

Educação sexual nos documentos oficiais: uma breve análise

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Resumo

A discussão sobre Educação Sexual no contexto escolar pode contribuir de forma significativa para a diminuição das violências motivadas por questões relativas a gênero e sexualidade. Essa discussão precisa ir além das questões puramente biológicas, abordando diversas outras temáticas, como corpo, prazer, consentimento e violência, além das questões de gênero, sexualidade e diversidade. Diante dessa importância, tivemos como objetivo neste estudo analisar como os documentos educacionais oficiais fomentam a inclusão das discussões e orientações sobre Educação Sexual no Brasil. Esta pesquisa foi documental de abordagem qualitativa. Constatamos, a partir deste trabalho, que através das determinações dispostas nos documentos oficiais se buscava impor um padrão de invisibilidade e silenciamento de controle e regulamentação da temática sexualidade.

Palavras-chave: Ensino. Legislação Educacional. Sexualidade.

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Sex Education in official documents: a brief analysis

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Abstract

The discussion about Sex Education in the school context can contribute significantly to the reduction of violence motivated by issues related to gender and sexuality. This discussion needs to go beyond purely biological issues, addressing several other topics, such as the body, pleasure, consent and violence, in addition to issues of gender, sexuality and diversity. Given this importance, the objective of this study was to analyze how official educational documents encourage the inclusion of discussions and guidelines on Sex Education in Brazil. This research was documental with a qualitative approach. Based on this work, we found that, through determinations set out in official documents, an attempt was made to impose a pattern of invisibility and silencing of control and regulation of the sexuality theme.

Keywords: Teaching. Educational Legislation. Sexuality.

La Educación Sexual en los documentos oficiales: un breve análisis

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Resumen

El debate sobre la Educación Sexual en el contexto escolar puede contribuir significativamente a la reducción de la violencia motivada por cuestiones relacionadas con el género y la sexualidad. Este debate debe ir más allá de las cuestiones puramente biológicas, abordando otros temas, como el cuerpo, el placer, el consentimiento y la violencia, además de las cuestiones de género, sexualidad y diversidad. Dada esta importancia, en este estudio nos propusimos analizar cómo los documentos educativos oficiales fomentan la inclusión de discusiones y orientaciones sobre Educación Sexual en Brasil. Esta investigación fue documental con enfoque cualitativo. Comprobamos a partir de este trabajo que, a través de las determinaciones dispuestas en los documentos oficiales, se buscó imponer un patrón de invisibilidad y silenciamiento de control y regulación del tema de la sexualidad.

Palabras clave: Enseñanza. Legislación Educativa. La Sexualidad.

Introduction

This article is an excerpt from a chapter of the dissertation titled “Dialogues on Sexual Education in Rural Adult Education,” which is being developed as part of the Postgraduate Program in Scientific Education, Inclusion, and Diversity at the Federal University of Recôncavo da Bahia. The focus is on sexual education in rural adult education.

Sexuality accompanies humanity from the fertilization of eggs in the womb to old age, making it an inherent aspect of being human. However, this subject remains invisible in society due to the complex concepts and values it encompasses, including the most prominent one: religious beliefs. Just as politics, the environment, the economy, world wars, and health are openly discussed across social strata, sexuality should also be. Considered a controversial topic filled with social taboos and beliefs, it is rarely discussed. Unfortunately, when this dialogue does not occur, individuals become vulnerable to sexually transmitted infections (STIs), sexual abuse, unwanted pregnancies, abortion, or even issues that affect both their sexual lives and social health.

The subject of sexuality is very dense and involves many different concepts. It opens up a range of possibilities for working with various aspects involving human sexuality, such as biological aspects, anatomy, reproduction, contraceptive methods, as well as cultural and social issues, among others. Therefore, there are endless possibilities for approaching sexuality. The school plays a fundamental role in discussing this cross-cutting issue, where various topics relevant to humanity are openly discussed, but it is important to emphasize that sexuality is still rarely addressed in this environment.

