

**ANALYSIS OF BRAZILIAN EDUCATION IN THE STUDY OF SEXUALITY:
MARGINALIZATION OF SEXUAL EDUCATION AT BNCC**

***ANÁLISE DA EDUCAÇÃO BRASILEIRA EM FACE AO ESTUDO DA SEXUALIDADE:
MARGINALIZAÇÃO DA EDUCAÇÃO SEXUAL NA BNCC***

***ANÁLISIS DE LA EDUCACIÓN BRASILEÑA CONTRA EL ESTUDIO DE LA
SEXUALIDAD: MARGINACIÓN DE LA EDUCACIÓN SEXUAL EN LA BNCC***

Thiago Luiz SARTORI¹

ABSTRACT: This paper aims to analyze the marginalization of sex education in the BNCC in view of the precepts of education, existing public policies and the existing principles of citizenship guaranteed to citizens. It seeks to study the relations established between the Common National Curriculum Base (BNCC) and the subnational curricula, with applied public policies. The school experiences in Sexual Education in Brazil date back to 1990, since then, several studies demonstrate the precariousness in initial and continued education regarding training, discussion and knowledge about Sexual Education, from the absence of disciplines, to the lack of discussion of sexuality in a broad way, becoming a taboo and reason for prejudice and actions of social exclusion. In this sense, to discuss, make possible the disciplinary and extra disciplinary space becomes a public and social measure due to the reduction of marginalization and social exclusion, caused by the lack of knowledge and broad access to information, highlighting the public actions applicable to education and society.

KEYWORDS: Common National Curriculum Base. Education. Marginalization.

RESUMO: *O presente trabalho visa analisar a marginalização da Educação Sexual na Base Nacional Comum Curricular (BNCC) em face aos preceitos de educação, das políticas públicas existentes e dos princípios de cidadania existentes e garantidos aos cidadãos. Busca-se estudar as relações estabelecidas entre a BNCC e os currículos subnacionais, com políticas públicas aplicadas. As experiências escolares em Educação Sexual no Brasil datam de 1990 e, desde então, diversas pesquisas demonstram a precariedade na formação inicial e continuada quanto à formação, discussão e conhecimento acerca da Educação Sexual, desde a ausência de disciplinas, até a carência de discussão da sexualidade de forma ampla, tornando-se um tabu e razão para preconceito e ações de exclusão social. Nesse sentido, discutir, tornar possível o espaço disciplinar e extra disciplinar torna-se medida pública e social devida para a redução da marginalização e exclusão social ocasionada pela falta de conhecimento e acesso amplo à informação, destacando-se as ações públicas aplicáveis a educação e a sociedade.*

PALAVRAS-CHAVE: Base Nacional Comum Curricular. Educação. Marginalização.

¹ University of São Paulo (USP), São Paulo – SP – Brazil. PhD student in Social Change and Political Participation. ORCID: <https://orcid.org/0000-0002-8295-0661>. E-mail: tlsartori@hotmail.com

RESUMEN: *Este trabajo tiene como objetivo analizar la marginación de la educación sexual en el BNCC en vista de los preceptos de la educación, las políticas públicas existentes y los principios existentes de ciudadanía garantizada a los ciudadanos. Busca estudiar las relaciones establecidas entre la Base Curricular Nacional Común (BNCC) y los currículos subnacionales, con políticas públicas aplicadas. Las experiencias escolares en Educación Sexual en Brasil se remontan a 1990, desde entonces, varios estudios demuestran la precariedad en la educación inicial y continua en cuanto a la formación, discusión y conocimiento sobre Educación Sexual, desde la ausencia de disciplinas, hasta la falta de discusión de la sexualidad de manera amplia, convirtiéndose en un tabú y motivo de prejuicios y acciones de exclusión social. En este sentido, discutir, hacer posible que el espacio disciplinar y extra disciplinar se convierta en una medida pública y social debido a la reducción de la marginación y la exclusión social, provocada por la falta de conocimiento y amplio acceso a la información, destacando las acciones públicas aplicables a la educación y la sociedad.*

