

THE PRACTICE OF EARLY CHILDHOOD EDUCATION TEACHERS AS A PREVENTIVE ACTION AGAINST SEXUAL VIOLENCE OF CHILDREN

A PRÁTICA DE PROFESSORES DA EDUCAÇÃO INFANTIL COMO AÇÃO PREVENTIVA DA VIOLÊNCIA SEXUAL DE CRIANÇAS

LA PRÁCTICA DEL PROFESOR DE EDUCACIÓN INFANTIL COMO ACCIÓN PREVENTIVA DE LA VIOLENCIA SEXUAL INFANTIL

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ABSTRACT: The objective of this article is to reflect on the teaching practice for combating the sexual abuse and exploitation of children through the experiences obtained in the extension project and the pedagogical actions that occurred in the Public Children Education Centers of Sobral - CE. As a methodological approach, we use qualitative. For the theoretical study, we used studies by Caroline Arcari (2013), Rosemberg (1985), Bem and Wagner (2006), Werebe (1970), Ribeiro (1990), Maia and Ribeiro (2011), who discuss sexual education and violation of the rights of children and adolescents. As a result, we point out the importance of teacher formation for the prevention of sexual abuse of children and the relevance of planning their pedagogical actions in this perspective, and to provide lectures for the families of the students as clarification regarding family valuation and the protection and guarantee of children's rights.

KEYWORDS: Sex education. Child education. Pedagogical practice.

RESUMO: O presente artigo tem como objetivo refletir sobre a prática docente para o combate ao abuso e a exploração sexual de crianças, através das experiências obtidas no projeto de extensão e das ações pedagógicas ocorridas nos Centros de Educação Infantil públicas de Sobral – CE. Como abordagem metodológica, utilizamos a qualitativa. Para o aprofundamento teórico recorreremos aos estudos de Caroline Arcari (2013), Rosemberg (1985), Bem e Wagner (2006), Werebe (1970), Ribeiro (1990), Maia e Ribeiro (2011), que discutem sobre Educação Sexual e violação de direito das Crianças e dos Adolescentes. Como resultado, apontamos a importância da formação de professores para a prevenção ao abuso sexual de crianças e da relevância de planejar suas ações pedagógicas nesta perspectiva, e proporcionar

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palestras para as famílias dos alunos como esclarecimento quanto à valorização familiar e à proteção e garantia de direito das crianças.

PALAVRAS-CHAVE: *Educação sexual. Educação infantil. Prática pedagógica.*

RESUMEN: *Este artículo tiene como objetivo reflexionar sobre la práctica docente para combatir el abuso y explotación sexual infantil, a través de las experiencias obtenidas en el proyecto de extensión y las acciones pedagógicas que se desarrollaron en los Centros de Educación Infantil públicos de Sobral - CE. Como enfoque metodológico, utilizamos el enfoque cualitativo. Para la profundización teórica se utilizaron los estudios de la autora Caroline Arcari (2013), Rosemberg (1985), Bem y Wagner (2006), Werebe (1970), Ribeiro (1990), Maia y Ribeiro (2011), quienes discuten sobre Educación Sexual y violación de los derechos de la niñez y la adolescencia. Como resultado, señalamos la importancia de la formación docente para la prevención del abuso sexual infantil y la relevancia de planificar sus acciones pedagógicas en esta perspectiva, y brindar charlas a las familias de los estudiantes como explicación para la valoración familiar y la protección y garantía de derechos. de los niños.*

PALABRAS CLAVE: *Educación sexual. Educación infantil. Práctica pedagógica.*

Introduction

When carrying out studies on Sexual Education in the school context, specifically in Early Childhood Education, we realized the importance of this content for the child's basic education and for life. As Maia and Ribeiro (2011, p. 76, our translation) state, “[...] the education of the educator is fundamental. It is increasingly necessary for the teacher to receive formation to work in sexual education processes, whether in their academic formation or in continuing education projects”. This perception motivated the implementation of the extension project “UNINTA FAZ BONITO: prevention of sexual violence against children and adolescents”, applied by the Child Education Center (CEI) in the municipality of Sobral - CE. This project was driven by Federal Government campaigns for public and private bodies to mobilize actions against the sexual abuse and exploitation of children and adolescents in Brazil. The campaign “Faz Bonito” was instituted nationally and, reinforced with the 18th of May being “The National Day to Combat the Abuse and Sexual Exploitation of Children and Adolescents”, by law no. 9,970, of 17 of May 2000.