In addition to the taboos surrounding the topic, other factors contribute to the lack of discussion about it in schools. For example, the lack of teacher training in sexual education leads to unprepared educators, worsening the situation, and there is also interference from families. Such difficulties also include resistance from students and families. Additionally, the lack of appropriate teaching materials and public policies ensuring open discussion of this topic in schools hinders sexual education from being properly addressed.

In light of this condition, we recognize the need to expand the understanding of how Sexual Education is addressed in Brazilian legislation, justified by the fact that Brazil still lacks specific laws on Sexual Education. In a study on official documents of Sexual Education in Brazil and Portugal, Netto (2016, p. 91) points out that "the Portuguese developed their first specific law in the field of Sexual Education in 1984, whereas Brazil, in the 21st century, does not have any specific laws on sexuality or Sexual Education."

Guidelines on sexuality education have historically alternated between advances and setbacks (SILVA; BRANCALEONI; OLIVEIRA, 2019). This alternation can be explained by the fact that sexuality occupies a central place in the formation of individuals and accompanies them throughout their lives, being profoundly influenced by cultures, customs, and disputes in various social and political contexts.

Gava and Villela (2016) point out that the challenges currently imposed on the topic of sexuality arise from a different perspective, as the legitimacy of this debate in the school context is questioned due to political and ideological issues, as well as other aspects that question the relevance of the debate in the school environment and in the formation of values among students. We share the view of Gava and Villela, as the lack of legislation making the topic mandatory in the educational context hinders the discussion of Sexual Education in schools.

In Brazil, despite discussions on the topic, conservative and religious positions hinder and render Sexual Education a negative topic that threatens "good manners." In 2004, then São Paulo State Prosecutor Miguel Nagib created the *Escola sem Partido* (School Without Party) Movement (MESP) as a reaction to alleged indoctrination and restriction of students' freedom to learn. This censorship proposal in 2004 did not gain the expected traction, but in 2014, conservatives, strengthened after the 2013 protests calling for the removal of President Dilma Rousseff (2011-2016), promoted the growth of MESP, spreading ideas throughout Brazil in the form of Bills (PL), political speeches, and discussions via social networks (ESPINOSA; QUEIROZ, 2017). During this period, the far-right seized the opportunity to attack education on sexuality, perceiving it as a communist conspiracy aimed at destroying the family, imposing so-called normal sexual practices, and weakening discussions on the topic.

Conservatives and supporters of MESP linked homosexuality to communism, initiating a fight against a supposed "gender ideology" and Sexual Education in schools (CARVALHO, 2020). This movement made apparent the attempt to spread a hegemonic ideology regarding the need for non-partisanship in public education, supported by the generalization of discourses about political, ideological, and religious neutrality in the education of students.

Although Sexual Education is addressed in official educational documents, it still faces resistance and struggles for its implementation. While in Brazil there are negative conceptions and setbacks regarding the topic of sexuality in education, in other countries, such as European nations known for their liberal stance, the topic is viewed as natural and is openly discussed, without taboos or interference from declared conservative groups. For instance, Scotland was the first country in the

Educação Sexual nos documentos oficiais: uma breve análise world to make the discussion of sexual diversity mandatory in the school curriculum. This decision was well received by the Scots and represented a significant advance in the discussion. In the Netherlands, the curriculum was adapted according to age groups to address this topic, covering various levels of Basic Education, starting from Early Childhood Education to subsequent stages. In this same country, Sexual Education is seen as a completely natural and inherent aspect of the individual. The low rates of teenage pregnancy in the Netherlands reflect the positive societal impacts of addressing this issue in the school curriculum (EUROPEAN EXPERT GROUP ON SEXUALITY EDUCATION, 2016).

In North America, specifically in the United States, there are guidelines for implementing sexual education in school curricula, and the country receives significant encouragement for its application across most states. However, in Latin America, due to conservative issues, Sexual Education is seen as a sensitive topic that requires more careful consideration regarding its implementation in school curricula (HELMER et al., 2015; BENEDET; GÓMEZ LA, 2015).