PALABRAS CLAVE: *Base Curricular Nacional Común. Educación. Marginación.*

Introduction

In 1988, the Federal Constitution of the Republic was promulgated, providing in article 210 for the creation of the Common National Curriculum Base (BRASIL, 1998). After, in 1996, the Guidelines and Bases of National Education was created, through Law No. 9,394/1996 (BRASIL, 1996). Since then, several standards have been created, among which ten volumes establish the National Curriculum Parameters (PCN) for Elementary School, from the 1st to the 5th year; National Curriculum Parameters for High School (PCNEM); Curriculum on the Move Program; General National Curriculum Guidelines for Basic Education (DCN); National Curriculum Guidelines for Early Childhood Education; National Pact for Literacy in the Right Age (PNAIC) (BRASIL, 2018).

All normative documents instituted have been subject to constant and permanent updates, aiming to ensure the best public policy for promoting education at the national level.

The construction process is marked by multiple actions of the public power and society, and thus does not demonstrate significant progress in areas that are necessary for an appropriate look at the complexities that are related to the recognition of Sexual Education within schools and educational institutions.

This demonstrates the need to explore topics such as sexuality at school, together with teacher education, and this is an active and tactical theme in school, which provides a critical and transformative education.

This demonstrates the need to explore topics such as sexuality at school, together with teacher education, and this is an active and tactical theme in school, which provides a critical and transformative education.

Develop education for sexuality in the school environment, is a process that is constantly changing and evolving, requiring resolution of several issues, involving the training of teachers, in which they have been subject to investments of different orders since the 1990s. These investments presented the objective of training teachers to face sexuality issues in schools, since in their professional practice they will work with this theme and, consequently, will have to deal with doubts, questions, prejudices among other issues.

Thus, a specific and continuous training is necessary, which provides an approach to the theme with conscious posture, making the classroom a space for reflections on values and prejudices.

With the elaboration of the National Curriculum Parameters (PCN), which included sexual orientation, sexuality and gender identity as transversal themes, new guidelines were instituted, and were soon incorporated into the National Curriculum Guidelines, which aim to establish Common National Curriculum Base (BNCC) for education.

To discuss sexuality, it is necessary to perform deconstructions of cultural, social and religious conceptions. It is necessary to understand it as an existing and physiological characteristic of the human being. The school as a socialization environment requires preparation and training to deal with all these issues, providing the development of the individual in a positive way, being the role of the teacher to mediate discussions pertinent to the theme.

Therefore, it is necessary, initially, the interest on the part of the public authorities in fostering knowledge and discussion, after the interest of society and the pedagogical team to seek training and develop methodologies to work education for sexuality in a way that brings them closer to the world and people's lives. In addition, it is of paramount importance that public policies are effectively carried out in order to meet the principles of citizenship and education.

Education, Public Policies and Citizenship: Marginalization of sex education in BNCC

From 1988, with the promulgation of the Federal Constitution of the Republic, in article 210, the Common National Curriculum Base was created:

Art. 210. Minimum content will be set for primary education in order to ensure common basic training and respect for cultural and artistic values, national and regional.

§ 1 - Religious education, of optional enrollment, will constitute a discipline of the normal hours of public elementary schools.

§ 2 - Regular elementary school will be taught in Portuguese, ensuring indigenous communities also use their mother tongues and own learning processes (BRASIL, 1988, our translation).

Also in the 1988 Constitution, the rights to education, citizenship and the dignity of the human person were provided and guaranteed. A few years later, the BNCC was prescribed in the Law of Guidelines and Bases of National Education (LDBEN) no. 9394/96, and the legislation was responsible for establishing the guidelines and bases of the organization of the educational system (BRASIL, 1996).

Art. 26 of the above refers to the curricula of early childhood education, elementary school and high school as a common national basis, to be complemented in each education system and in each school, maintaining regionality and respect for the local economy.

