

Tratamiento a la educación sexual en escolares de la escuela primaria

Treatment of sex education in elementary school children

Mirian Fiffe-Gamboa; Yaimara Gamboa-Delgado

Centro Universitario Municipal Imías, Guantánamo Cuba

Correo(s) electrónico(s)

mirianfg@cug.co.cu

yaimaragd@cug.co.cu

ORCID: <https://orcid.org/0009-0005-6050-4029>

<https://orcid.org/0000-0003-3164-0644>

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Resumen

El trabajo aborda una temática de significativa importancia en el quehacer educativo, la labor del maestro en el trabajo con la familia para la educación sexual con el propósito de lograr una familia más preparada en la sociedad cubana actual y alcanzar, por ambas instituciones, la misión planteada por el Estado, la formación de las nuevas generaciones para la educación de la sexualidad. El objetivo consiste en ofrecer actividades educativas para fortalecer la preparación familiar para la sexualidad de los escolares. Entre los métodos que posibilitaron el desarrollo de la investigación se encuentran el histórico lógico, análisis y síntesis, inducción y deducción, observación, encuesta, entrevista. La realización de las acciones permitió fortalecer el vínculo de la escuela con la familia y la comunidad, así como la aclaración de temas que constituyen tabúes en muchos miembros de la familia.

Palabras clave: Sexualidad; Familia; Formación; Actividades educativas.

Summary

The work deals with a topic of significant importance in the educational task, the work of the teacher in working with the family for sexual education with the purpose of achieving a more prepared family in today's Cuban society and to achieve, by both institutions, the mission set by the State, the formation of new generations for the education of sexuality. The objective is to offer educational activities to strengthen family preparation for the sexuality of schoolchildren. Among the methods that made possible the development of the research are the historical-logical, analysis and synthesis, induction and deduction, observation, survey, interview. The realization of the actions allowed strengthening the

link between the school and the family and the community, as well as the clarification of topics that constitute taboos in many family members.

Keywords: Sexuality; Family; Formation; Educational activities.

Introduction

In Cuba, the history of the school's educational activities with the family has been enriched by research contributions and experiences in different moments of the development of this work.

Considering the above, an approach to the historical evolution of family education, its particularities and regularities is evident. For this purpose, the aspects addressed by Castro et al. (1996), of the National Sex Education Project developed and other studies carried out in 2005 by the author himself, as well as those carried out in the territory by López (2008), are assumed, as they allow a better understanding and contextualization of the object under investigation.

Sexuality education has become, due to its benefits and values, an inexhaustible source of human improvement, it has had a significant impact on society, and it is also a tool that perfects man's personality to face the diversity of problems of the contemporary world. In this sense, to form the personality of man adequate to this society, is one of the most complex problems that we must face, above all, from the system of educational influences that is exerted on the individual, such as the family, for which, the school must exercise a sustained work of preparation that makes it possible to reach superior levels in its educational management.

Within the family, human life is personified and the process of advancement of the idiosyncrasy of the new generations is substituted, resulting indispensable to affirm that structure and dynamism are the most propitious for the full welfare of adolescents as an object of integration, since it does not constitute an abstract quality, its forms are conditioned by the prevailing economic social regime in the character of social relations as a whole.

It has been demonstrated, in this order, a series of deficiencies that must be solved through the strengthening of the knowledge of sexual education, so that this in turn, can contribute to the preparation of the family of schoolchildren.

The current transformations that are being undertaken today in the Educational Revolution in Cuba are the starting point to reach higher levels in the formation and development of the personality of the new generations, since forming the new man is to prepare him to live in the historical-concrete stage in which his life develops, and as part of it, Sex Education has an important edge; from the system of influences that he receives from the whole society, especially from the family.

The purpose is that the family prepares the schoolchildren in the most original level of life and environment possible, where they carry out an effective educational formation; this depends on the preparation they have so that they can achieve a correct sexual education in them.

Although several researches have been carried out on the subject, and the education system, together with other ministries, institutions and organizations carry out several actions for the achievement of an adequate sexuality education, there are still insufficiencies in the work with the family for the sexuality education of their children such as:

1. Not addressing in depth in the work with the family the issues related to sexuality education, from the training plan to the family.
2. Insufficient knowledge of the psychological and psychosexual particularities of school children.

