

Peer Review

Review of: "Learning Sexuality and Consent: A Qualitative Study on the Experiences of Young French Adults"

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The article "Learning Sexuality and Consent: A Qualitative Study on the Experiences of Young French Adults" presents an insightful qualitative exploration of how young adults in France acquire knowledge about sexuality and understand consent during early intimate experiences. The study addresses an important public health and social issue and is grounded in an appropriate interpretative phenomenological analysis (IPA) framework, which allows for an in-depth understanding of participants' lived experiences. The findings contribute valuable perspectives regarding the limited scope of formal sexuality education and the influential role of peers and media sources. The manuscript is generally well-structured, and the integration of participant narratives strengthens its interpretative depth. However, the small sample size and recruitment strategy may limit the generalizability of the findings. Additionally, while the discussion appropriately highlights psychosocial factors associated with consent awareness, some conclusions appear broader than what can be fully supported by the dataset. The manuscript would benefit from clearer linkage between qualitative themes and existing theoretical models of sexual communication and behavioral psychology. Expanding methodological transparency, particularly regarding coding reliability and researcher reflexivity, would further enhance the study's rigor. Overall, the article offers a meaningful contribution to gender studies and sexuality education research, although moderate methodological refinement would strengthen its scientific impact.

Declarations

Potential competing interests: No potential competing interests to declare.