The date was chosen because of a crime of sexual violence committed against an eight-year-old child, called Araceli, in the city of Vitória - ES. The child was drugged, sexually abused and murdered, her face disfigured by acid, on 18 May 1973. This event shocked the city of Vitória as a whole. Even though it had great repercussions in the city, it did not lead to the arrest of the three accused, who are from traditional families in the state of Espírito

Santo. This event contributed to a new perspective regarding the prevention and preservation of children and childhood, in all its aspects.

Sexual education in schools should have relevance in the context of preventing the sexual abuse and exploitation of children and adolescents, since from the moment children have a perception of their body and who can touch it, they create a feeling of security and self-esteem and can protect themselves from possible abusers. Based on this understanding, the present study aims to reflect on the teaching practice to combat the abuse and sexual exploitation of children, through the experiences obtained in the extension project and the pedagogical actions that took place in the public Early Childhood Education Centers in Sobral - CE.

The interest in the study came from reading the works of the author Carolina Arcari and reflections from the extension project “UNINTA FAZ BONITO: prevention of sexual violence against children and adolescents”, with the objective of granting to teachers the formation to fight against abuse and sexual exploitation of children in the municipality of Sobral - CE, through actions with students and teachers from the Inta-UNINTA University Center, from the Pedagogy course. From the project, formation was provided to teachers who are inserted in Early Childhood Education in three municipal schools in Sobral - CE, deepening their knowledge about the themes “Sex Education” and “Sexual violence against children”, and pedagogical interventions with children from 3 to 5 years, in a playful way, valuing your feelings, self-esteem, knowledge of the world and identity.

Sexual violence⁴, according to Ferreira and Azambuja (2011) is classified into several activities: Sexual Abuse, Sexual Exploitation, pedophilia, which can occur in extra-family and intra-family environments. Sexual abuse is defined when an adult uses the child's innocence and deceives them by offering gifts or threats to satisfy himself sexually; sexual exploitation differs from abuse when the child is made as merchandise for remuneration for the child or for a third party. Pedophilia is a disease, a sexual deviation, which makes an adult individual feel sexually attracted to children and adolescents in a compulsive and obsessive way, which can lead to sexual abuse. Unlike the casual abuser, the pedophile feels the need to quench his compulsiveness.

When preparing the extension project, thinking about the relevance of the theme, some questions emerged: What are the relevant aspects for society when sex education is inserted in schools? How will the project be received by the school managers and faculty? Through such

⁴ Sexual violence can be defined as the involvement of children and adolescents, dependent and immature in their development, in sexual activities that they are unable to fully understand and for which they are unable to give consent, or that violate social rules and family roles (FERREIRA; AZAMBUJA, 2011, p. 17, our translation).

questions, it was given as a guide to compose this research: How can the theme “Sex Education” prevent or combat the sexual abuse and exploitation of children, starting from teacher training in schools? This question contributed to continue the study and reflect on the discussions and results.

We point out that the research allows us to reflect on our practice as a teacher, as an educator and to direct our actions towards the prevention of child abuse, but not only prevention, but also to contribute to the child development in an integral way, learning in daily life to respect the other, the space of the other, even with their limitations. Bellow we will make a methodological and theoretical approach relating our reflections on Sex Education in Early Childhood Education.

Methodology

As a methodological approach, we used the qualitative approach, through bibliographic studies on the theme “Sex Education in Early Childhood Education” and the report of our experiences with the application of the extension project in the three Early Childhood Education Centers, public institutions in Sobral - CE. The resources used in the project and by school teachers for the development of activities with students was the para-didactic material: “Pipo and Fifi: prevention of sexual violence in childhood” (para-didactic book) authored by Caroline Arcari, published in 2013, for understanding the importance of their work aimed at children, for being playful materials that work with “Touch of the Yes” and “Touch of the No”, this being a touch to be incorporated in the students' daily lives, favoring mutual respect, limits and discipline. It also strengthens children's self-esteem and feelings, creating bonds of trust for the teacher or for someone else who sets up this feeling reference.

With the study, we seek to understand about the teacher's practice as a preventive action against sexual abuse of children and about the relevance of the theme, choosing to perform data collection on the digital collections platforms, in the Periodicals of the Coordination for the Improvement of Higher Education Personnel (CAPES) and Scientific Electronic Library Online - Scielo, searching for the descriptors “*Educação Infantil*” (Child Education) and “*Violência Sexual*” (Sexual Violence). In Capes' journals, 582 papers were found, when refining articles published in the last two years, 77 articles were totaled. At Scielo, searching for the subject by the descriptor “*Educação Infantil*” (Child Education) and “*Violência Sexual*” (Sexual Violence), no article was found. What we point out is that these are relevant reflections on a complex issue for education.

