

DOSSIÊ EDUCAÇÃO SEXUAL HOJE: REFLEXÕES E PERSPECTIVAS

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SEX EDUCATION TODAY: REFLECTIONS AND PERSPECTIVES

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The dossier *Sex Education today: reflections and perspectives*, intends to discuss the current and urgent issues related to sexuality, the intersection between race/ethnicity, class and gender and the social relations established from sexuality in order to broaden the understanding of the theme, bearing in mind that sexuality is permeated by social and historical issues.

Thus, the dossier brings together a broad thematic spectrum regarding sex education today, aiming to share new possibilities to think about a broader and more inclusive education beyond its restriction to a normative medical character, seeking to build a more equitable and fair society, in which differences related to corporealities, such as sexual, desire, gender, and worldview differences, are respected and valued.

We understand Sex Education, as an interdisciplinary science and a practice, which is gradually conquering its space and affirming its importance. However, there are still several challenges to be faced, to effectively promote its implementation. In order to demonstrate the current nature of the theme, we highlight below some historical moments that demonstrate the trajectory developed in Brazil, explaining some of its advances and setbacks.

The first academic discussions related to the theme of sexuality appeared in Brazil, at the beginning of the 19th century, driven by the need to promote interventions related to the sexual behavior of individuals, in order to control and prevent the spread of *doença de vênus* (literally translated to: venus diseases), as sexually transmitted infections were known in Brazil, and as a way of normalizing bodies and behaviors, conforming them to current European standards (RIBEIRO, 2004; 2009).

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In the 1920s, the first publications developed by doctors, educators and religious took place, which, inspired by the eugenicist, hygienist perspective and sexology (a field of medicine that studies sex and sexuality in a biomedical perspective), deal with the education of individuals, establishing norms that aim at conformation of corporealities to sexual practices considered "healthy" (RIBEIRO, 2009).

The family and, later, the school were invited to contribute to the educational process, mainly of the individual in formation, in which, the books presented distinctions and specificities in relation to the behavior that should be manifested by men and women, according to a model instituted binary. This education should conform women to the role of wife and mother, subordinate to men (RIBEIRO, 1990; 2009).

The first attempts to insert Sex Education, as a school discipline, occurred in the 1930s, in Rio de Janeiro, but were soon interrupted due to the accusations against the responsible teacher and the influence of the Catholic Church. Years later, in 1960, in the States of São Paulo, Rio de Janeiro and Minas Gerais, a new attempt occurred, which sought to incorporate it into the list of school contents (ROSEMBERG, 1985; FIGUEIRÓ, 1998), again interrupted with the establishment of Military dictatorship and its moralist stance (RIBEIRO, 1990). During the 1960s and 1970s, discussions in defense of the need to implement Sex Education as a school subject gained strength in the Congress, yet again rejected, even with the support of congressmen and educators (LEÃO, 2009).

denied by the, at the time, Secretary of Education José Bonifácio Coutinho Nogueira with the justification that this is a family responsibility issue (LEÃO, 2009). These discussions were motivated by the increase in the number of teenage pregnancies, a fact that made it urgent to educate individuals regarding the necessary care to reduce the percentage of cases (BRASIL, 1997). With a perspective focused on prevention, the actions were aimed at educating individuals to abstain from sex, instruction in relation to preventive and contraceptive methods and the description of the main diseases that could be contracted through sexual practices considered inappropriate.

In 1996, the Ministry of Education incorporated the theme of Sex Education as a transversal theme in the National Curriculum Parameters - PCNs. In these documents, the contents related to Sex Education should be discussed through the presentation of norms, conducts, values or silencing in relation to the theme, using media, books and other sources of information as tools. This process of acquiring knowledge about sexuality should occur intentionally, however, its results are unpredictable (BRASIL, 1997).

The Ministry of Education, when publishing the PCN, aimed, through the actions developed, to create strategies and competences so that the student could understand the ways of preventing teenage pregnancy and STIs, appropriating sexuality in a positive way, recognizing and respecting their own feelings and those of others (BRASIL, 1997).

