



Ministère de l'Éducation
et de l'Enseignement supérieur

Learning Content in Sexuality Education

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Context

Sexuality education covers a variety of topics: knowledge of the body, body image, gender stereotypes, romantic feelings, etc. The learning content was developed to meet the needs of children and adolescents, and takes into account the students' age and level of development. Every student will receive from 5 to 15 hours of sexuality education per year. It is compulsory in elementary and secondary school and is available at the kindergarten level in the schools that wish to offer it.

Elementary school

Children gradually learn to understand themselves and become comfortable with their body and their identity. They become aware of the reference points available regarding ways of being and of expressing themselves, as well as gender stereotypes about girls and boys. Children make friends, learn how to interact with them, help one another and resolve conflicts. In Elementary 5 and 6, their sexuality is marked by a significant event: the onset of puberty and the physical and psychological changes that come with it (e.g. first romantic feelings, sexual awakening).

Secondary school

Adolescents have many important experiences with regard to sexuality: they consolidate their identity, become aware of their sexual orientation and have their first romantic relationships. They gradually experiment with sexual behaviours and develop their capacity for intimacy. They are also exposed to many sources of information about sexuality.

Vision of sexuality

It is comprehensive

Sexuality is experienced in the mind, the heart and the body. It has several dimensions: biological, psychoaffective, interpersonal, socio-cultural and moral.



It is positive

Sexuality plays a positive role in our lives. It is a source of self-fulfillment, pleasure, encounters, appreciation of life, etc.

It is human potential

Sexuality begins at birth (sexual being). This potential exists throughout one's lifetime.



It provokes curiosity

Curiosity about sexuality is part of the human experience and is present throughout one's life, regardless of age.

Vision of sexuality education

Sexuality education in the schools

Sexuality education promotes a comprehensive, positive vision of sexuality. It makes it possible not only to acquire knowledge, but also to develop respectful, egalitarian attitudes and behaviours. It is rooted in values such as equality between women and men, respect for diversity, respect for physical and psychological integrity, a sense of responsibility and well-being.

The learning content was developed to meet the needs of children and adolescents, and takes into account the students' age and level of development.

The learning content offered to students is divided by theme:

- Comprehensive view of sexuality
- Sexual growth and body image
- Identity, gender stereotypes and roles, and social norms
- Emotional and romantic life
- Sexual assault | Sexual violence
- Sexual behaviour
- Pregnancy and birth
- Sexually transmissible and blood-borne infections (STBBIs) and pregnancy

Sexuality education can be formal

Like most learning content in the schools, sexuality education is structured and progresses over time. It enables students to receive, every year, teaching on a variety of important topics. Sexuality education contributes to their development and self-fulfillment. It is taught with respect for every student's identity and gender expression. It enables students to set reference points, starting in elementary school, that are useful for all interpersonal relationships (e.g. family life, school life, friendship, love).

Sexuality education can also be informal

In this way, events that occur at school, with friends and family, or in the media may lead school staff and students to discuss the theme of sexuality, and lead to discussions that contribute to the students' development. They may serve to rectify certain types of information that circulate among students, validate certain feelings, answer questions, or respond to situations, among other things.

Summary

Themes and learning con

Kindergarten	Elementary				
	1	2	3	4	5
Sexual growth and body image <ul style="list-style-type: none"> › Parts of the body › Expressing needs and feelings 	Comprehensive view of sexuality <ul style="list-style-type: none"> › Aspects of sexuality (body, heart, mind) 	Sexual growth and body image <ul style="list-style-type: none"> › Sexual organs › Appreciating your body and personal hygiene 	Comprehensive view of sexuality <ul style="list-style-type: none"> › Aspects of sexuality (body, heart, mind and messages conveyed by the social environment) 	Sexual growth and body image <ul style="list-style-type: none"> › Main changes associated with puberty › Feelings about growing up 	Sexual growth and body image <ul style="list-style-type: none"> › Physical and psychological changes associated with puberty › Role of puberty in growth
Pregnancy and birth <ul style="list-style-type: none"> › Steps in making a baby › Welcoming a new baby 	Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Gender roles and stereotypes › Respect for differences 	Emotional and romantic life <ul style="list-style-type: none"> › Interpersonal relationships › Expressing feelings 	Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Stereotypes in social environments and in the media › Influence of stereotypes 	Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Establishing egalitarian relationships 	Sexual assault <ul style="list-style-type: none"> › Preventing and dealing with sexual assault in a real or virtual context
	Sexual assault <ul style="list-style-type: none"> › How to recognize a situation of sexual assault › Reporting an incident to an adult 	Pregnancy and birth <ul style="list-style-type: none"> › The egg and the sperm › Development of a fetus 	Sexual assault <ul style="list-style-type: none"> › How to recognize different forms of sexual assault › Preventing and dealing with sexual assault 	Emotional and romantic life <ul style="list-style-type: none"> › Representations of love and friendship › Attitudes and behaviours in interpersonal relationships 	