Education has been the duty of the State and the right of all children since their birth. LDBEN establishes the norms and bases of national education, in its article 1^o understands that:

Education covers the formative processes that develop in family life, human coexistence, at work, in educational and research institutions, in social movements and civil society organizations and in cultural manifestations (BRASIL, 1996, our translation).

BNCC is a requirement placed on the Brazilian educational system, with the purpose of guiding the systems for an active elaboration of their curricular proposals. The document understands that:

Education, understood as a human right, individual and collective, enables the exercise of other rights, and enables the full exercise of citizenship (BRASIL, 2018, our translation).

According to the National Common Curriculum Base (BRASIL, 2018) regardless of age all individuals have the right to respect and welcome in their differences and characteristics, without prejudice in any way, as well as the valorization of their knowledge, identities, cultures and potentialities, being then recognized as part of a collective.

Thus, it is observed that the guarantee and promotion of education are not restricted to the study of grammar and mathematics, but also to the recognition and knowledge of being in all its development needs.

Historically, there is a common pattern of promulgation of non-discrimination policies with inclusion, protection for sexual orientation with subsequent gender identification and protection of expression as education, as a social act.

So, education in diversity:

It is a fundamental means of developing mutual understanding, respect and tolerance, which are the foundations of pluralism, coexistence and democracy. (MICHALISZYN, 2011, p. 10, our translation).

Sexuality is in school because it is part of the subjects, it is not something that can be turned off or something that someone can "undress" from. It will rarely be possible to see a unique meaning for the term sexuality, because its concept is represented far beyond our body. A deeper understanding of human sexuality needs to be defined as its constitution, its "being".

For Figueiró (2009) the understanding of sexuality occurs through clarity about the differentiation between sex and sexuality. According to the Kury dictionary (2010), the term sex is described as the physical difference or special conformation that distinguishes the male from the female, the external genital organs, that is, it is the set of physiological characteristics. For Jesus *et al.* (2008, p. 34):

The genetic sex established in fertilization will determine the action of hormones that will promote the differentiation and development of genitalia, both internally and externally, as well as secondary sexual characteristics (pubic hair, beard or breast, among others) (Our translation).

Sexuality, however, covers other factors such as: sex, affectivity, affection, pleasure, love, gestures, communication, touch and intimacy. Sexuality is something developed by the human being and permeates all phases of his existence; it is life itself.

However, humanity has used concepts to explain sexuality through historical, biological and cultural contexts experienced in different periods. These different concepts act as guides in relationships.

Foucault (1997, [n.d], our translation) states that "sexuality is a social interaction, since it is historically constituted from multiple discourses about sex, discourses that regulate, which regulate and establish knowledge that produces truths". In other words:

Educating, finally, although it can be through informing, guiding and advising, is more than the sum of these isolated parts. To educate in the broadest sense means to "form", not in the sense that the student is a copy of the educator, but rather that the educator gives the student the conditions and means to grow inwardly (VITIELLO, 1995, p. 18, our translation).

Thus, Sexual Education should be perceived as an integral part of the individual's global education and cannot be separated from the individual (FIGUEIRÓ, 2010; SILVA, 2004; WEREBE, 1998).

According to Werebe (1998, p. 139, our translation):

Sex education comprises all actions, deliberate or not, that are exercised on an individual, since his birth, with direct or indirect repercussions on his attitudes, behaviors, opinions, values related to sexuality.

Furlani (2005, p. 196, our translation) points out that:

[...] second aspect (and perhaps the main) ... I think that the change explained the political strength of the GTPOS8 Group, both in the adoption of the term by educators, and in its inclusion in a federal public education policy, through the PCN, which allowed a national dispersion and a school acceptance, for many without any resistance, reflection and/or questioning.

After all the struggles and transformations experienced in society, currently the Education for Sexuality in schools is described as an educational process where knowledge and experiences related to sexuality themes are formally transmitted. May (2012) signals that the school has the social function and that it is a privileged space for the presentation of universal knowledge.

Sexuality is something inherent to health and life, due to this fact during school life, several issues related to sexuality arise. So that it is up to the school to provide a space for clarifying doubts and demystifying taboos about the subject. The school should, therefore, inform and discuss the different taboos and prejudices, deconstructing the existing beliefs and attitudes in society, seeking to lead to the improvement of the conceptions of sexuality.