The responsibility of schools extends beyond the mere transmission of scientific knowledge, as their role is much broader and deeper. According to Saviani (1996), one of the social functions of schools is to prepare citizens for the full exercise of citizenship. Thus, the school's social function is to democratize knowledge and to form participatory and active citizens, without interference from conservative issues. Furthermore, this author argues that it is necessary to ensure effective teaching methods for the school to function well. From this perspective, Saviani (1983, p.72-73) develops and supports the Social Practice Method, which will encourage

[...] the activity and initiative of the students, but without giving up the teacher's initiative; it will encourage the students' dialogue with each other and with the teacher, but without failing to value dialogue with historically accumulated culture; it will take into account the students' interests, learning rhythms and psychological development, but without losing sight of the logical systematization of knowledge, its ordering and gradation for the purposes of the process of transmission-assimilation of cognitive content.

Saviani states that the school is characterized by a tendency towards conservatism. We believe that overcoming this purely conservative role is possible through the fight against selectivity, discrimination, and the downgrading of education for the working class, ensuring that workers have access to the knowledge historically accumulated by humanity.

Thinking about education requires the individual to have a critical, social, and political perspective to understand and recognize existing diversities, thereby contributing to the

empowerment of individuals and the transformation of unequal relationships. In the same vein, Bello and Luzzi say that

[...] thinking about and advocating for education for all involves taking a political stance to first recognize the historical inequalities between genders and among diverse historical subjects. Recognizing these inequalities is essential to then adopting policies that contribute to transforming these unequal relationships towards a perspective of equity in social and economic conditions, considering class relations as well as gender, ethnic, cultural, and identity factors. (BELLO; LUZZI, 2009, p. 4703).

Everyone should have access to education, and the state must ensure this access without discrimination. The state should also respect and value teaching, ensure ongoing training and satisfactory working conditions for teachers, guarantee pluralism of ideas and pedagogical concepts that meet the specific needs of different education audiences, and respect an inclusive and secular perspective, allowing schools to adapt to the needs and realities of their students. The quality of education involves each of these criteria and implies a commitment to promoting equity and diversity, as well as confronting all forms of prejudice and discrimination.

Freire (1980, p. 25) tells us that “[...] education, as a practice of freedom, is an act of knowledge, a critical approach to reality.” Exploring Sexual Education critically and without taboos allows us to take care of ourselves and others. Dialogue and reflection on Sexual Education are urgent. Paulo Freire’s dialogicity in educational praxis is the guiding thread for liberating education. Education is a situation of knowledge and communication; therefore, dialogue is fundamental in pedagogical practice. It is part of the communication between subjects, showing that “education is communication, it is dialogue, in that it is not the transfer of knowledge, but a meeting of interlocutors seeking the meaning of meanings” (FREIRE, 1980, p.69). In this perspective, emancipatory Sexual Education is committed to dialogic action to achieve social transformation and should be defined as a form of personal engagement in collective efforts to transform sexual and social relationship patterns.

Considering the need to study sexuality within cultural, historical, and social contexts to contribute to health and citizenship promotion and seeking to better understand this scenario, we proposed to examine how Sexual Education is addressed in Brazilian official documents. Thus, our research question is: “What do Brazilian official educational documents say about working with emancipatory Sexual Education in the school environment?” Therefore, our objective is to analyze how official educational documents promote the inclusion of discussions and guidelines on Sexual Education in Brazil.

The text is divided into sections that guided the theoretical framework and analysis of this manuscript. Therefore, we included the following items: the introductory section; followed by a

Educação Sexual nos documentos oficiais: uma breve análise section that describes the trajectory of Sexual Education in Brazil; the section addressing the methodology used, followed by the analysis of the information. Finally, we present the conclusions of the theoretical review in the concluding remarks.