Thus, being in the condition of teachers of the project, we realize the importance of Sex Education as a preventive practice of sexual violence against children. We understand that the child spends a good part of his/her live at school and, in some moments, they can present behavioral changes, being linked to some type of violence, in this case sexual violence. To carry out the observation, three Early Childhood Education Centers, from the Municipal Network of Sobral - CE, were chosen, by means of the official permission and filed with the City Education Department. The chosen CEI included those that were closest to the city center. We also chose not to identify schools and teachers and mention them in general “teachers” and “CEI”, and highlight the authors' perceptions at the time of the actions and support the discussions in relation to the importance of preventing sexual abuse of children based on the teacher's practice, as a pedagogical action.

History of Sex Education in Brazil

Sex education has provoked discussions regarding its practice in schools, precisely because it is a theme that not everyone understands and because it was a subject that, for many years, was considered embarrassing. The fact of not touching the subject in family environments and in schools was understood to be coherent, because failure to clarify would not involve an increase in other sexual curiosities. In this understanding, we will outline how studies on the theme “Sex Education” developed throughout history and the need for its current practice in schools. It is worth mentioning that few authors speak of the History of Sexual Education in Brazil and, when they mention it, bring the reference of the text by the author Rosemberg (1985), which we will mention throughout this reflection.

Education in Brazil, since the consolidation of educational systems in the 19th century, was governed by the Catholic Church and, as it is a religious education, some contents were restricted, such as Sex Education. What was understood, based on the sacred gospel, is that we were created in the image and likeness of God, so there would be no need for further clarification, just these statements. According to Rosemberg (1985, our translation):

The Catholic Church was one of the most powerful brakes, until the 1960s, for formal sex education to penetrate the Brazilian school system. First, for its clearly repressive position on sex; secondly, for the prominent position it held in national education, through the maintenance and the strong defense of its education network.

From the 1960s onwards, cultural, political and social transformations began to occur, initiating the implementation of sex education programs in some schools in the country. In the

educational environment, the lack of information, instead of inhibiting the curiosity of children who are in the transition to adolescence, provoked more curiosity. This inhibition was practiced by adults, but, if we analyze it, the awareness of their sexuality was considered a sinful thought, even by seminarians and priests who took the vow of chastity. The punishment for prohibiting these thoughts was permitted by religious education, as well as by family, disciplinary pain was related to pedagogical practice. According to Rosemberg (1985, p. 12, our translation), “in this school environment, formal discourse about sexuality was either denied or used as a pretext to trigger punitive behaviors”.

In the structure of Catholic schools, some changes, over time, were allowed, because, in the patriarchal model, mixed schools were not accepted (the education of boys and girls in the same room and in the same school environment). Exchanges of coexistence between children of other genders, were not established in schools, but in monitored family environments and in churches. Then, the understanding of education systems is modified and mixed schools are allowed to favor learning and knowledge exchange. Secular education is beginning to be demanded in educational plans, disrupting religious schools in some cities. Rosemberg (1985, p. 12, our translation) says that “In the educational plan, modifications are also introduced: Catholic schools become mixed or close to that”.

The education organized by the Catholic Church, we can say, was the obstacle to think about “Sex Education”, as it did not allow the contents to be transmitted to students in a didactic way, which led to isolated initiatives, such as São Paulo, Rio de Janeiro and Belo Horizon. Where this theme was taken as the attribution of the Health area.

Thus, still being an authoritarian period governed by a conservative power, in the 1970s, it is censored and prohibited that this practice be carried out in schools, the mandatory inclusion of “Sex Education” Education in the 1st and 2nd grades of primary and secondary education was prohibited. As Rosemberg (1985, p. 12, our translation) states:

These experiences of the public network ceased to exist in 1970, after a statement by the National Commission for Morality and Civism giving an opinion contrary to the bill of Congresswoman Júlia Steinbruch (MDB-RJ), which, in 1968, proposed the mandatory inclusion of Sexual Education 1st and 2nd grades curricula (then called primary and secondary). This rejection and content of the opinion, which we will return to later, were not an isolated fact, but resulted from a series of authoritarian acts implanted in the country.