The Health and Prevention in Schools (SPE, Portuguese initials) project, developed with the integration of actions between UN agencies, the Ministry of Education and the Ministry of Health, was a project that marked the 2000s, in which the focus was on education for health, specifically the prevention of STIs, being reformulated years later and renamed as the Health at School Program (PSE, Portuguese initials), with the expansion of strategies and integration with health services, in addition to the availability of condoms in the school environment. This program is still in force (UNESCO, 2014).

However, there are still teachers who are unaware of the Health at School Program and the links between health and education have not yet been well established, as the work is not carried out in a team, as, according to Bringel *et al.* (2016), there is no integration between the Family Health Strategy and the team that makes up the school.

Amid the various situations that persist to date, whether due to the teachers' unpreparedness and insecurity or the erroneous conception on the part of individuals who do not understand what the educational practice on sexuality is, reducing it only to the theme of sex, we note that sex education at school continues to be treated, on the part of society, as a taboo theme, generating discomforts that are manifested through the silences and produced invisibilities.

As of 2015, propositions related to prevention against something called “gender ideology” began among the Brazilian legislators. According to Reis and Eggbert (2017), the term “gender ideology” is a fallacy used through common sense, self-opinion, and intellectual dishonesty to maintain the *status quo* of society to promote the maintenance of existing inequalities, preventing progress in guaranteeing minority rights. But what, after all, would be Sex Education to be so feared and considered by several individuals as being something harmful, with its teaching restricted to the family environment?

Sex Education is the term coined to define the educational process related to sexuality, since birth. This will occur informally, through family and peers and, formally, through qualified professionals in an educational environment (REIS; RIBEIRO, 2005; MAIA; RIBEIRO, 2011). Several areas, such as: Anthropology, History, Pedagogy, among others, contribute to the understanding of sexuality, demonstrating that its constitution is something more than a purely biological process (RIBEIRO, 2009). As an educational tool, it has

objectives, themes and methodologies applicable by a qualified professional, who will act in order to promote the discussion of the values, norms, cultural and historical aspects that involve the sexual practices and sexuality of the subjects (MAIA; RIBEIRO, 2011).

Aware of the emergence of this theme, the dossier *Sexual education today: reflections and perspectives*, proposes to bring together a wide thematic spectrum regarding sex education today, aiming to share reflections and new possibilities for thinking about an education that is, in fact, wider and more inclusive.

In order to demonstrate the breadth and relevance of themes related to Sexual Education, this collection brings together fourteen articles written by researchers from the Federal University of Sergipe (UFS), the São Paulo State University (UNESP), the State University of Paraná (UNESPAR), the Federal University of Jataí (UFJ), the Federal University of Mato Grosso do Sul (UFMS), the State University of Londrina (UEL), the Federal University of Uberlândia (UFU), the State University of Ceará (UECE) and the Lusophone University of Humanities and Technologies (ULHT), Lisbon - Portugal.

We started this collection with the discussion proposed by the article **Trans* knowledge in Northeastern Universities** authored by: *Helma de Melo Cardoso and Alfrancio Ferreira Dias*, in which, based on interviews with transgender teachers, the authors propose a reflection on the challenges faced by trans bodies in higher education institutions in which, their presence, becomes a reason for questions and strangeness. As work progresses, it is possible to reflect on how a space occupied by the diversity of bodies can become powerful for the construction of a more equitable society. Cardoso and Dias point out that, despite all the obstacles, these teachers trigger new learning patterns, value affection and celebrate the difference, working on a curriculum produced in the daily resistances, in the micropolitics, deviating from the guidelines of the macropolitics of education that seeks to produce controlled subjectivities.

In the second article of the dossier, the theme of child sexual violence will be addressed. This violence that plagues children's bodies, regardless of ethnicity/race or social class, will be exposed by this work developed by the researchers: *Artur Augusto Fernandes Leão Neto, Jéssica da Costa Jacinto and Ricardo Desidério*, through a bibliographic survey. **Denied curiosity: when neglected childhood favors the risk of sexual abuse**, reflects on the effectiveness that the implementation of the Sex Education discipline can promote in reducing cases of sexual violence against children and adolescents across the country. For the authors, child sexual abuse contains the ambivalence of being taboo and urgent. Taboo, for being prohibited and surrounded by secrets, discrimination, prejudice and urgent, since it is necessary

to provide adequate spaces, ethical and scientifically supported, given the growing and accentuated occurrence of this mode of rape and violence against children.