Trajectory of Sexual Education in Brazil

Discussions on sexual education in Brazil began in the 1920s. According to Bassalo (1999), it was during this period that the debate on Sexual Education gained momentum, with a variety of titles published, primarily in the form of translations of studies on sexuality.

Discussions on the importance of Sexual Education gained momentum, leading to the creation of the Brazilian Circle of Sexual Education (CBES) in July 1933, in Rio de Janeiro, with extensive and intense activities. [...] The CBES launched a campaign for Sexual Education with a variety of activities, including lectures, conferences, weeks of Sexual Education, and free clinics on hygiene and sexual psychology. [...] According to the president of the CBES, educating young people about sexuality was seen as the most effective way to improve the health scenario in Brazil, particularly in relation to eradicating venereal diseases, especially syphilis, which were considered one of the country's major social scourges (BASSALO, 1999, p. 41).

We see here a concern to include the discussion of Sexual Education in the school curriculum as a way to prevent sexually transmitted infections. The first attempt to include Sexual Education in the school curriculum occurred in 1930 at the Colégio Batista in Rio de Janeiro (BUENO; RIBEIRO, 2018). In 1938, Arthur Porto published the book “Conselhos a escolares (sobre Educação Sexual)”, emphasizing that Sexual Education helps in preparing “young women” for their “social mission” and protecting them from “diseases” and the “machinations of the wicked” (BASSALO, 1999).

Oliveira (2006) points out that in the 1930s and 1940s, there was controversy over whether to allow girls access to sexuality topics, with some authors advocating for the inclusion of women in this process while others excluded them.

Sexual Education in Brazil began to be explored in schools in the 20th century, specifically around 1960. Its teaching was focused on venereal diseases, those transmitted by human papillomavirus through sexual contact caused by viruses or parasites, such as syphilis, herpes, gonorrhea, AIDS³ and chlamydia. In addition to combating masturbation and preparing women to be

³ AIDS is Acquired Immunodeficiency Syndrome, transmitted by the HIV virus, characterized by the weakening of the body's defense system and the appearance of opportunistic diseases. Available at: <https://bvsms.saude.gov.br/hiv-eaids/#:~:text=Aids%20%C3%A9%20S%C3%ADndrome%20da,pelo%20aparecimento%20de%20doen%C3%A7as%20oportunistas> Accessed on: March 8, 2023.

family mothers, they were responsible for caring for the health of their family members. As Bueno and Ribeiro (2018, p. 50) note, citing Costa et al. (1991):

In this context, the focus was on combating masturbation and venereal diseases, as well as preparing women to be wives and mothers. There was also concern with issues such as prostitution and a new “medical and family order” in which women were assigned the role of caring for the health and education of their children, bridging the gap between hygienist medicine and family life.

With the implementation of the National Curriculum Parameters (PCNs) and the National Common Curricular Base (BNCC), legal official documents sanctioned between 1997 and 2017, there is evidence of the need to discuss sexuality in schools regarding preventive actions against sexually transmitted infections (STIs) and AIDS. However, these documents present a very superficial discussion compared to the breadth of the subject, which encompasses various issues beyond STI contamination and violence prevention. Given that sexuality is inherent to individuals and their health, it deserves more attention from society and the educational community. The importance of this discussion today cannot be denied, and these documents should highlight the need to foster and promote the inclusion of discussions and guidance on sexuality and Sexual Education.

The World Health Organization (WHO) emphasizes that the right to sexual information based on scientific knowledge should be generated through a scientific and ethical process and disseminated in appropriate forms and across all social levels. Regarding the right to information, the Declaration of Sexual Rights in its tenth article emphasizes that “the right to comprehensive Sexual Education is a lifelong process that begins at birth and continues throughout life and should involve all social institutions” (FURLANI, 2011, p. 25).

