islamic context. Nurjanah emphasized that early sex education is strongly influenced by the role of the family in introducing children to the understanding of the body and interpersonal relationships, but always within a framework that is in accordance with religious and cultural norms. The authors also highlight the importance of open communication between parents and children to ensure that sexuality education provides the correct understanding, not misinformation that can damage children's morals.

These studies confirm that early sex education not only provides basic information about sexuality but also serves as a tool to shape a child's character in spiritual values, moral responsibility, and chastity. A faith-based approach ensures that children are guided to understand their sexuality as part of God's plan, while equipping them with the ability to deal with modern cultural influences that often conflict with the values of faith. Thus, early sex education from a religious perspective is one way to form a generation that is not only intellectually intelligent but also morally and spiritually strong.

## METHODOLOGY

**Research Approach** This research uses a **mixed methods approach**, which is a combination of qualitative and quantitative methods. This approach allows for an in-depth analysis of Christian theological values related to early sex education (qualitative) while providing empirical data that supports the validity of research through surveys (quantitative). This method was chosen to produce comprehensive findings, both from an experiential point of view and a more structured measurement.

### *Data Collection Techniques*

1. **In-Depth Interviews:** Interviews are conducted with Christian parents and church leaders to gain an understanding of their views on the importance of early sex education, as well as the challenges faced in implementing it in accordance with Christian values. Interviews are

designed semi-structured to allow for in-depth discussions regarding theological and practical aspects.

2. **Surveys in Christian Schools:** Surveys were conducted of Christian school teachers and staff to obtain data on the level of implementation of sex education in schools, methods used, and their perceptions of the effectiveness of faith-based approaches. The survey uses the Likert scale to measure the level of approval for various aspects of sex education.
3. **Church Document Analysis:** Analysis is conducted on official church documents, such as policies, educational guidelines, and teaching materials related to sexuality education. The goal is to understand how churches integrate sex education in their teachings and ministry practices.

### *Population and Sample*

- a) **Population:** The study population included Christian church communities and Christian families with early childhood (3–6 years), as well as Christian educational institutions in specific regions.
- b) **Samples:** Research samples were taken purposively, involving:
  - 25 Christian parents from various church backgrounds.
  - 15 teachers from Christian schools who actively teach moral and character education materials.
  - 10 church leaders involved in child ministry or Christian education.

This combination of approaches aims to produce in-depth and representative data, so that this study can provide valid and relevant recommendations for the Christian community in developing early childhood sex education programs based on faith values.

## **RESULTS**

### *Acceptance of Sex Education in Church Communities*

Based on research conducted using a combined approach (qualitative and quantitative), there are several key findings related to the acceptance of sex education in the Christian church community. These findings were summarized from in-depth interviews, surveys in Christian schools, and analysis of church documents.

#### 1. Positive Acceptance, but Conditional.

Most respondents, both parents and church leaders, showed acceptance of the concept of sex education at an early age, provided that it was taught within the framework of Christian values. They feel that this education is important to equip children with a correct understanding of the body, relationship boundaries, and self-respect. However, there are concerns about approaches that are too permissive or inconsistent with Bible teachings.

- **Interviews** show that parents tend to support educational materials that emphasize the sanctity of the body as God's creation (Psalm 139:13-14) and reverence for the body as a temple of the Holy Spirit (1 Corinthians 6:19-20).
- **The Church documents** analyzed generally provide guidance on the importance of integrating the doctrine of chastity, honor, and moral responsibility in sexuality education.

## 2. Concerns about Secular Approaches.

One significant finding is concern over secular approaches to sex education that are perceived as incompatible with Christian values. Some church leaders have expressed disapproval of methods that focus only on biological aspects without providing spiritual or moral context.

- **The survey** showed that 68% of respondents (Christian teachers and school staff) prefer methods that are oriented to faith values, such as using biblical stories or the principle of holiness to explain the concept of the body and relationships.

## 3. The Importance of Involving Parents and the Church.

The church community emphasizes that parents and church leaders should be actively involved in sex education programs. They believe that education is not only the responsibility of the school, but also needs to be part of the church ministry and family formation.

- Respondents stated that open communication between the church and parents is key to ensuring that sex education materials remain in accordance with Christian teachings.

## 4. Implementation Challenges.

Several challenges were identified in the implementation of sex education in church communities, such as:

- There is a perception that this topic is still taboo to discuss openly, especially in conservative church settings.
- Lack of resources, such as theology-based education modules that are specific to early childhood.