Sexuality is one of the most addressed themes in our social environment. To Pinto (1999, p. 44, our translation), "if we want a more mature and enlightened world, we cannot give preference to the implicit rather than the explanation of issues related to sexuality".

From the above, the school is a social environment, surrounded by controversial and current issues. Its main purpose should be to guide and clarify doubts, in a natural and impartial way.

According to Rangé (2001), the lack of sexual information, the distortions of teachings (either by religious or social precepts) or excessive stimulation can determine the most varied disorders in sexual activity. The absence of dialogue on the subject triggers a situation of risk for the individual, such as an unwanted pregnancy, contagion by sexually transmitted diseases, emotional and psychological traumas that are the result of frustrating sexual experiences.

Data presented by the National Association of Transvestites and Transsexuals (ANTRA, 2021) were published in 2020, 175 trans women were murdered in Brazil. The figure represents an increase of 41% compared to the previous year, when 124 trans people were killed. The data is alarming and emerges as an example that non-knowledge, the absence of educational policies

and recognition of sexual education in schools, can be a mechanism of maintenance of prejudice and marginality by which people can pass through their sexual identity.

And compared to heterosexuals, it is possible to consider that by the literary studies provided here, LGBTQ + youth report much higher rates of depression, anxiety, alcohol and drug use and low self-esteem, and many experiences unpleasant environments of prejudice at school, causing suffering, abandonment and school exclusion.

It is important that Sexuality Education begins at home and has its continuity at school, because it is at school that the real information and consistent with everyday life will be passed on. This, therefore, the school allows discussions from different points of view associated with sexuality, without the imposition of certain values on others. It is up to the school to work on respect for differences based on its own attitude of respecting the differences expressed by families.

Thus, Sexual Education must be understood as a process of pedagogical intervention that aims to transmit information and problematize issues related to sexuality, including postures, beliefs, taboos and values associated with it.

With regard to public policies focused on sexual and gender diversity at school, there are, therefore, advances and setbacks in the guidelines aimed at education. And in this scenario, it is up to us to ask: Are the conceptions of sexual and gender diversity expressed and effective by the BNCC?

Research outlines

When considering the BNCC in the light of its theoretical framework, it is possible to identify that there are three themes, namely: sexuality in its biological dimension, silencing of gender and superficiality issues in the treatment of human rights.

Thus, we verified that the discussions focus on health and quality of life in the document, as we can see in the excerpts below:

In the final years, topics related to reproduction and human sexuality are also addressed, subjects of great interest and social relevance in this age group, as well as the knowledge of health conditions, basic sanitation, air quality and nutritional conditions of the Brazilian population are also relevant.

It is intended that students, when finishing elementary school, be able to understand the organization and functioning of their body, as well as interpret the physical and emotional changes that accompany adolescence and to recognize the impact they can have on self-esteem and the safety of their own body.

It is also essential that they are able to take a leading role in choosing positions that represent self-care with their body and respect for the body of the other, from the perspective of comprehensive care to physical, mental, sexual and reproductive health.

In addition, students should be able to understand the role of the State and public policies (vaccination campaigns, family and community health care programs, research investment, awareness campaigns on diseases and vectors, among others) in the development of health-specific conditions (BRASIL, 2018, p. 325, our translation).

It should be emphasized that sexuality acquires marginalized connotations in education, focusing on transmissible and sexual diseases with a view to minimizing public health problems. As for the issues that slip into gender identity, concerning the term "gender" throughout the BNCC, they are treated only by biological bias by the PNC, silencing the theme not only in the documents, but also in school.

At BNCC, sex education, sexual orientation and gender were removed from the curriculum, in view of the conservative wave that has been taking over the Brazilian public debate in recent years, putting the talk of sexuality in a polemic position. With this, a coercive power of life is exercised, framing a model considered as unique and normalized.