According to Figueira (2020), Sexual Education encompasses all teaching and learning about human sexuality. This learning involves not only knowledge related to sexual life but also values, norms, feelings, and emotions, making it a right for all. A 2019 study by the National School Health Survey (PeNSE) in partnership with the Brazilian Institute of Geography and Statistics (IBGE) and supported by the Ministry of Education (MEC) provides concerning data on young people who begin sexual activity prematurely. According to the survey, in 2019, 35.4% of students aged 13 to 17 had already had sexual intercourse. Studies conducted in 2011 by Hugo et al. indicated that the average age of first sexual intercourse was 14 years; however, PeNSE data revealed that this average had dropped to 13 years. These results highlight the need for policies focused on adolescent health and Sexual Education with a broader age range. This research not only reveals the age of first sexual

intercourse but also points to a significant issue: unsafe sexual practices, and consequently, the risk of contracting sexually transmitted infections, HIV/AIDS, and experiencing early pregnancies.

Sexual education is a pressing issue that requires more attention from Public Educational Policies. By addressing these topics in schools and classrooms, there is the potential to significantly reduce cases of STI infections, sexual violence, abortion, unwanted pregnancies, among other factors. Sexual Education is a right inherent to all individuals who have access to education, regardless of the circumstances or age.

We observe that an emancipatory model of Sexual Education should transcend merely biological aspects, focused on reproduction and instinct, and address the ethical-ontological condition, involving intentionality and choice. According to Nunes and Silva (2006), sexuality is a human, dialogical, and cultural dimension that is part of personal development, as it is a unique mark developed and present within cultural and historical contexts. Addressing sexuality in the school context is important as it can contribute to young people gaining a greater awareness of their bodies, preventing situations of abuse and sexual violation; it can contribute to the empowerment of women in society; to strengthening awareness and responsibility regarding sexual life, discussing the implications of machismo and other aspects related to the prevention of STIs, AIDS, unwanted pregnancies, and contraceptive methods.

Methodological Approach

Our research is characterized as a qualitative study, specifically a documental analysis. Qualitative research aims to understand a phenomenon within its natural context. In this type of work, the researcher is the main instrument for gathering information, focusing more on the process than on the product (GIL, 2010). The information or data collected can be obtained and analyzed in various ways depending on the objectives to be achieved. In a qualitative study, the search for data involves exploring different paths, utilizing a variety of procedures and instruments for data collection and analysis.

Documentary research, according to Lüdke and André (1986), involves obtaining data from documents with the purpose of extracting information contained within them. It is a procedure that employs methods and techniques for capturing, understanding, and analyzing a universe of documents. This investigative strategy allowed for the identification of the main official educational documents in Brazil.

To establish the data, we revisited the research question: “What do Brazilian official documents, in different political contexts, say about working with an emancipatory Sexual Education in the school environment?”. The documentary analysis, supported by Bardin (2011), aimed to investigate the guidelines provided for the inclusion of Sexual Education in the school context within the following official documents, as shown in Figure 1:

The analyses were conducted using an interpretative approach. For this, we established an analysis category: advances and limitations of Sexual Education in the official documents.

Analysis of Information

What Do Educational Policy Documents Say About Sexual Education

In Brazil, there is no specific legislation dedicated to Sexual Education; however, some official documents provide guidance for integrating this topic into the educational environment. Among these, we mention the National Curriculum Parameters (PCNs), the National Education Plans (PNEs), and the National Common Curricular Base (BNCC). We will focus on and analyze the issues related to sexuality and Sexual Education presented in these documents, highlighting advancements and limitations.

Advancements and Limitations of Sexual Education in Official Documents

In the 1990s, discussions on Sexual Education in Brazil began to take a more contextualized approach. The introduction of the first cycle of the National Curriculum Parameters (PCN) in 1997 strengthened this discussion, as this normative aimed to offer guidance and build educational matrices focused on sexuality.

According to Dinis and Luz (2007), the PCNs were created to address topics related to Sexual Education, which at the time represented a significant achievement. Early Sexual Education programs were primarily focused on the anatomy and physiology of the reproductive systems, prevention of teenage pregnancies, and sexually transmitted infections. The PCNs proposed a transversal approach to teaching sexuality in schools, meaning that the topic of sexuality would be integrated across various areas of knowledge without the need to create new subjects.