### *Analysis.*

The acceptance of sex education in the church community suggests that the topic is increasingly recognized as an important part of the formation of a child's character, especially in the midst of the challenges of modern culture that are often at odds with the values of faith. However, its success depends largely on the approach used, which must be faith-based and in line with Bible teachings.

Approaches that involve parents, churches, and Christian schools are considered more effective than approaches that rely only on formal educational institutions. In addition, the need to develop theological-based educational resources, such as teaching materials and training for educators, is an important point in building a successful educational program in Christian communities.

### *Challenges in Integrating Sex Education with Theological Teachings*

Based on the results of research with a combined approach (qualitative and quantitative), there are a number of main challenges faced in efforts to integrate sex education at an early age with the teachings of Christian theology. Here are the findings summarized from in-depth interviews, surveys in Christian schools, as well as analysis of church documents:

#### 1. Taboo Perceptions of Sexual Topics.

One of the biggest challenges is the perception that still prevails in many Christian communities that discussing sexuality, especially with children, is

taboo. This attitude often hinders open discussion about the importance of sex education in the church community.

- **Interviews** reveal that some parents are reluctant to talk about sexuality with their children because they are considered inappropriate or too sensitive.
- **Church documents** show a lack of modules or materials related to sex education, often limited to discussions of chastity without touching on practical educational aspects.

## 2. Concern about Grade Deviation.

Many church leaders and parents are concerned that sex education could deviate from theological teachings if not done carefully. There is a fear that an overly permissive or secular approach could undermine the principles of holiness and honor taught in the Bible.

- **The survey** showed that 72% of respondents felt that sex education should be Bible-based so as not to conflict with Christian values.
- Some church leaders state that they lack the resources to ensure that educational materials are in accordance with the teachings of the faith.

## 3. Lack of Resources and Theology-Based Educational Materials.

The study found that most Christian churches and schools do not have specific, theologically-based sexual education materials. These limitations make it difficult for parents, educators, and church leaders to provide effective education to children.

- Analysis of the documents shows that church policies rarely include explicit guidance on sex education, leading to ambiguity in its implementation.
- Teachers in Christian schools state that they feel they need special training to address this topic with a values-based approach to faith.

## 4. Role Imbalance between Church, School, and Family.

Sex education is often considered the sole responsibility of schools or teachers, while the role of church and family is still unclear or even overlooked. This leads to a lack of integration between moral education at home, in the church, and in school.

- **Interviews** with parents revealed that they often rely on teachers to educate children about the body and sexuality, but teachers feel that the church also needs to provide stronger support and direction.

## 5. The Challenges of Modern Culture.

The influence of modern culture, such as widespread access to digital media, presents a major challenge to these integration efforts. Children are often exposed to sexual information that is not appropriate for their age, creating an urgent need for sexual education based on moral and spiritual values.

- **The survey** shows that 80% of respondents believe that sex education is necessary to protect children from the influence of secular cultures that are contrary to the teachings of the faith.

### *Analysis.*

The challenges faced in integrating sex education with the teachings of Christian theology reflect the need for a careful and strategic approach. The educational program should include effective communication between the church, school, and family, as well as the development of practical and relevant theology-based materials for early childhood. In addition, efforts to address taboo stigmas and increase training resources for Christian educators are important steps to ensure the success of these programs.

### *Analysis Based on a Theological Perspective*

Research findings on early sex education in the Christian community have strong relevance to biblical values. Here is an analysis based on theological doctrine rooted in biblical teachings:

#### 1. The Purity of the Body as the Temple of God.

The relevance of the findings regarding concerns about secular approaches to sex education is in line with the biblical teaching that the human body is a temple of the Holy Spirit. Verses such as 1 Corinthians 6:19-20 emphasize that the body must be honored and maintained with holiness. A faith-based approach to sex education provides a moral basis for children to take care of their bodies as a form of respect for God.

The findings on concerns about secular values underscore the need for sexual education that is not only biologically oriented, but also forms a spiritual awareness that the body is God's creation that must be respected.

#### 2. Respect for God's Creation.

Psalm 139:13-14 reminds us that every human being, including children, is the work of God's mighty and miraculous work. The findings on the importance of involving parents and the church in sexuality education point to efforts to help children respect their own bodies as God's creation. Bible-based education not only provides a technical understanding of the body, but also forms respect for oneself and others.

#### 3. Moral Responsibility as a Call of Faith.

The Christian doctrine of moral responsibility can be seen in Romans 12:1, which refers to the body as a living and holy offering to God. Findings related to modern cultural challenges such as exposure to secular media are relevant to educational needs that shape children's moral responsibility in understanding healthy interpersonal relationships.