In short, it is verified that the BNCC needs to update, in order to insert the Education for Sexuality in school with the amplitude that should be, being important to solve all the problems previously mentioned that the student acquires due to lack of information. Thus, the demystification of taboos in a responsible way, enabling the knowledge of their own body to enjoy their sexuality and respect the sexuality of the other respecting the differences.

Debates on the subject were eventually silenced with the exclusion of the theme on the curriculum basis, and those responsible and family members become the only ones capable on the subject. Sexuality is thus in the territory of morality and standardization proclaimed by families. The school, which is the place of education, continues with rigid models of teaching and learning.

In this sense, the curricula act, which trace the path of pedagogical activities, but which also act to normalize the conduct, in view of the object of power that characterize them. At a time when education controls and produces individuals in series, education in an integral way meets this system.

Brazil therefore needs a turn, leaving the "being" conservative, to the modern "being", meeting the expectations and needs of society, both in the executive and in the national legislature. Since education has an extremely important role in the educational and cultural process, it aims to help people to guarantee their rights and others and act with respect before all.

In this context, developing sexuality as an item of relevance for the integral education of the human being is part of the relevant guidelines and aspects of human rights. According to the UN "human rights are inherent in all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other condition" (UN, 1948).

Thus, if the BNCC has the guiding principles through 12 learning rights, where it is established that the psychosocial conditions of students must promote a prosperous environment for their development, the education policy must ensure non-discrimination, access to information and training of the human being with integrality, strengthening their skills, abilities and values at the individual and collective level.

Final considerations

Sexuality is part of human experience and school, in this scenario, plays a significant role in the formation of people, from the construction of being to the formation of knowledge. In such a way that implementing and enabling education to advance to all areas of formation of the human intellect provides the knowledge and recognition of the person in a general context, from his sexuality, personality and intellect.

Thus, the insertion of the Education for Sexuality is a necessary policy to be inserted in the school environment, aiming to train people, citizens and a society respectful to all and that understands, knows and recognizes the differences between people with inclusion and respect.

Within the BNCC there is a long way to go to ensure that the human rights of citizenship, dignity and individuality through their sexuality are achieved, making it necessary the broad debate between professionals and society to achieve the objectives of forming new and better citizens.

If sexuality is present in everyone's life, there is no reason, therefore, not to work in the school environment, precisely to acquire adequate knowledge. Therefore, it is important to behave wisely in the approach to sexuality and to have mastery of the content being taught to the student. It is thus necessary to build a different classroom, which forms people, provides different paths and allows people to choose them, transforming the today and the future chosen to live.

Clearly there are enormous challenges of implementing the Sexual Education in the school, since there is a social culture of exclusion and prejudice on the subject, but it is necessary to make professionals and society aware of the importance of debate, knowledge and experience.

