

Compulsory Content Summary Tables

COMPULSORY CONTENT FOR ELEMENTARY STUDENTS						
PRESCHOOL (recommended content, not compulsory)	CYCLE ONE		CYCLE TWO		CYCLE THREE	
	ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Academic and Career Guidance Content (ACGC)						
						<p>SELF-KNOWLEDGE</p> <ul style="list-style-type: none"> Interests and aptitudes: Produce a description of himself/herself in terms of interests and aptitudes Social influences: Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others Student duties and work methods: Compare the work methods and duties of a student with those observed in the world of work Strengths in the process of transition: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p> <ul style="list-style-type: none"> Characteristics of secondary school: Compare the main differences and similarities between elementary school and secondary school <p>KNOWLEDGE OF THE WORLD OF WORK</p> <ul style="list-style-type: none"> Occupations of people in his/her community: Develop a description of the occupations of people in his/her community
Content for the Development of Personal and Social Competencies						
<ul style="list-style-type: none"> Recognize their emotions, manage frustration properly and control motor impulses Be familiar with the different ways of showing respect when interacting with others and with their environment Understand that their actions and words can affect others Apply various strategies to resolve conflicts 	<ul style="list-style-type: none"> Recognize the importance of friends Be familiar with ways to increase self-confidence within a group Understand the importance of applying the rules of conduct in their environments, and the consequences for themselves and for others if these rules are not followed Display openness to others Develop the skills to express themselves and be clearly understood 	<ul style="list-style-type: none"> Recognize emotions, their intensity and how they influence behaviours Develop their conflict resolution skills 	<ul style="list-style-type: none"> Understand the importance of having interpersonal relationships and developing harmonious relationships 			

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Learning Content in Sexuality Education

Sexual growth and body image

- Parts of the body
- Expressing needs and feelings

Pregnancy and birth

- Steps in making a baby
- Welcoming a new baby

From Elementary 1 to 6, all compulsory sexuality education is offered as part of the Culture and Citizenship in Québec program.

Learning Content in Sexuality Education for students who are not taught Culture and Citizenship in Québec¹

<p>Sexual growth and body image</p> <ul style="list-style-type: none"> • Parts of the body • Expressing needs and feelings <p>Pregnancy and birth</p> <ul style="list-style-type: none"> • Steps in making a baby • Welcoming a new baby 	<p>Comprehensive view of sexuality</p> <ul style="list-style-type: none"> • Aspects of sexuality (body, heart, mind) <p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> • Gender roles and stereotypes • Respect for differences <p>Sexual assault</p> <ul style="list-style-type: none"> • How to recognize a situation of sexual assault • Reporting an incident to an adult 	<p>Sexual growth and body image</p> <ul style="list-style-type: none"> • Sexual organs • Appreciating your body and personal hygiene <p>Emotional and romantic life</p> <ul style="list-style-type: none"> • Interpersonal relationships • Expressing feelings <p>Pregnancy and birth</p> <ul style="list-style-type: none"> • The egg and the sperm • Development of a fetus 	<p>Comprehensive view of sexuality</p> <ul style="list-style-type: none"> • Aspects of sexuality (body, heart, mind and messages conveyed by the social environment) <p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> • Stereotypes in social environments and in the media • Influence of stereotypes <p>Sexual assault</p> <ul style="list-style-type: none"> • How to recognize different forms of sexual assault • Preventing and dealing with sexual assault 	<p>Sexual growth and body image</p> <ul style="list-style-type: none"> • Main changes associated with puberty • Feelings about growing up <p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> • Establishing egalitarian relationships <p>Emotional and romantic life</p> <ul style="list-style-type: none"> • Representations of love and friendship • Attitudes and behaviours in interpersonal relationships 	<p>Sexual growth and body image</p> <ul style="list-style-type: none"> • Physical and psychological changes associated with puberty • Role of puberty in growth <p>Sexual assault</p> <ul style="list-style-type: none"> • Preventing and dealing with sexual assault in a real or virtual context 	<p>Comprehensive view of sexuality</p> <ul style="list-style-type: none"> • Dimensions of sexuality (biological, psychoaffective, socio-cultural, interpersonal and moral) <p>Sexual growth and body image</p> <ul style="list-style-type: none"> • Understanding the changes associated with puberty • Body image <p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> • Impacts of sexism, homophobia and transphobia • Respect for sexual diversity and respect for rights <p>Emotional and romantic life</p> <ul style="list-style-type: none"> • Romantic and sexual awakening during puberty
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¹ As set out in the [instruction annuelle du ministre de l'Éducation](#) (annual directive, in French only), students who are not taught Culture and Citizenship in Québec must still be offered the compulsory content in sexuality education. This is the case for students with a moderate to severe or profound intellectual disability, as well as students who are receiving welcoming services and support in learning French. School staff are responsible for choosing instructional methods based on student needs and capacities as well as the established sexuality education content.