The term "parameter" aims to convey the idea that, while proposing and respecting the existing regional, cultural, and political diversities in the country, national references are established to identify the "common points" that characterize the educational phenomenon across all Brazilian regions (BRASIL, 1998, p. 59).

Thus, one of the purposes of transversal themes was to ensure that study programs presented essential principles that addressed the social and citizenship goals. In this sense, the criteria adopted for defining transversal themes included social urgency, national relevance, feasibility of teaching and learning in primary education, enhancement of understanding reality, and social participation (BRAZIL, 1998, p.59).

Among the proposed transversal themes ethics, cultural diversity, environment, health, work, and consumption Sexual Education, which is referred to as "sexual orientation" in the document, could be included as it meets all the above criteria. The most decisive factor for the implementation of this document was social urgency, which is entirely valid and justified. It becomes clear that if it were not for the problems that the experience of sexuality brings to society, it would not be included in the school curriculum (FIGUEIRÓ, 2001).

The PCNs provided guidelines for addressing Sexual Education in Basic Education through the following transversal themes: ethics, health, environment, sexual orientation, cultural diversity, work, and consumption. Within these, the contents related to Sexual Education were divided into three blocks: Body: the Matrix of Sexuality (BRAZIL, 1998, p.139-143); Gender Relations (BRAZIL, 1998, p.144-146); Prevention of Sexually Transmitted Diseases/AIDS (BRAZIL, 1998, p.146-149).

Although still focused on prevention, the PCNs laid down foundations for discussing Sexual Education, including the introduction of discussions about gender relations as a legitimate and important topic in the educational system. It is important to note that the publication of this document did not guarantee the implementation and discussion of sexuality in schools, but it is undeniable that some debates did enter educational institutions through the PCNs (ALTMANN, 2001).

The PCNs in the area of Natural Sciences (1998) present discussions on sexuality, guided by the Sexual Orientation Handbook. These discussions highlight information aimed at combating prejudices and taboos that hinder the development of sexuality and social aspects of the individual. The Handbook indicates that it is the school's responsibility to address various viewpoints, values, and beliefs present in society to help students build a point of self-reference through reflection, requiring meticulous planning by educators.

In light of the guidelines provided in the PCNs for discussing Sexual Education in schools, we created a word cloud using WorArt.com to understand which terms were most frequently used by the document. Figure 2 displays the word cloud generated with the *corpus* in question.

By reviewing the historical context of the creation of the PCNs, we observe that their development occurred during a period when Brazil was experiencing a crisis of HIV/AIDS

contamination, along with cases of early pregnancies. Thus, the PCNs envisioned the school as a suitable space for implementing health actions, but also pluralistic ones that explore various fields beyond simply making individuals aware of safe sexual practices. An interesting fact is that the initial version did not address this theme in the context of Adult and Youth Education.

We observe that in the PCNs (BRAZIL, 1997; BRAZIL, 1998), the recommendation emphasizes the role of the teacher. Each teacher, in their specific area, should address the content to provide better sexual orientation for students, meaning providing information and access to knowledge. Thus, students would have a broad discussion on sexuality across various subjects and would systematize their perceptions of sexuality in an interdisciplinary manner, either collectively or individually.

In 2001, then-President Fernando Henrique Cardoso enacted Law No. 10,172, dated January 9, 2001, known as the National Education Plan (PNE), which set goals to be achieved in the educational sector over a ten-year period (2001/2010). This document outlined strategies for strengthening educational policies, such as adequate teacher training to address transversal themes, particularly those related to sexuality, health, ethics, and other generative themes.

Axis II, titled “Education and Diversity: Social Justice, Inclusion, and Human Rights,” of this first version, presented a discussion on sexual orientation, gender identity, reproductive rights, and prevention of sexual abuse and exploitation. However, it is important to note that the document was not followed as planned, and as a result, some of its goals were not achieved, contributing to its weakening.

