26 - GENDER AND SEXUALITY IN PHYSICAL EDUCATION: SCENERY, GAPS AND PERSPECTIVES

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Introduction

This article is related to recent research conducted in the Postgraduate Course on Gender, Sexuality and Human Rights, on Department of Health and Human Rights, at Oswaldo Cruz Foundation in Rio de Janeiro, between the years 2015 and 2016. In this occasion was carried out a Literature Review on gender and sexuality in the fields of Education and Health. We selected articles that addressed the Gender and Sexuality issues in school, by the field of Education in approach to Health Promotion. We used as descriptors Education, Gender, Sexuality, School and Health Promotion.

The result of this search gave us a list of 79 articles. It was necessary to screen this list, which exclude the repeated titles and articles published in foreign language. At the end, we reached the quantity of 34 articles, divided into four thematic categories, which were assembled texts with theoretical perspectives and approaches, namely: 1) teachers and students; 2) Pedagogical Proposals and Teacher Training; 3) School Supplies and 4) Epistemological Studies.

The category teachers and students took the items that had focused on the perceptions, understandings and concepts about sexuality, gender, sex, pregnancy, adolescence and other terms related to these, by teachers and students in surveys conducted exclusively with these audiences. In Pedagogical Proposals and Teacher Training we gather articles whose purpose was to analyze and discuss the practices in gender and sexuality in schools, in formal classes, projects or extracurricular activities and other moments of specific teaching practice in these areas. Also, were included in this category papers discussing issues related to teacher training, discussing the precariousness or absence of the subject in this curriculum. In the category School Supplies were brought together works that have proposed to analyze teaching materials used to address these issues, including textbooks, paradidacticbooks and other selected tools for this purpose. Finally, in the category Epistemological Studies we look back on some educational proposals that introduce new concepts that help us think a confrontation of educational conservatism, touted as one of the major silencing agents on the topics gender and sexuality in schools.

The research gave us a very incipient number of articles related to these areas, few of which were weaving some kind of approach to the areas of Health and Health Promotion. Only four studies specifically went out of the field of Physical Education, of which one devoted to an analysis of recreations of children and others threw focused on the class itself.

The discussion that we bring in this article rescues some research data and focuses on the current situation of education in relation to work on gender and sexuality in schools and presents contributions of Physical Education towards such themes, located in bias Promotion Health, Empowerment and Rights guarantee.

Scenario

We understand that gender and sexuality discussions, as they are in school, fail to consider key aspects of human life, such as understanding of sexual activity as a source of pleasure, well-being and formation of subjectivities and also the recognition of many manifestation of sexuality forms, gender identity and difference as an intrinsic element of human relationships, an approach that assumes the construction of autonomy and empowerment as inseparable doings from the work developed there. And it i also supported in the finding of school as unhealthy environment, authoritarian, harasser and therefore diseases promoter (Assis, 2015), on the contrary, should be in health promoter space, as a constitutional social right (Brazil, 1988) and, according to WHO guidelines (2010), a result of a collective construction of healthy spaces in the community.

Our approach of Gender and Sexuality issues in approach to the health field is based on a look that comprises as an important guarantor axis of fundamental rights of the subject that there is. Fleeing from the pathologizing tonic, disease prevention and medical act, as recommended by the Unified Health System (SUS), we work with the concept of health promotion, with a view to building knowledge, guarantee of rights, empowerment and social leadership as guarantors axes of full human rights.

Health Promotion is expressed here by reference in Ottawa (1986) and associated with emancipatory slope by Piveta and Porto (2010, in Pagés, 2011) in overcome of individual emphases, or regulation and control of people, but an appreciation of their emancipation.

To Czeresnia (2009), Health Promotion:

> [...] Is traditionally defined far more broadly than prevention, because it refers to measures that "are not directed to a particular disease or disorder, but serve to increase the health and general welfare" (Czeresnia. Freitas and 2003, p. 39). [...] The promotion strategies emphasize changing the conditions of life and work that make up the structure underlying health problems, requiring an intersectoral approach (Czeresnia and FREITAS, 2003, p. 39).

For Buss (2010):

> [...] Health promotion is the result of a set of social, economic, political and cultural, collective and individual factors that combine in a particular way in every society and in specific circumstances, resulting in more or less healthy societies. [...] Health promotion refers to the actions on the conditions and social determinants, addressed to favorably impact the quality of life. [...] It is the proposal of a new interdisciplinary health practice, which integrates different knowledge and practice intra and extra-sectoral, which incorporate a new quality articulating, organized by the health promotion paradigm, to face the existing problems in a singular territory (BUSS, 2010).