Continuing the discussions about the relevance of Sex Education to prevent situations of violence in different segments of society, the article **Sexual education and promoting gender equity in face of domestic violence against women**, developed by researchers *Mariana Passafaro Mársico Azadinho, Angelita de Lima Oliveira and Débora Raquel da Costa Milani*, discusses how Sex Education can contribute to cultural change in our society, in which machismo and patriarchy anchor violence against women. The authors conclude that the formation of critical thinking can collaborate with the construction of an egalitarian culture, with gender equality and capacity to face all forms of violence, discrimination and prejudice against women.

In the fourth article of the dossier, the researchers *Lívia de Rezende Cardoso, Tássia Alexandre Teixeira Bertoldo, Linda Brasil de Azevedo Santos* build a mapping with the objective of analyzing the theses and dissertations in gender, sexuality and teacher education defended in postgraduate programs in the higher education institutions in the North and Northeast regions of Brazil, in order to develop the research: **Gender and sexuality in teacher formation: a mapping of researches between North and Northeast**. For this article, the authors brought 22 papers that involve teacher formation and, considering the objective of this study, organized the discussion in two units of meaning: the first focused on the works that analyze the conception of teachers in initial formation and the second, the works focused on the curriculum of this formation. In this perspective, some contributions, limits and possibilities of this academic production were observed.

Could the teacher approach the theme of racism and gender roles, attributed to men and women, through a game? This is the theme present in the fifth article of this dossier, which aims to investigate the possibilities offered by a card game as an educational proposal. **A formative experience in the pedagogical internship: black female historical representation in a card game**, by researchers *Lillian Rodrigues, Vagner Custódio and Lidiane Simão* presents an educational proposal that aims to contribute to the anti-racist struggle and the reduction of gender inequality. The methodology used by the authors addresses the story of historical characters portrayed in a book, by means of a card game with audio resources and field observations, reaching the qualitative result of improving students' self-esteem, self-image and school performance, concluding that prejudice, combined with gender-limiting roles and low self-esteem may be factors associated with poor school performance and body image disorders.

Media resources can and should be used as an instrument to promote Sex Education in different contexts. The researchers, *Isabela Manchini, Jéssica da Costa Jacinto and Ricardo Desidério* aim to analyze Netflix's Sex Education series and its relevance to the Sex Education debate. Thus, in: **Sexuality silenced in the school environment and the contributions of the series Sex Education**, the authors develop an exploratory study that allows us to reflect on the school as an inherent organ of society, which is reflected in a paradigm marked by the reinforcement of common sense linked to the themes of sexuality. Thus, it is noted that the school should be responsible for disseminating a formal sex education, based on scientific studies about sexuality, but it tumbles upon moral and misrepresented concepts of professionals, preventing, consequently, that there is a free discussion of dogmas and prejudices and that, effectively, would solve the questions of the students of the current generation.

Professors *Renan Martins Da Conceição Attab and Priscila da Silva Fernandes*, authors of the article **The representativity of the high heel**, point out that this object of clothing was initially developed to make the individual taller, later assuming the position of essential piece of women's clothing, as well as a fetish item, in our society. In addition to the historical question, the authors base themselves on psychoanalysis to develop their argument about fetishism involving the trajectory of high heels. As a methodology, the authors conducted a research in which historical facts, blogs and scientific articles were analyzed for theoretical development. As a result, it was found that the use of high heels in daily life can be very harmful to the spine and legs of women and that the use of these shoes is the result of a macho culture, based on the fetishism of the male imagination.

The debate regarding gender violence in Latin America and the Caribbean is a topic of paramount importance, which is why researchers *Solange Aparecida de Souza Monteiro, Claudionor Renato da Silva and Paulo Rennes Marçal Ribeiro* develop a bibliographic study on the historicity of gender violence from the 1970s to the present day. The article entitled: **For a history of gender violence in Latin America and the Caribbean: “possibilities” for research in sex education**, contributes with reflections on gender violence as an important topic for the studies of Sex Education. This is the purpose of this short text of a bibliographic nature: to indicate possibilities for a study on the historicity of gender violence in the macro-region. Two investigative possibilities are proposed: a starting point in official international documents; another starting point is researches that deal with gender violence, since the 1970s with theories that tried to explain gender violence, such as patriarchy, southern epistemologies, as examples.