It is worth mentioning that Article 214 of the 1988 Federal Constitution establishes that the PNE should be a ten-year plan, integrated into the National Education System, to propose, among other obligations, goals and guidelines, aiming to ensure the maintenance and development of education at various levels, stages, and modalities through integrated actions of the public powers of different federal spheres (BRASIL, 1998).

In 2014, a new version of the National Education Plan (PNE) emerged under the effect of Law No. 13,005 of June 2014, with a ten-year validity from 2014 to 2024. This updated version reaffirmed the need for the establishment of pedagogical guidelines to improve the quality of Basic Education throughout the country. In this second version, which was supposed to be approved in 2010, the categories of gender and sexual orientation sparked intense debates in Brazilian society. Some social and political segments completely disagreed that issues of sexuality and gender should be addressed in the public sphere, such as in schools. They believed that these topics were of a private nature,

Educação Sexual nos documentos oficiais: uma breve análise confined to the family environment. Opposing the inclusion of what they termed "gender ideology," they mounted strong resistance to the issue, mobilizing efforts to block any progress in this direction. These resistances contributed to the delay in the approval of the PNE, which only occurred in 2014 with the removal of content related to sexual orientation and the study of gender from the educational contexts, marking a setback for the educational sector.

In this edition, the discussion of sexuality and gender was limited to a general objective of combating any form of discrimination. The final text of the provision was altered to "overcoming educational inequalities, with an emphasis on promoting citizenship and eradicating all forms of discrimination" (BRAZIL, 2014, p.1). It is worth noting that, despite the progress and recognition presented by the provision, it was the result of an amendment made by the Federal Senate during the PNE's legislative process, which removed the emphasis on promoting "racial, gender, and sexual orientation equality" and replaced it with "citizenship and the eradication of all forms of discrimination".

Comparing the two versions of the PNE, we observe that the issues of sexuality and gender were reduced to only:

Ensuring policies to combat violence in schools, including by developing actions aimed at training educators to detect signs of its causes, such as sexual domestic violence, and supporting the adoption of appropriate measures to foster the creation of a culture of peace and a safe school environment for the community (BRASIL, 2014).

The topic of sexuality lost its educational focus, becoming solely centered on sexual violence. These actions represented a significant setback in the agenda and public policies, particularly in educational policies. To understand this setback, we created a word cloud with the terms mentioned in the second edition of the PNE, 2014-2024. Figure 3 displays the results found.

With these setbacks, it became easier to remove the topic of Sexual Education when a new plan called the *Base Nacional Comum* (Curricular National Common Curricular Base) (BNCC) was developed, as this topic no longer fit within the scope of school education. The initial version of the BNCC was presented and made available for public consultation in September 2015. In this version, topics related to sexuality appeared among the competencies for Natural Sciences at the Elementary Education level. The official document associates the subject with concepts related to health and quality of life, under the knowledge unit "Life: constitution and reproduction." This was proposed for the 9th grade of Elementary Education, focusing on discussions of the functioning of the male and

female genital organs and understanding the physical, physiological, and behavioral changes occurring during puberty (BRASIL, 2015).

In the second version of the BNCC, released in 2016 by the Ministry of Education and Culture (MEC), the term sexuality, as in the first version, was included in discussions related to diversity, focusing on the issue of the right to "respect and acceptance in its diversity, without prejudices of origin, ethnicity, gender, sexual orientation, age, religious conviction, or any other forms of discrimination" (BRAZIL, 2016, p. 34). This represents a regression concerning discussions on Sexual Education. Conservative, fundamentalist, religious, and moralizing groups suppressed the topic of sexuality and strongly acted towards the creation and publication of the new version of the BNCC.