The prohibition inhibited isolated actions by public schools through the decree and the opinions that were given to congresswoman Júlia Steinbruch. However, in experimental schools, this practice was maintained and monitored by government authorities, even because

it was a period marked by violence against human rights by the military dictatorship. According to Werebe (1970, p. 26, our translation), “at school, apart from isolated initiatives made in anonymity, the first practical achievements - and which constituted systematic experiences - were almost all promoted in the context of pedagogical renewal tests”. According to Rosenberg (1985, p. 12, our translation):

The educational authorities, in the period, made their presence watchful as guardians of the students' morals. Experimental schools were kept under surveillance. A process that took place in São Paulo in 1973 illustrates this willingness to monitor and punish. The pivot of the process was the children's book, *O caneco de prata* (The silver mug), written by João Carlos Marinho.

The understanding of Sex Education, it is worth pointing out, changes through the interpretation that society makes around the theme. In the 1970s, what was understood about Sex Education was only as a way of preventing pregnancy and biological aspects. This theme was understood as the attribution of the philosophy teacher, within the Education and Health program, but not integrated with Early Childhood Education. As Ribeiro (1990, p. 2, our translation) states, “The first sex education works were basically focused on the biological prism. So much that the science class, easily, “did” what was believed to be a sex education job”.

On 11 August 1971, Law No. 5,692 was introduced. For which disciplines of health programs at school were created. Then there were several books on health and sex education. The return to the discussion on “Sex Education” took place in 1978, but in the same perspective of family preservation, being still prohibited in schools, as stated by Rosenberg (1985):

Publicly sex education in schools was mentioned again in June 1978 when one of the most watched TV shows in the country, which airs Sunday night, presented a report on Sex Education at School. The Minister of Education - (Euro Brandão) who was interviewed is categorical. He declares himself against Sex Education at school, but in favor of an education for the constitution of the family (sic) (Visão, August 1978, our translation).

During this period, the idealization for the redemocratization of the country also begins. In this sense, the proposals on Sex Education emerged. Young people were adapting to a new phase in which they had access to all kinds of information about sex education, and they got used to the new rules and values that were being instituted.

With democratization and a new form of government, there was an understanding of the guarantee of the right of the child in all its aspects, in 1990 the Child and Adolescent Statute (ECA, Portuguese initials) was promulgated, having in its article 4 the basic rights of this public,

among them, the education, professionalization and culture of the child, being responsible for enforcing this norm the family, society and the State. Among the recommendations, the right to education is a priority. In 1996, sexual orientation had its rights formalized, when the Law of Guidelines and Bases was approved and established the National Curriculum Parameters, according to which sexual education should be worked across all disciplines across the board.

According to Maia and Ribeiro (2011), in the 1990s, the intervention in the school aiming to act with sexual issues was called Sexual Orientation, a term, in fact, which ended up being adopted by the National Curriculum Parameters. However, a divergence of opinion arose about the most appropriate term to be used: there was no unanimity in the acceptance of Sexual Orientation and many authors preferred to use sex education. In the 2010s, an additional term emerged, which is Sexuality Education, which also did not find the desired unanimity. The most accepted terminology is Sex Education. Maia and Ribeiro (2011, p. 77, our translation) point out that:

Differences aside, since they hardly contribute to the strengthening of sex education as a science of education and a field of pedagogical intervention, we chose to adopt sex education as the pedagogical process that aims at specific and intentional formation on sexuality, and what follows: behaviors and attitudes, ethics and values, practices and concepts.

The National Common Curricular Base (BNCC, Portuguese initials) refers to sex education as something to be addressed in the final years of elementary school, related to reproduction and human sexuality, subjects of great interest and social relevance in this age group, as well as being relevant, also, knowledge of health conditions, basic sanitation, air quality and nutritional conditions of the Brazilian population. What we highlight is the importance of preventing abuse since early childhood education, as it is also at this stage that many cases of abuse are reported in Brazil. The appropriate ludic didactic material, which values respect, the other, self-esteem, knowledge of the world, helps children to tell trusted people what is happening around them. That is why, in the observations made in schools, studies, reports from health and education professionals who have worked on abuse prevention since early childhood education, allowed to detect possible abusers or indicate possible behavioral changes causing a more directed look at children.

