

Intersections of faith, gender, and pedagogy: Approaches of evangelical teachers in the construction of the school curriculum

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ABSTRACT

In the socio-political scenario of Brazil, Christian discourses that defend the cis-heteropatriarchal family model emerge. This phenomenon gains strength in the face of resistance to the Human Rights agenda with an emphasis on gender issues, capturing the attention of religious neoconservative segments condemning the supposed insertion of gender ideology in education. This conjuncture directly influences the curricular policies of Basic Education, notably in the controversies and interdicts related to the National Common Curricular Base (BNCC), which directs the formulation of the Pedagogical Political Projects (PPP) of educational institutions, and the legal guidance provides for the active co-participation of the teaching staff in this process. Considering the predominance of women in teaching, we seek to understand how evangelical teachers manage and integrate religious knowledge and beliefs in the elaboration of the curriculum. Through a qualitative approach, which includes interviews and focus groups, the management of teachers' curricular knowledge is investigated. The analysis of the collected data uses the Content Analysis technique. The purpose is to unveil the interlocutions between religion and education, in order to foster inclusive, secular, democratic pedagogical practices and appreciation of cultural and religious plurality.

Keywords: Religion, Education, Gender.

Funding Agencies: CAPES.

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