REFERENCES

- ANTRA. IBTE. **Dossiê dos assassinatos e da violência contra travestis e transexuais brasileiras em 2020**. São Paulo: Expressão Popular; ANTRA; IBTE, 2021. Available: <https://antrabrasil.files.wordpress.com/2021/01/dossie-trans-2021-29jan2021.pdf>. Access: 15 Feb. 2021.
- BRASIL. **Constituição da República Federativa do Brasil de 1988**. Brasília, DF: Presidência da República, 1988. Available: http://www.planalto.gov.br/ccivil_03/Constituicao/Constituicao.htm. Access: 17 Jan. 2021.
- BRASIL. **Lei n. 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, 1996. Available: http://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm. Access: 20 Mar. 2021.
- BRASIL. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: Introdução aos Parâmetros Curriculares Nacionais**. Brasília, DF: MEC; SEF, 1997. Available: <http://portal.mec.gov.br/seb/arquivos/pdf/livro01.pdf>. Access: 12 Mar. 2021.
- BRASIL. Secretaria de Educação Fundamental. **Parâmetros curriculares nacionais: Terceiro e quarto ciclos do ensino fundamental: introdução aos parâmetros curriculares nacionais**. Brasília: MEC; SEF, 1998. Available: <http://portal.mec.gov.br/seb/arquivos/pdf/introducao.pdf>. Access: 12 Feb. 2021.
- BRASIL. Ministério da Educação. Secretaria da Educação Superior. **Programa de Educação Tutorial: Manual de Orientações Básicas**. Brasília, DF: MEC; SES, 2006. Available: <http://portal.mec.gov.br/pet/manual-de-orientacoes>. Access: 14 Jan. 2021.
- BRASIL **Lei n. 13.005, de 25 de junho de 2014**. Aprova o Plano Nacional de Educação - PNE e dá outras providências. Brasília, DF: Presidência da República, 2014. Available: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm. Access: 20 Jan. 2021.
- BRASIL. Ministério da Educação. **Resolução n. 2 de 1 de julho de 2015**. Define as diretrizes curriculares nacionais para a formação inicial em nível superior e para a formação continuada. Brasília, DF: MEC; CNE, 2015. Available: <http://portal.mec.gov.br/docman/agosto-2017-pdf/70431-res-cne-cp-002-03072015-pdf/file>. Access: 08 Mar. 2021.
- BRASIL. Ministério da Educação. **Base Comum Curricular**. Brasília, DF: MEC, 2018. Available: http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518-versaofinal_site.pdf. Access: 10 Oct. 2020.
- FIGUEIRÓ, M. N. D. **Educação Sexual: Retomando uma proposta, um desafio**. 3 ed. Londrina: Eduel, 2010.
- FIGUEIRÓ, M. N. D (Org.). **Educação sexual: múltiplos temas, compromisso comum**. Londrina: UEL, 2009.

FOUCAULT, M. **História da sexualidade I: A vontade do saber**. Rio de Janeiro: Ed. Graal, 1997.

FURLANI, J. **O bicho vai pegar: Um olhar pós-estruturalista à educação sexual a partir de livros paradidáticos infantis**. 2005. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2005.

FURLANI, J. Educação Sexual - Quando a articulação de múltiplos discursos possibilita sua inclusão curricular. **Perspectiva**, Florianópolis, v. 26, n. 1, p. 283-317, 2008. Available: <https://periodicos.ufsc.br/index.php/perspectiva/article/download/2175-795x.2008v26n1p283/9573/30861>. Access: 20 Jan. 2021.

JESUS, B. *et al.* **Diversidade sexual na escola: Uma metodologia de trabalho com adolescentes e jovens**. ed. esp. São Paulo: ECOS - Comunicação em Sexualidade, 2008.

KURY, G. **Minidicionário da Língua Portuguesa Gama Kury**. 1. ed. São Paulo: FTD, 2010.

MICHALISZYN, M. S. **Educação e Diversidade**. Curitiba: IBPEX, 2011.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS. **Declaração Universal dos Direitos Humanos**, 1948. Available: <https://www.unicef.org/brazil/declaracao-universal-dos-direitos-humanos>. Access: 20 Jan. 2021.

PINTO, E. B. **Orientação Sexual na Escola: A importância da Ç**. Psicopedagogia nessa nova realidade. São Paulo: Gente, 1999.

RANGÉ, B. **Psicoterapia Comportamental e Cognitiva: transtornos psiquiátricos**. 2. ed. São Paulo: Livro Pleno, 2001.

VITIELLO, N. A educação sexual necessária. **Revista Sociedade Brasileira de Sexualidade Humana**, n. 6, v. 1, p. 15-28, 1995. Available: https://www.rbsh.org.br/revista_sbrash/article/view/793. Access: 10 Nov. 2020.

WEREBE, M. J. G. **Sexualidade, Política e Educação**. Campinas, SP: Editora Autores Associados, 1998.

How to refer to this article

SARTORI, T. L. Analysis of brazilian education in the study of sexuality: Marginalization of sexual education at BNCC. **Doxa: Rev. Bras. Psico. e Educ.**, Araraquara, v. 23, n. 00, e022001, Jan./Dec. 2022. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v23i00.15558>

Submitted: 26/09/2021

Revisions required: 10/11/2021

Approved: 28/12/2021

Published: 30/06/2022