In the ninth article of this dossier, *Maria Fernanda Celli de Oliveira and Luci Regina Muzzati*, point out that issues related to sexuality are intrinsically linked to the integral development of any individual. The authors consider that even today it is common to find resistance in relation to the topic, especially at school, where a large part of the educators feel uncomfortable or not able to deal with such issues. Thus, in **Child sexuality: relationship between sex education and gender identity**, the authors intend to raise some reflections about the possible intertwining between Sex Education and the structuring of gender identity regarding children in early childhood education, based on Pierre Bourdieu's assumptions.

Using the academic environment as a territory for their investigations, the authors of the study **Moral harassment and gender in the university: resonances of productivism in teaching work**, track evidence of moral harassment in a Brazilian federal university, seeking to identify offensive situations suffered by men and women. The work developed by *Vanessa Catherina Neumann Figueiredo, Quezia Eloise França da Silva and Franciele Ariene Lopes Santana*, uses the Negative Acts Revised- Questionnaire and a sociodemographic and occupational form in 35 teachers and 41 teachers. The research result shows evidence of bullying in the analyzed sample. For the researchers, the discrepancy between the subjective perception of having been the target of harassment (60% women and 47.8% men) and the analysis of negative acts demonstrates the need for welcoming and also organizational policies to face violence at work.

In the eleventh article, *Marta Regina Furlan de Oliveira, Larissa Delgado Bueno da Silva and Jaqueline Delgado Paschoal*, critically analyze the conceptions of children in fashion editorials, as well as assessing whether they can contribute to the early development of “adultization” of child consumers. In their article, **The childhood place in fashion editorials: an analysis on the adultization of children in the consumer society**, the researchers reflect on how, the speeches of children's fashion editorials dictate patterns of beauty and behavior similar to the adult world, mainly in relation to clothes, accessories, aesthetic standards and means of consumption. In addition, the advertising industry does not always consider children's particularities when selling its products, thus contributing to the process of adultization of children. Therefore, for the authors, the role of the family and the school as spaces for reflection is fundamental, fighting the advances of the cultural industry.

Fernanda Gomez, Paulo Rennes Marçal Ribeiro and Vagner Sérgio Custodio discuss, in the twelfth article of this collection, about the views on the sexuality of people with liberal sexual behaviors in the community of swing (couples exchange) and their opinions about the motivation in the liberal sexual environment, more specifically check the incentive or dismay

resulting from the practice of the swing. In the article entitled: **A study on swing from visions provided by members of a virtual community of liberal sexual behavior**, the researchers will use a forum on a liberal sexual behavior website. A total of 77 posts were classified according to the occurrence, analyzed and commented qualitatively. The authors seek, with this study, to understand the rules for the exchange of couples, the question of pleasure in the swing, the concept of liberal sex and sexual fulfillment with this practice based on what the participants in the forum said in the posts.

Biscatinha: a decolonial vision about the marginality imposed on girls within the school context was the article developed by researchers *Ana Cláudia Magnani Delle Piagge and Tatiane Pereira de Souza* for this dossier. The methodology used was bibliographic research based on decolonial authors, cultural studies of ethno-racial and gender diversity in the human and social sciences, as well as on-site observation of school life. The researchers understand that the girl's body, inside the school, has been educated, conformed, dehumanized to justify an imposing model of standards of behavior and normative thinking in society, a fact that contributes to our understanding of the urgency to promote more discussions at regarding this theme.

We ended our dossier with the article entitled **The practice of early childhood education teachers as a preventive action against sexual violence of children** developed by *Márcia Cristiane Ferreira Mendes, Anaisa Alves de Moura and Maria da Paz Arruda Aragão*. The researchers approach teaching practice as a way of combating 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. As a result, they 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, in addition to providing lectures for the students' families as clarification regarding family valorization and the protection and guarantee of children's right.

We ended the presentation of this dossier hoping that you - readers - can find in the texts published here, inspirations for new dialogues and new reflections for the construction of a Sex Education, with a view to respecting diversity and difference. May this dossier help to build more equitable practices.

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