The authors Lefevre and Lefevre (2004), understand that to promote health, a school must have power to decide their

fate, tracing its pedagogical project, discuss your needs and establish strategies needed to meet them. Need liberty to discuss the values inherent in fairness, ethics and social justice, values which must originate in the family, but that necessarily have to consolidate and realize the collective experience at school. It is in this space that children and young people must face these issues, experience them, understand them and thus form a world view, we want to, with an emancipatory perspective. (LEFEVRE, F. and LEFEVRE, A.M.C., 2004, p. 123).

Gender and sexuality are understood as social and historical buildings, placed in power relations and defined according to some cultural arrangements in which the subjects are inserted from birth (Louro, 2008; Altmmann, 2009). They are, therefore, results of multiple learning, reflecting expectations, values, concepts and a whole load of charges, explicitly or implicitly present the subject rigid forms of being in the world. To Scott (1995), such impositions, anchored exclusively in biological apparatus, determine social relations between the sexes. Records ranging from the dress, through the gestural, preferences for activities to be practiced or objects to be used, reaching the roles developed by the subjects in society are, according to this perspective, learning, construction, effects, and not human nature intrinsic characters.

Pereira's research (2014) brings out a matter very present in the reviewed literature, regarding the heteronormative conception from which the school stands as the activities proposed and carried out. For Gesser, Oltramari and Panisson (2015), teachers have conceptions of sexuality mostly characterized by the heteronormative, preventative and sexual democracy perspectives, is meant by "natural" expression of masculine and feminine.

The heteronormativity to Butler (1993) is seen as the imposition of heterosexuality as the norm, disregarding other sexual possibilities of sexuality manifestation or even relegating them to the bypass condition.

The most commonly adopted approach by schools in relation to gender and sexuality issues is the biological one (Pereira, 2013; Ribeiro, 2009). Sex and sexuality are treated as natural attributes, imprisoned the design of systems and organs that make up the organism, in particular those related to reproductive function.

For Meyer, Klein and Andrade (2007), the school shows set from the strong emphasis the field of biological and natural sciences "showing its complete disarticulation with the interests and struggles of different groups and social movements" (p. 235). The authors, however, emphasize important aspects of this approach, although it is preferably adopted by the school does not contribute to its function with respect to the care of health of students, since little - if any - questioning the gender and sexuality in its political and social dimension contributes to increase vulnerability of young people.

Still on the care of health of students, in this case, psychic, Maia et al (2012) point out that the school "reinforces the neoliberal ideological vision of man and society" (p. 155) and that "little is done in the direction to problematize the historical process involved in adolescent psychological development "(p. 155). For these authors, "the appropriation of scientific knowledge about gender and sexuality allows the construction of a new personal sense of sexuality" (p. 155).

The non-recognition of sexuality manifests in childhood is also one of the great dilemmas pertaining to work with these issues in school since the age of the student is considered one of its main determinants. The doctor and psychoanalyst Wilhelm Reich, according Boadella (1985), seeks to deconstruct this obstacle, arguing in favor of a sexual politics that assumes that all education is, rather, a sex education, realizing childhood as the most propitious time and strategy for the construction of values to ensure sexual development without disorders.

Personal perceptions of teachers interfere decisively in the course of work to be implemented in the school, since they can not extricate itself from such values in dealing with the topics gender and sexuality. Quirino and Rocha (2013) reaffirm this issue, to consider that

The teaching practice in sex education in the studied school, performed asymmetric between the discursive level and the attitudes toward pedagogical work developed by the social actresses and actors of the research, however, aligned with personal and moral values around sexuality and issues considered myths and taboos such as homosexuality and female virginity (QUIRINO and ROCHA, 2013, p. 691).

Sefnner (2013) corroborates this assertion, considering that the emergence of issues related to gender and sexuality in the classroom severely collides with family morality of the teacher, characterizing his approach as a reinforcement measure the orientation considered correct for the children, according such values.

Gaps and Perspectives

The research showed that the academic production in gender and sexuality in the school, starts preferably of the areas of Educational Psychology and Pedagogy, with general and expanded approaches on issues related to the themes.

In the other hand, Physical Education also presents timid production in this area, as they were identified only four articles in this sample. One of the perspective of preventing sexually transmitted diseases and others with general discussions without due deepening the actual contributions of Physical Education for the themes.