Sexual Education in Early Childhood Education: Teacher Reflection

This reflection originated from the actions of the extension project and the perception of the importance of the teacher commitment regarding formation for the prevention of sexual

violence against children. The statistics of abuse against children have increased considerably, which, in view of the Brazilian reality, makes the educator's understanding of the subject relevant, enabling the use of didactic means for the perceptions of the child's behavioral changes and physical marks that they can present. According to Arcari (2013), data provided by Institute Cores, 1 in 5 children are abused, 1 in 10 cases of abuse are reported. Of the cases that occur, 87% happen within the family or with close friends of the family. According to Lessa and Mayor (2019), although the social concept of family is built around love, care and protection, the trend that has been observed is a higher incidence of cases of Child Sexual Abuse (CSA) occurring within the breast familiar. Children have been victims of these abuses where they should be protected, and schools, in this sense, can constitute preventive action and combat these violations, in addition to allowing children to live what is their right. The actions in schools, through the action of the project, provided a perception of their bodies, the recognition of their self-esteem and autonomy, so they can understand the importance of keeping their feelings and bodies safe.

According to Lessa and Mayor (2019), in the bulletin of the Ministry of Health, in Brazil, in the period from 2011 to 2017, 184,524 cases of sexual violence were reported, being 58,037 against children and 83,068 against adolescents. The explicit data reveal a 64.6% increase in notifications of sexual violence against children and 83.2% against adolescents, since 2011 (BRASIL, 2018). The statistics collected demonstrate how child sexual violence reached epidemiological levels, and it is extremely alarming that these data do not reflect the real number of Child Sexual Abuse (CSA) in Brazil, but only the cases reported. It is estimated that 2% of the cases of child sexual abuse within the family are reported and 6% of sexual abuse cases outside the family. This means that most cases are not counted in the statistics.

According to Arcari (2015), the forms of prevention minimize the indicated indices, it is possible to name three types of prevention (primary, secondary and tertiary), the primary one being the most used, as it is considered economical and efficient, primary prevention. This is aimed at eliminating all types of abuse, whether cultural, social or environmental. With the support of the implementation of basic social policies, they promote educational actions for the entire population. According to the School Guide (2015), the initial step of primary prevention is to have enough materials to help the school inform the community about sexual violence against children and adolescents.

The purpose of the project “UNINTA FAZ BONITO: prevention of sexual violence against children and adolescents”, is exactly to contribute to the reduction of this data, even though it is a small action in the face of such a high notification, but each institution or person

must collaboration with society. In this understanding, with a first step, three CEI were selected for formation, using concepts about “Sexual Violation”, “Types of abuse”, “Sexual Exploitation”, “Possible abusers”, situations in which children can suffer sexual violence, the types of behavior they can exhibit when experiencing a situation of violation. This initial contact made it possible for teachers to be more open to the topic as well as to expand their knowledge, since for some it was still a taboo to be touched and worked on in schools. With the planning, schools were able to organize the actions, as the project had a period of two months to be carried out, but if the schools had a need to continue the project, they would be free to think about the next actions and make them continuous. With the use of the book “Pipo e Fifi”, as a para-didactic material, it became accessible to carry out the actions of the individual and collective planning of the teacher.

Formation for teachers on the subject becomes important, because as the children spends much of their life at school, they can present behavioral changes, caused by situations experienced outside the school environment, and the teacher can identify changes in the child's habit, such as aggressiveness or withdrawal. This process is also evidenced by Lessa and Mayor (2019) who support the need for the formation of education professionals, especially teachers who have direct contact with students for their work as agents of CSA prevention.

According to Arcari (2015), it is important that the teacher understands the child's development phases to develop prevention activities. With this, the same author relates typical psychosexual behavior of children from 0 to 5 years old in her material "Guide for parents and educators: How to work the book in educational spaces". In this sense, having the participation of how the child develops over the years, the author also points out the necessary knowledge for the child's pedagogical process:

The child should already learn to name all parts of the body;
They must know who are the people authorized to assist them with hygiene (mother, grandmother, father, daycare workers);
The child should know basic information about private parts; how to say NO, how to get help if it is touched abusively;
The child should know basic information about the body, where babies come from, differences in adult and child body (ARCARI, 2015, our translation).

The teachers inserted the story telling, from the book “Pipo e Fifi”, in a very fun way, but even with the introduction of the theme, some teachers were restricted or embarrassed when teaching the child about “Sex Education”. A positive point, which must be mentioned, is that even recognizing this concern with the theme, because they do not know how families would receive information at home, the CEI invested in the formation and application of the project

in the Child Education classes for recognizing that they should prevent sexual abuse of children. They were taboos that would need to be broken by the teachers themselves for recognizing their family values, their children and for being still stuck for lack of information.