In this sense, it is proposed as an objective to elaborate educational actions to prepare the family for the treatment of sexual education in the schoolchildren of the José Julián Martí Pérez multi-grade school of the Imías municipality.

Development

In Cuba, the history of the school's educational activities with the family has been enriched by research contributions and experiences in different moments of the development of this work.

Considering the above, an approach to the historical evolution of family education, its particularities and regularities is evident. For this purpose, the aspects addressed in this order, by Castro et al. (1996, 2005), as part of the National Sex Education Project; (González, 2001; López, 2008; Rodríguez and Hernández, 2019), among others, are assumed, as they are considered to allow a better understanding and contextualization of the object under investigation.

The triumph of the Revolution, constituted an advance to transform the inherited system, initiating a transit in the search for strategies to undertake the path towards the education of the new society, where the family played the main role in the formation of their children together with the school. A series of radical democratic measures were adopted, which were the first steps towards the socialist future.

The concept of family has been one of the most treated in the social sciences and has been deepened in each stage of the development of mankind; therefore, new definitions and reconceptualizations have appeared from different authors and sources.

According to Castro (2003), the family:

It can be considered for society an institution with a certain juridical status, with a determined material situation, some norms of social conscience that regulate it, etc., but for its members it is, in the first place, the human group in which they live, where they manifest important psychological motivations and carry it out in diverse activities. The family is, in short, the closest group with which they identify themselves and develop a strong sense of relevance, express their sexuality, satisfy their affective needs and try to solve the problems of living together. This criterion is shared and at the same time assumed, considering that it allows a precise understanding of this historical category in its behavior and the functions it performs and others. (p. 10).

As a pedagogical principle, it is demonstrated the activating character that corresponds to the school in its relations with the family to influence the intra-family educational process and achieve the convergence of actions on the student. Teachers are the professionals who have the best possibilities to stimulate these relations between the home and the school due to their preparation, their social tasks and their prestige in the community.

Specifically, in the fulfillment of the purpose and objective of the elementary school model, the country entrusts this institution with the mission of contributing to the formation of a model of man according to its values and social aspirations. Therefore, a great responsibility falls on the teacher in this interrelation with the family and society, since he/she becomes the professional where important and delicate aspirations converge.

In this regard, Castro (2003) states that family education aims to provide parents with the resources so that they themselves can lead the intra-family education of their children, that is to say, that it develops with their own resources, appealing to the links created by our culture in the home-school relationship. This criterion is shared, because what family education is all about is to prepare the family so that they themselves lead the education of their children, putting into practice all the educational orientations given by the institution, through the School of Family Education and other ways. In this preparation, the aims, strategies and objectives of the national project for Sexual Education, formulated since 1996 to satisfy the needs detected in the education of sexuality, with the integrated participation of the school, the family and the community must be taken into account; which has among its declared aims:

- Promote equity between the sexes, based on respect, reciprocity and full participation of both in improving the quality of personal and social life.

Primary education has the responsibility to continue the education initiated in the family framework, continued in preschool education and to follow it up and channel it to higher levels, as well as to contribute to the education of parents or family members, through guidance for the proper fulfillment of their functions.

At the sociological level, it is necessary to consider education as a historically developed social phenomenon, as the core of the socializing process, which exerts a decisive influence on the formation of man throughout his life and must prepare him, both for the achievement of an active personal and social incorporation, as well as for the enjoyment and fulfillment that derive from it. Thus, education to the family is a manifestation of that need of the individual for the performance of its educational management.

The relationship of the family with society, specifically with the school, is produced through the performance of a series of activities, since as a social institution it also operates as a primary group that performs specific functions for the satisfaction of the individual needs of its members, as well as of itself, as a vital unit of development.

Thus, identification with the home is an important factor for the psychic stabilization of the children, which means that the family constitutes a refuge where each one finds security, understanding and affection; feelings that are very necessary in the formation of the psychosexual sphere of children.

It is of interest for this work to assume the fundamental psychological referents of the Historical-Cultural School, given the development reached by the diagnosis with the new conceptions proposed by Vigotsky (1982), opposed to the innatist theories on the formation of personality, by not considering it as an aspect with which one is born, but that it develops as it is educated. For this school, personality has an integral character based on its social-historical determination and the active character of the subject in the regulation of his or her actions.