Thus, we understand that a Physical Education ruled in Neuroscience in Corporeity in playfulness and Health Promotion as the highest expression of its action, should discuss aspects such as the defense of the mixed class while trading space of genres within the activities, mainly negotiations of the myths: vigorous, violent, domineering, virile male; fragile, submissive, apathetic, underling female. The Physical Education class figure as a privileged space for the construction of respect for differences, otherwise restates current social stereotypes and leads to other spheres of living.

Data from the Municipal Education Department - PCRJ (2015) point to a growing avoidance of physical education classes, especially in later years, by the girls, due to the predominance of chauvinism, with the connivance of teachers. Also indicate that evasion by boys due to the low diversification of activities and no discussion of topics such as gender and sexuality, drug addiction, violence at school and Health Promotion, as stated by the students, which classify Physical Education as area of little importance to their training.

Considerations:

Based on the above, we believe that little academic production of Physical Education in gender and sexuality field results of its non-recognition as its own potential contribution of effective intervention in problems related to these areas, and still supports a preventative perspective and pathologized of STD / AIDS, sexual morality and teenage pregnancy.

It is worth noting that Physical Education still preserves traces of its origin in military tradition, potentially chauvinistic, authoritarian and hierarchical, reflecting a further policy and pasteurized practice, which disregards the interaction of the subjectivities.

Another aspect concerns the little acceptance of pedagogical approaches of progressive bias in these areas, due to the historical position of the school as a conservative institution, ideas which Physical Education is derived.

Thus, we advocate the urgent need to overcome the current paradigm in the search and consolidation of a progressive Physical Education, associated with empowerment practices, respect for subjectivities, guarantor of rights and

Promoting Health.

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Palavras Chave: Gênero, Sexualidade, Promoção da Saúde, Escola

Abstract

GENDER AND SEXUALITY IN PHYSICAL EDUCATION: SCENERY, GAPS AND PERSPECTIVES

The concern about the difficulties of implementation of the themes gender and sexuality in an emancipatory perspective gestated in the practice with the current scenario of resurgence and advance of conservative ideas related to the theme and that has directly impacted the school environment, limiting initiatives discussion, construction of knowledge and advances of social practices. This study pursued the goal of identifying on scientific articles and preferred approaches under which has been structured research and studies developed in this area. This is a literature review that discusses the tense interface between gender issues, sexuality, health and education. From the Scielo database were selected academic articles published in the last decade in national journals from the field of education that address the themes gender and sexuality in the school's strategic space. From the descriptors used, the articles found amounted incipient. The articles selected were classified into: 1) Teachers and Students; 2) Pedagogic Proposals and Teacher Training; 3) Teaching Materials and 4) Epistemological Studies, and the tenor of the discussions pointed to the maintenance of a conservative view. It was found that although a transversal approach guidance, presented by the official guidelines for education, with a view to extended discussion and transdisciplinary and thus, as na initiative in all areas, resulting in an initiative neglected by all, ending up constitute an obstacle, relegating the issue to silencing.

Key Words: Gender, Sexuality, Helth Promotion, School

Résumé

GENRE ET SEXUALITÉ À L'ÉCOLE : DE LA PRÉVENTION À LA PROMOTION DE LA SANTÉ ET LA GARANTIE DES DROITS

Les préoccupations envers les difficultés de l'effectuation des thèmes genre et sexualité dans une perspective émancipatrice conçue dans l'exercice professionnel s'accentuent avec l'actuel scénario d'exaspération et d'avance des idées conservatrices relationnées à la thématique et qui ont atteint dernièrement de forme directe l'ambiance de l'école, limitant des initiatives de discussions, de construction de connaissance et de développement de pratiques sociales. Le présent travail a poursuivi l'objectif d'identifier dans des articles scientifiques les abordages et les perspectives préférentiels sous lesquels on a structuré les recherches et les études développées dans cette aire. Il s'agit d'un regard de la littérature qui discute la tense interface entre les thèmes du genre, de la sexualité, de la santé et de l'éducation. A partir de la base de données du Scielo, on a sélectionné des articles académiques publiés dans la dernière décennie dans des périodiques nationaux du domaine de l'éducation qui abordent les thématiques de genre et de sexualité dans l'espace stratégique de l'école. A partir des descripteurs

utilisés, les articles retrouvés ont ajouté des quantités naissantes. Les articles sélectionnés ont été stratifiés en : 1) Enseignant, étudiants, 2) Proposition pédagogique, et formation enseignante, 3) Matériaux didactiques et 4) des études épistémologiques, et le contenu de la discussion a indiqué la continuité d'un avis conservateur du thème. On a vérifié que malgré l'orientation d'un abordage transversal contenu dans les lignes directrices officielles de l'éducation ayant pour but la discussion amplifiée et transdisciplinaire et de cette manière, comme une initiative de toutes les aires, aboutit à une initiative négligée par tous, finissant pour se consister en un obstacle, élégant la thématique au silence.