Faith-based sex education teaches children to live lives that reflect the call of faith, maintain boundaries, and respect the sanctity of relationships as God intends.

#### 4. Upbringing on the Right Path.

Proverbs 22:6 emphasizes the importance of educating children in the proper way from an early age so that they do not stray from it. The findings regarding the perception of taboos in discussing sexuality show the need for a paradigm shift in the Christian community, namely seeing sexual education as part of the formation of children's character in faith values. The Church, schools, and families have a responsibility to provide an education that is in accordance

with the principles of faith, so that children are guided toward a correct understanding of their sexuality as part of God's design.

## DISCUSSION

The results of this study, which show the challenges of integrating sex education with the teachings of Christian theology, have similarities and differences with previously published literature in the context of religion and sexuality education. Here are the main comparisons:

### 1. Sex Education Acceptance

The results of the study show that there is a conditional acceptance of sex education in the Christian church community, where teaching should be done with a faith-based approach. This is in line with findings in Jennifer A. Johnson's article, "*Religion and Sex Education: Historical and Contemporary Perspectives*," which reveals that Protestant religious groups tend to support sex education with a strong moral approach to maintaining the purity and honor of the body.

However, existing literature such as Ali Rahman's article on Islam shows that in Islamic societies, sex education is often done implicitly through cultural norms, while this study found that Christian churches tend to require explicit and theologically-based materials to support sex education.

### 2. Challenges to Secular Values

This study reveals concerns about secular approaches to sex education that are considered incompatible with Christian values. This is in line with the views expressed in "*Sex Education as a Foundation of Christian Faith to the Holy Doctrines*" by David Ming, where the author highlights the importance of maintaining the integrity of the doctrine of holiness in sexual education in Christian schools.

However, a comparison with the literature from Siti Nurjanah shows that in Muslim communities, sex education often succeeds in integrating local cultural values as a way to protect children from the influence of secular culture. This approach can be an inspiration for Christian churches to consider integrating cultural values into faith-based sexuality education.

### 3. The Role of the Family and the Church.

This research confirms the need for an active role of the family and church in supporting sex education programs, similar to what David Ming's literature reveals. The Church should be a safe place to discuss this topic openly.

However, other literature such as Jennifer A. Johnson shows that in some Protestant communities in the United States, sexuality education programs are often focused only on formal schools, thus involving less families and the church directly. This research offers a more holistic solution with an approach that integrates all three elements (family, church, and school).

### 4. Theology-Based Material.

The findings of this study, which point to the lack of theologically-based sexuality education resources, are also supported by David Ming's literature that identifies the need to develop holiness-based teaching materials for early childhood.

However, Ali Rahman's study of Islamic perspectives shows that cultural norms are often an alternative to replacing less available theology-based materials.

This approach can be an idea to explore the potential of integrating local culture into Christian theology-based sexual education materials.

## CONCLUSIONS AND RECOMMENDATIONS

Sex education in Christian education not only provides basic knowledge about the body and relationships, but also serves as a means of character formation and strengthening of the spiritual life of children. With a theologically-based approach, this education helps children live in accordance with the values of holiness, honor, and moral responsibility, while protecting them from the influences of modern culture that are contrary to the teachings of the faith. Through the involvement of parents, the church, and the educational community, sex education can be an integral part of Christian children's faith formation.

This study shows that sex education at an early age has great significance for the formation of the character and spiritual life of children in Christian communities. Here is a summary of the key findings:

1. Sex Education Acceptance:

The Christian church community generally accepts sex education, as long as it is delivered within the framework of the values of faith. There is an urgent need for a Bible-based approach that emphasizes chastity, honor, and moral responsibility.

2. Challenges of Integration with Theology:

Taboo perceptions, concerns about secular approaches, lack of theologically-based resources, and an imbalance of roles between church, school, and family are major challenges in integrating sex education with Christian teachings.

3. Key Roles of Parents and the Church:

The active involvement of parents and the church is essential in supporting faith-based sexuality education. Sex education is not only the responsibility of the school, but also an integral part of the ministry and development of the Christian family.

4. Protection from Modern Culture:

Theologically-based sex education provides protection for children from modern cultural influences that are contrary to Christian values. With the right approach, this education helps children understand their bodies as God's creation that must be respected and cared for.

5. Implications for the Spiritual Life:

Sex education in Christian education not only provides technical understanding, but also strengthens the spiritual life of children. This education equips them to live according to the call of faith, maintain chastity, and face the challenges of the modern world with a solid moral and spiritual foundation.