COMPULSORY CONTENT FOR SECONDARY SCHOOL STUDENTS

CYCLE ONE		CYCLE TWO		
SECONDARY I	SECONDARY II	SECONDARY III	SECONDARY IV	SECONDARY V
Academic and Career Guidance Content (ACGC)				
<p>SELF-KNOWLEDGE</p> <ul style="list-style-type: none"> • Sense of self-efficacy (SSE): Select examples where his/her attitudes, behaviour or perceptions contribute to maintaining a sense of personal competency • Fields of interest: Develop a portrait of what does or does not interest him/her inside or outside school • Academic success: Develop a description of the academic and personal strengths that contribute to his/her academic success <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p> <ul style="list-style-type: none"> • Québec school system: Compare the differences and similarities between the different paths to qualification in the education system • Preparation for academic choices in Secondary Cycle Two: Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes <p>KNOWLEDGE OF THE WORLD OF WORK</p> <ul style="list-style-type: none"> • Academic preferences in relation to the job market: Select occupations that match his/her academic preferences 		<p>SELF-KNOWLEDGE</p> <ul style="list-style-type: none"> • Draft of personal profile: Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p> <ul style="list-style-type: none"> • Impact of choices on educational path: Anticipate how personal and academic choices influence the pursuit of his/her studies <p>KNOWLEDGE OF THE WORLD OF WORK</p> <ul style="list-style-type: none"> • Occupational preferences and personal profile: Select occupational preferences that correspond to his/her personal profile 		<p>SELF-KNOWLEDGE</p> <ul style="list-style-type: none"> • Review of personal profile: Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed • Life project: Anticipate the process involved in producing a draft of one or more future projects (personal, career or community) <p>KNOWLEDGE OF THE WORLD OF SCHOOL</p> <ul style="list-style-type: none"> • Preparation for post-secondary transition: Self-regulate in order to prepare for post-secondary transition <p>KNOWLEDGE OF THE WORLD OF WORK</p> <ul style="list-style-type: none"> • Personal perceptions and the reality of the world of work: Verify personal perceptions regarding the reality and requirements of the world of work
Content for the Development of Personal and Social Competencies				
<ul style="list-style-type: none"> • Reflect on appropriate strategies for making friends or expanding their social network • Apply various strategies for promoting inclusion and getting along • Understand their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected • Offer positive encouragement to the people around them to adopt safe, healthy behaviours 		<ul style="list-style-type: none"> • Understand the different aspects of mental health • Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions • Recognize the characteristics of an egalitarian romantic relationship based on reciprocity • Recognize violence in romantic relationships (physical, verbal, psychological, sexual) • Demonstrate the benefits for society in fighting against all forms of discrimination and violence • Get involved in ways of changing their living environments to make them more conducive to health and well-being • Discuss taking risks, for themselves or for others 		

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CYCLE ONE		CYCLE TWO		
SECONDARY I	SECONDARY II	SECONDARY III	SECONDARY IV	SECONDARY V

Learning Content in Sexuality Education

This content is complementary to the Culture and Citizenship in Québec program (CCQ). Most of the concepts related to sexuality education have been integrated into CCQ.

	<p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> • Importance of sexual and reproductive health • Positive attitude toward using protection 	<p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> • Reflect in critical manner on representations of sexuality in the public space <p>Emotional and romantic life</p> <ul style="list-style-type: none"> • Benefits of a romantic relationship based on mutuality • Managing conflicts in a healthy way in a romantic relationship <p>Sexual violence</p> <ul style="list-style-type: none"> • Active role to prevent or report sexual assault • Helpful attitudes toward people who are victims of sexual assault <p>Sexual behaviour</p> <ul style="list-style-type: none"> • Desire and pleasure in sexual activity • Factors that influence sexual relationships <p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> • How protection methods work • Development of safe sexual behaviours 	<p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> • Steps to take after unprotected or poorly protected sexual relations • Development of safe sexual behaviours 	
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CYCLE ONE		CYCLE TWO		
SECONDARY I	SECONDARY II	SECONDARY III	SECONDARY IV	SECONDARY V
Learning Content in Sexuality Education for students who are not taught Culture and Citizenship in Québec²				
<p>Comprehensive view of sexuality</p> <ul style="list-style-type: none"> Entering adolescence <p>Sexual growth and body image</p> <ul style="list-style-type: none"> Advantages of having a positive body image Influence that social norms can have on body image <p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> Role of puberty in consolidating one's identity <p>Emotional and romantic life</p> <ul style="list-style-type: none"> Feelings of love and attraction Awareness of sexual orientation 	<p>Emotional and romantic life</p> <ul style="list-style-type: none"> Romantic relationships Challenges involved in first dating relationships <p>Sexual violence</p> <ul style="list-style-type: none"> Myths and prejudices about sexual assault Concept of consent <p>Sexual behaviour</p> <ul style="list-style-type: none"> Sexual behaviour during adolescence Respect for choices concerning sexual behaviour <p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> Importance of sexual and reproductive health Positive attitude toward using protection 	<p>Identity, gender stereotypes and roles, and social norms</p> <ul style="list-style-type: none"> Reflect in critical manner on representations of sexuality in the public space <p>Emotional and romantic life</p> <ul style="list-style-type: none"> Benefits of a romantic relationship based on mutuality Managing conflicts in a healthy way in a romantic relationship <p>Sexual violence</p> <ul style="list-style-type: none"> Active role to prevent or report sexual assault Helpful attitudes toward people who are victims of sexual assault <p>Sexual behaviour</p> <ul style="list-style-type: none"> Desire and pleasure in sexual activity Factors that influence sexual relationships <p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> How protection methods work Development of safe sexual behaviours 	<p>Emotional and romantic life</p> <ul style="list-style-type: none"> Recognizing signs of violence Solutions to prevent or deal with violence <p>Sexual behaviour</p> <ul style="list-style-type: none"> Issues related to sexual relations in adolescence Sustaining emotional intimacy and sexual intimacy <p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> Steps to take after unprotected or poorly protected sexual relations Development of safe sexual behaviours 	<p>Comprehensive view of sexuality</p> <ul style="list-style-type: none"> Being comfortable with one's sexuality all one's life <p>Emotional and romantic life</p> <ul style="list-style-type: none"> Meaningful emotional and romantic relationships <p>STBBIs and pregnancy</p> <ul style="list-style-type: none"> Risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle Ethical issues

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