In the work of family education for the education of sexuality in the integral formation of schoolchildren, it is considered that some of the regularities that underlie the psycho-pedagogical tendency on which education in the country is based, the socio-historical-cultural school of Vigotsky (1982), and in the Cuban pedagogical experience itself, must be present. In order to achieve this, it is indispensable that the family keeps in mind the psycho-pedagogical characterization of schoolchildren because it constitutes one of the fundamental stages in the acquisition and development of their potentialities, both in the intellectual and affective-motivational areas; which are important premises to

consolidate in later stages.

In the understanding of the theoretical assumptions, an important element is the sociocultural context in which schoolchildren develop, where the family, the institution, the community and other educational factors have an impact,

Taking into account the level of development reached by schoolchildren and the orientation of their future possibilities is highly significant, as it not only shows the interrelationships of education and development, but also emphasizes the essential role of adult influence.

It should also take into account the use of adequate and precise language that inspires respect, frankness and freedom of expression, mastery of the objectives of sexuality education, which teaches to think and reflect, not to impose one's own criteria, as well as adequate knowledge of the evolutionary development of sexuality that allows adapting the contents to the characteristics of health and essentially, the family should know the evolutionary development of sexuality, taking into account that this is expressed throughout life.

It is considered that this principle is of vital importance for the actions, where the family's orientation base plays an important role so that they can apply their knowledge in the solution of problems.

Educational actions to strengthen the preparation of the family in the treatment of sexual education of schoolchildren in the José Julián Martí Pérez multi-grade school.

In order to fulfill the objective of the research, the following actions are proposed, which are structured in: theme, objective, methodological instrumentation, evaluation. They can be developed as part of the work with the family, essentially during the parents' meetings at the family education school, as essential means for this work.

In a participative way, the rules of the debate will be elaborated in the selected group.

- Listening skills.
- Adequate freedom of expression.
- Do not interrupt, be receptive.
- Think before evaluating an idea in the moment.
- Emphasize the positive.
- Respect other criteria.
- Disagree respectfully.
- Do not attack.
- The problem of other families in the group is also my problem.
- We all think better together and solve problems.

- Be disciplined in asking for the floor.

The actions are first made known to the families of the schoolchildren through one of the most important activities that has been created to work directly with the families and that today has reached an extraordinary value. These are:

- Round Table: Sexual relationships. Treatment in the family.
- Educational Talk. "Sexuality education in school children".
- Conversation "Let's get to know our children".
- Workshop: The family in the education of school children. Family coexistence.
- Dissemination of the work of education and orientation of the family (Mural).
- Dramatization: Distribution of the domestic tasks. The family and the communication with the schoolchildren.
- Functions of the family.

Action # 1: Discussion

Goal: Introduce families to the creation of the topic of sexuality.

Topics:

- Do you know my family's sexuality?
- "I am like that sexually" How are you?
- Homosexuality in family coexistence.

Duration: 15 minutes with a weekly frequency.

Action # 2: Exchange.

Objective: To demonstrate to families how sexual orientation can influence the formation of their children's personality for an adequate future development.

Topics:

- Everyday morals regarding sexuality.
- The influence of the family in the formation of the personality of their children.
- The sexual rights of the child.
- Sexuality in family coexistence.
- Family support in society.
- The sexuality. A current challenge.
- The family must know.

Duration: 30 minutes with 2 monthly frequencies.

Action # 3 Workshop

Topic: What is happening in our homes with sexuality?

Objective: To explain the role of parents in the formation of their children in order to achieve better results regarding sexuality at home.

Method: Heuristic conversation, commented reading.

Means: worksheets, blackboard

Time: 45 minutes

Participants: family and teachers.

Methodological instrumentation

Summon 100% of the parents in the classroom; distribute materials (worksheets, pencils).

Each parent will briefly characterize his/her child. Select three characterizations of the schoolchild according to the way he/she acts at home. The teacher will distribute on cards or strips some of the questions from the booklet "Towards a responsible and happy sexuality", p.17. Encourage the exchange and comment on each of the questions and their opinions.

The answers will be written on the same worksheet, completing the following sentence:

The child I aspire to have:

They can then take the worksheet to the board and read it aloud as many times as they themselves deem appropriate. The teacher, together with the parents, will give general orientations and will expose the measures to be adopted by the family and the school to attend the educational problems (according to the needs of the students, it will be modified or enriched).