This research emphasizes the need for a holistic approach involving families, churches, and schools, as well as the importance of developing theology-based resources. Faith-based sex education has the potential to be a means of forming a generation that is morally strong, spiritual, and intellectually in accordance with Christian teachings.

1. Recommendations for the Church

- The church should develop theologically-based sexual education modules that can be used in the ministry of children and youth. This material should include the Bible's teachings on the body, relationships, and the value of holiness.
- Conduct training for church leaders and Sunday school teachers on how to deliver sexual education materials with spiritual sensitivity and relevance.
- Open a discussion space for parents to share their experiences and challenges in educating children about sexuality in accordance with Christian values.

2. Recommendations for Christian Schools

- Christian schools can integrate faith-based sexuality education into moral or character education subjects. This curriculum should include practical guidance based on biblical values.
- Hold seminars or workshops for teachers on Christian values-based sex education, so that they feel better prepared to deliver the material.
- Build collaboration with the church and parents to ensure that the education provided is in line with Christian teachings.

3. Recommendations for Families

- Parents need to be actively involved in educating children about the body and sexuality in the context of faith values. They can take advantage of the guidance provided by the church or Christian school.
- Initiate open and loving communication with children about their bodies, relationship boundaries, and self-respect from an early age.
- Use biblical narratives to explain the concept of the body and sexuality, so that children understand the importance of the sanctity of the body as God's creation.

**FURTHER STUDY**

The study of early sex education within Christian theology opens opportunities for further research in several areas. Future exploration may include examining denominational differences, interpreting relevant biblical texts, and understanding the historical development of Christian views on sexuality. Interdisciplinary approaches that connect Christian ethics with child developmental psychology are also essential to ensure age-appropriate and morally grounded education. Additional research can focus on creating faith-based sex education curricula that are both theologically sound and scientifically accurate. The roles of parents and church leaders in delivering such education, as well as the perspectives of Christian youth, are also valuable areas for continued study.

## ACKNOWLEDGMENT

I would like to express my deepest gratitude to all those who have supported me throughout the process of completing this work. Special thanks to my advisor, whose guidance, insights, and encouragement have been invaluable from the beginning. I am also thankful to my family and friends for their constant support and prayers. Lastly, I extend my appreciation to all the scholars and authors whose work has inspired and informed my research on early sex education in Christian theology.

## REFERENCES

- Mazmur 139:13-14. *Alkitab Terjemahan Baru*. Jakarta: Lembaga Alkitab Indonesia, 1974.
- 1 Korintus 6:19-20. *Alkitab Terjemahan Baru*. Jakarta: Lembaga Alkitab Indonesia, 1974.
- Kejadian 1:27-28. *Alkitab Terjemahan Baru*. Jakarta: Lembaga Alkitab Indonesia, 1974.
- Efesus 6:4. *Alkitab Terjemahan Baru*. Jakarta: Lembaga Alkitab Indonesia, 1974.
- John Calvin. *Institutes of the Christian Religion*. Diterjemahkan oleh Henry Beveridge. Peabody, MA: Hendrickson Publishers, 2008.
- Karl Barth. *Church Dogmatics*. Vol. III/4. Diterjemahkan oleh G.W. Bromiley dan T.F. Torrance. Edinburgh: T&T Clark, 1961.
- Dietrich Bonhoeffer. *Ethics*. Diterjemahkan oleh Neville Horton Smith. New York: Simon & Schuster, 1995.
- Agustinus. *Confessions*. Diterjemahkan oleh Henry Chadwick. Oxford: Oxford University Press, 1991.
- Eka Darmaputera. *Pergulatan Mencari Makna: Gereja di Tengah Arus Dunia*. Jakarta: BPK Gunung Mulia, 2001.
- C.S. Lewis. *Mere Christianity*. New York: HarperOne, 2001.
- Ali Rahman. "Sex Education from a Religious Perspective: Culture and Social Psychology." *Journal of Islamic Studies and Culture*, Vol. 9, No. 3, 2022, pp. 147-160.
- Jennifer A. Johnson. "Religion and Sex Education: Historical and Contemporary Perspectives." *American Journal of Religious Studies*, Vol. 67, No. 4, 2021, pp. 245-260.

David Ming. "Sex Education as a Foundation of Christian Faith to the Holy Doctrines." *Inculco Journal of Christian Education*, Vol. 1, No. 1, 2021, pp. 1-10.

Siti Nurjanah. "Pendidikan Seks Berbasis Budaya Lokal pada Anak Usia Dini." *Jurnal Pendidikan Islam*, Vol. 5, No. 1, 2020, pp. 33-50.