In its final version, the BNCC directs the topic of Sexual Education towards a medical and hygienist view of sexuality, with expressions on how to understand the organization and functioning of one's own body. According to Giroto (2017), both the PCNs (BRAZIL, 1997, 1998) and the BNCC (BRAZIL, 2015, 2016, 2017) are part of a state logic based on neoliberal principles that serve the interests of certain economic groups, especially the World Bank. These groups point to the need for the construction of a unified curriculum that meets the requirements of international evaluations and serves as a basis for teacher training programs.

Both these factors and conservative issues contributed to the suppression of Sexual Education from national educational documents, making it difficult for this topic to be openly addressed by the community in general, as schools play a fundamental role in the development of critical, reflective individuals who are aware of their social roles in society. Another milestone representing the beginning of this regression was the fact that the normative body, the National Council of Education (CNE), held public hearings in several Brazilian states, yielding to pressures from opinions opposed to including this topic in schools. The final decision was the Resolution CNE/CP No. 2⁴, dated December 22, 2017, which modified several points emphasizing Sexual Education in the BNCC, such as the removal of certain passages. This concerning fact represents a negative milestone for the right to information and a regression in education.

For Furlanetto et al. (2018), discussions about sexuality should not be confused with any form of moral or ideological indoctrination but should be associated with the development of citizenship.

⁴Available at: https://normativasconselhos.mec.gov.br/normativa/view/CNE_RES_CNECPN22017.pdf?query=curriculo. Accessed on: March 8, 2023.

It should be understood as an essential tool for the health care of children and adolescents and needs to be included as a regular and systematic practice.

In the final version sent to the CNE, we observed that the topic of sexuality is presented in a generalized manner, which, in our understanding, due to generating controversy in schools and society, may not be presented and discussed, even though it is considered relevant and socially contemporary. Another factor highlighted in our analysis is that, similar to the PCNs, this discussion is not included in the document sent to the CNE and in the homologated BNCC for the Adult Education (EJA) modality. Below, in Figure 4, we represent the main guidelines present in the BNCC through a word cloud.

We note that in the final version of the BNCC, Sexual Education is presented with an emphasis on reproduction and sexually transmitted diseases. By addressing Sexual Education with the sole focus on disease prevention, it does not provide an emancipatory Sexual Education. We argue that this topic should go beyond what the BNCC prescribes, as it is essential for official documents that govern school education to provide a broad understanding of sexuality, due to its relevance and urgency in the school context.

Final Considerations

The analysis and review of official legal documents provided a critical and reflective perspective on the implementation of Sexual Education policy within the Brazilian school curriculum. The landmark for this was the creation of the PCNs (National Curricular Parameters) in 1997, which aimed to offer guidance and construction of curricular frameworks related to sexuality education, strengthening discussions on this topic during a time when Brazil was facing an HIV/AIDS epidemic and early pregnancies.

Another significant milestone was the creation of the PNE (National Education Plan), which set goals to be achieved over a ten-year period to strengthen educational public policies. One of its axes included issues related to Sexual Education; however, these goals were not implemented, contributing to its weakening. Subsequently, a new version of the PNE emerged, but it was observed that the provision for sexual orientation in school contexts was removed from its content.

In the following years, the BNCC in its first version, included sexuality as a transversal theme. However, in its updated and final version, heavily influenced by conservative religious groups, some sections discussing sexuality were removed. This illustrates how the right to adequate sexual information has been increasingly denied.

CERQUEIRA; MENDES.

We observe that Sexual Education has been censored and dismantled in recent times, highlighting the need for a more careful and attentive approach to curricular proposals in Brazil. This is a topic that requires more attention in pedagogical practices. Its inclusion in teaching practices is necessary, but it also requires proper training to address the subject effectively.

We consider it important to advance discussions on the setbacks affecting Sexual Education in educational documents, as we need an education that fosters the emancipation of individuals, free from prejudices and taboos. This study underscores how much more needs to be discussed on this topic and the social and political implications of including sexuality in Education. In conclusion, we advocate for addressing the subject with maturity and openness. Only by doing so can we break the constraints and barriers on the path to Sexual Education.

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