The teacher writes on the blackboard the forms of respect that they have interpreted from the text and that they wish to see in their home. Each parent writes on his or her worksheet the forms of relationship that the family should pass on to their children (emphasizing mutual respect).

Each parent will complete the following sentence on their worksheet:

In order for me to contribute to my child to be respectful I must: (some will read it), a debate will be held with the participants.

At the end, they will be able to express in one word what they liked most about the activity, as well as other suggestions on how they would like the next activity to be developed.

Form of evaluation: through the criteria of parents, directors, teachers or other participants, i.e., based on the performance of the family in strengthening the sexual education of their children, so it will have an eminently practical character.

Action # 4 Discussion

Topic: Sexuality in the family we want.

Objective: To characterize the sexuality of schoolchildren in the community together with the school, the family and other factors in terms of a direct and integrated impact on their way of acting.

Method: Joint elaboration

Participants: teachers, families and community factors (CDR, FMC, ACRC).

Means to be used: Constitution of the Republic of Cuba, pamphlet "Towards a responsible and happy sexuality", poster board or paper, colored pencil or marker.

Form of evaluation: oral based on the criteria of the directors, teachers or other participants and practice.

Methodological Instrumentation:

Place. This activity will be developed in the district N° 32 Palmarito, after coordination with the school, the family and the community factors, in the CDR # 1, due to the unique characteristics of the families and schoolchildren regarding the topic under investigation.

Time: 45 minutes.

Methodological instrumentation

The teacher begins by explaining the role of the school and the family in sex education for schoolchildren, based on the booklet "Towards a responsible and happy sexuality", p.17, also referring to Article 42 of the Constitution of the Republic of Cuba, which contains the foundation used in all advanced contexts on issues of equal sexual rights, particularly on issues related to sexual orientation and gender identity.

Once the role of the school and the family has been explained, the teacher asks the members of the factors to explain in their own words what they consider to be the role of each one in society and they will write on the cardboard the criteria that the others refer to for a parent. All the criteria presented by the participants are listened to attentively. The teacher asks: Do you consider that the role of educating corresponds only to the school? Why?

The answers are listened to. The teacher asks to compare what is written on both cards in order to arrive at the answer.

Question: What is the sexuality of school children in the neighborhood like?

These answers that characterize the schoolchildren will be obtained through the participatory technique "Brainstorming", once each one characterizes the sexuality of the schoolchildren in the neighborhood, the teacher presents a banner with the characterization of the same, but in the school.

The teacher asks the factors that participate in the activity to compare both characterizations in order to evaluate if they correspond to their actions in both places.

The teacher concludes: we can see how much the knowledge of the family differs with respect to the sexuality of their children, in different places, and asks them to link more with the school in order to have a greater impact on the educational process of schoolchildren.

Next, she reads Article 73 of the Constitution of the Republic of Cuba, p. 21, and refers to the responsibility before the law that parents and community members have in achieving the educational process of schoolchildren.

Action: #5 Permanent Space in the Market area

Objective: To provide messages to the family orienting them for a better formation of their children's sexuality.

Topics:

- Risk of early pregnancy.
- Family conflicts.
- Sexuality. A current challenge
- Pedagogical neglect.
- Family coexistence.

Proposal for the name of the program:

- That is the sexuality of my family.
- Sexuality, light of the family today.
- The teacher and the family in the sexual orientation of schoolchildren.

Duration: 40 minutes to 1 hour.

Action # Domino conversation

Objective: To explain topics on sexuality that serve as preparation for the family.

Topics:

- How to live better with an appropriate sexual orientation.
- No to homophobia.
- How to sexually orient my children.

Duration: 20 minutes with a quarterly frequency.

Conclusions

The study of the theoretical references allowed us to appreciate that different philosophical, sociological, and psycho-pedagogical; gnoseological and methodological conceptions are assumed in

this sphere of work with the family for the students' sexuality. The initial diagnosis reflected the insufficient level of preparation that the family possesses when acting in the different activities that they carry out at home, to achieve in their children an education of sexuality according to the norms established by the current educational system. The educational actions were conceived from the use of participative techniques, the realization of workshops and joint activities, attending to the real needs of the family and aimed at their preparation to contribute to the sexuality education of schoolchildren, and demonstrated that the work with the student, the family and their community is of vital importance to achieve an effective link between them, favoring sexuality education.

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