Thus, after the pedagogical formation with the teachers and realizing the relevance of the theme, the activities continued, being applied weekly, at first with the telling of the story of the book “Pipo e Fifi”. When we were in the rooms watching the development of activities, we realized that the characters were already known to the children, they recognized the printed activities, the collages, the drawings to paint and when we asked who they were in the drawings, they responded promptly.

With storytelling and illustrations of the characters in the book, “Pipo e Fifi”, it facilitated students' understanding of playful drawings, without taking them to another dimension or sharpening another type of sexual curiosity, they would understand their body, strengthening their feelings and identity and world view of the reality that surrounds them. After inserting the characters, the “yes” and “no” touches were used as a way of understanding what is allowed or not. In this way, the activities were based on respect for colleagues and teachers. The important thing about establishing the “No” and “Yes” touch is that they are incorporated into the children's daily lives as a limitation and delimitation of their space and their bodies.

To children, in their development, it is essential that they have words in their daily lives that place limits. The "No" is one of them, being essential to face the difficulties and barriers that are presented throughout life and that will be more acceptable, without causing depressive or aggressive behaviors for not accepting the "Noes" of life. According to La Taille (1999), the term limit is associated with obedience, respect, moral rectitude and citizenship. He further suggests that the limit placed favors the individual's maturity.

In setting boundaries, the family and the school play an important role. According to Bem and Wagner (2006), the family, being the first social institution with which the child has contact, is the seat of socialization. The school, in turn, in addition to being an institution responsible for the development of formal knowledge, also plays an important role in establishing children's limits.

The rates of violence against women have been growing in Brazil and the limits imposed by the “No” and “Yes” touch contribute for men and women to respect each other. Let men learn to deal with the negative and frustrations of life and start to value the human being without resorting to aggression. That they treat women with respect and dignity and not as an object, according to the patriarchal model, where women lived in the shadow of men and suffered various forms of violence and were silenced, because society did not view them with good eyes

when denouncing their partners and thought that if they were raped it is because they were subversive to their husbands or that they deserved to be punished, through violence.

According to Schraiber (2007), the violence experienced by women is now a health issue. Its most common form is that perpetrated by intimate partners. International organizations (World Health Organization - WHO, Pan American Health Organization, World Bank) and health professionals (American Medical Association) have reported high prevalence of violence by intimate partners. In addition to high magnitude, these episodes of violence often show serious and repeated character, expressing inequality in gender relations. The repercussions extend to the physical, psychological and reproductive health of women and may persist even after the end of the violence. Therefore, in relation to the development of children, raising their self-esteem, their autonomy and knowledge of the world, it helps them to keep their bodies protected.

Final considerations

The study in question is relevant because it is a theme that has contributed to the prevention of abuse of children and adolescents, who are inserted in the CEI and for understanding that these subjects spend a good part of their life in the school environment, which may present behavioral changes. In the project “UNINTA FAZ BONITO: prevention of sexual violence against children and adolescents”, the focus was to make educators concerned about their formation on the theme of Sex Education and the contribution to prevent sexual abuse of children. We understand that childhood corresponds to the initial phase and that preventive action must come from that phase.

This study has shown us, as teachers and students, that this action must continue and expand to other CEI and other forms of education and be taken as an action by the Education Departments of Brazilian cities, favoring the construction of a humanizing society, respecting human dignity and mental and emotional health. Abuse prevention must be taken not only by individual action, but also by collective action.

In relation to schools, most of them, the first impact was one of strangeness, as there was a certain fear about the topic “Sex Education”, but after explaining the project and the teaching resources, they realized that the content was important and that the available corresponded to the children's development phase, respecting playfulness and creativity. Also in the formation, it was mentioned what would be worked on in the classrooms for emotional strengthening, the perception of identity and the knowledge of the body and the world. After

the project and the concepts understood, some habits were being improved and incorporated for a good space limitation and mutual respect as a reference for the child.

Another improvement factor in relation to the project is that, even with the perceptions of students and teachers regarding the importance of preventing child abuse as a preventive action in schools, it is the need to include families, mainly because cases of sexual abuse often occur in familiar environments. The perpetrators of the abuses that usually take place are close people, and may be a stepfather or stepmother, friends and close relatives. What we propose in future actions to expand the activities of the project and meet the family demand of students who are enrolled in schools.

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