Mots clés : Genre, sexualité, promotion de la santé, école.

Resumen

GÉNERO Y SEXUALIDAD EN LA EDUCACIÓN FÍSICA ESCOLAR: ESCENARIO, VACÍOS Y PERSPECTIVAS

La preocupación por las dificultades de realización del género y la sexualidad en una perspectiva emancipatoria gestado en la práctica se profundiza con el escenario actual de resurgimiento y avanzar en las ideas conservadoras relacionadas con el tema y que ha afectado directamente el entorno escolar, lo que limita las iniciativas la discusión, la construcción del conocimiento y los avances de las prácticas sociales este estudio persigue el objetivo de identificar artículos científicos acerca y enfoques preferidos en las que se ha estructurado la investigación y estudios llevados a cabo en esta área. Se trata de una revisión de la literatura que trata sobre la interfaz tensa entre las cuestiones de género, la sexualidad, la salud y la educación. A partir de la base de datos Scielo se seleccionaron artículos académicos publicados en la última década en revistas nacionales del campo de la educación que abordan el género y la sexualidad en el espacio estratégico de la escuela. A partir de los descriptores utilizados, los artículos encontrados ascendieron cantidad incipiente. Los artículos seleccionados se clasificaron en: 1) Los profesores y Estudiantes; 2) Las Propuestas Pedagógicas y de Formación del Profesorado; 3) Materiales de Enseñanza y 4) Los Estudios Epistemológicos, y el contenido de las discusiones señalaron al mantenimiento de una visión conservadora del sujeto. Se encontró que a pesar de la orientación de un enfoque transversal, que figura en las directrices oficiales para la educación, con miras a la discusión extendida y transdisciplinario y, por tanto, como una iniciativa en todas las áreas, lo que resulta en una iniciativa descuidada por todos, para terminar constituir un obstáculo, relegando la cuestión de silenciamiento.

Palabras clave: Género, Sexualidad, Promoción de la Salud, Escuela

Resumo

GÊNERO E SEXUALIDADE NA EDUCAÇÃO FÍSICA ESCOLAR: CENÁRIO, LACUNAS E PERSPECTIVAS

A preocupação com as dificuldades de efetivação dos temas gênero e sexualidade numa perspectiva emancipatória gestada no exercício profissional se agudiza com o atual cenário de recrudescimento e de avanço de ideias conservadoras relacionadas à temática e que tem atingido de forma direta o ambiente da escola, cerceando iniciativas de discussão, de construção de conhecimento e de avanços de práticas sociais O presente trabalho perseguiu o objetivo de identificar em artigos científicos as abordagens e os enfoques preferenciais sob os quais tem se estruturado as pesquisas e estudos desenvolvidos nessa área. Trata-se de numa revisão da literatura que discute a tensa interface entre os temas gênero, sexualidade, saúde e educação. A partir da base de dados do Scielo, foram selecionados artigos acadêmicos publicados na última década, em periódicos nacionais do campo da educação que abordam as temáticas gênero e sexualidade no espaço estratégico da escola. A partir dos descritores utilizados, os artigos encontrados somaram quantidade incipiente. Os artigos selecionados foram estratificados em: 1) Docentes e Discentes; 2) Propostas Pedagógicas e Formação Docente; 3) Materiais Didáticos e 4) Estudos Epistemológicos, e o conteúdo das discussões apontaram para a manutenção de uma visão conservadora do tema. Verificou-se que a despeito da orientação de uma abordagem transversal, contida nas diretrizes oficiais de educação, com vistas à discussão ampliada e transdisciplinar e desse modo, como uma iniciativa de todas as áreas, resulta em uma iniciativa negligenciada por todos, acabando por se constituir em um entrave, relegando a temática ao silenciamento.

Palavras Chave: Gênero, Sexualidade, Promoção da Saúde, Escola