Summary table

Content in sexuality education

Secondary					
6	I	II	III	IV	V
Comprehensive view of sexuality <ul style="list-style-type: none"> › Dimensions of sexuality (biological, psychoaffective, socio-cultural, interpersonal and moral) 	Comprehensive view of sexuality <ul style="list-style-type: none"> › Entering adolescence 	Emotional and romantic life <ul style="list-style-type: none"> › Romantic relationships › Challenges involved in first dating relationships 	Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Reflect in critical manner on representations of sexuality in the public space 	Emotional and romantic life <ul style="list-style-type: none"> › Recognizing signs of violence › Solutions to prevent or deal with violence 	Comprehensive view of sexuality <ul style="list-style-type: none"> › Being comfortable with one's sexuality all one's life
Sexual growth and body image <ul style="list-style-type: none"> › Understanding the changes associated with puberty › Body image 	Sexual growth and body image <ul style="list-style-type: none"> › Advantages of having a positive body image › Influence that social norms can have on body image 	Sexual violence <ul style="list-style-type: none"> › Myths and prejudices about sexual assault › Concept of consent 	Emotional and romantic life <ul style="list-style-type: none"> › Benefits of a romantic relationship based on mutuality › Managing conflicts in a healthy way in a romantic relationship 	Sexual behaviour <ul style="list-style-type: none"> › Issues related to sexual relations in adolescence › Sustaining emotional intimacy and sexual intimacy 	Emotional and romantic life <ul style="list-style-type: none"> › Meaningful emotional and romantic relationships
Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Impacts of sexism, homophobia and transphobia › Respect for sexual diversity and respect for rights 	Identity, gender stereotypes and roles, and social norms <ul style="list-style-type: none"> › Role of puberty in consolidating one's identity 	Sexual behaviour <ul style="list-style-type: none"> › Sexual behaviour during adolescence › Respect for choices concerning sexual behaviour 	Sexual violence <ul style="list-style-type: none"> › Active role to prevent or report sexual assault › Helpful attitudes toward people who are victims of sexual assault 	STBBIs and pregnancy <ul style="list-style-type: none"> › Steps to take after unprotected or poorly protected sexual relations › Development of safe sexual behaviours 	STBBIs and pregnancy <ul style="list-style-type: none"> › Risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle › Ethical issues
Emotional and romantic life <ul style="list-style-type: none"> › Romantic and sexual awakening during puberty 	Emotional and romantic life <ul style="list-style-type: none"> › Feelings of love and attraction › Awareness of sexual orientation 	STBBIs and pregnancy <ul style="list-style-type: none"> › Importance of sexual and reproductive health › Positive attitude toward using protection 	Sexual behaviour <ul style="list-style-type: none"> › Desire and pleasure in sexual activity › Factors that influence sexual relationships 		
			STBBIs and pregnancy <ul style="list-style-type: none"> › How protection methods work › Development of safe sexual behaviours 		

Theme

Comprehensive view of sexuality

Content

Students learn to become aware of the different dimensions of sexuality.

Elementary

1

6-7 years old

- Understand what sexuality is.

Elementary

3

8-9 years old

- Become aware that there are different aspects to sexuality.

Elementary

6

11-12 years old

- Become aware that sexuality is experienced and expressed through five dimensions.

Secondary

I

12-13 years old

- Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions.

Secondary

V

16-17 years old

- Become aware of different facets of yourself that will help you to be comfortable with your sexuality all your life.

From childhood to adolescence...

Sexuality is a core aspect of each person's identity, interpersonal relationships, personal fulfillment and well-being. It is present at birth and develops all throughout life. Sexuality is not confined to sexual organs and sexual relations. Above all, it is about what we feel, what we think, and what we experience in our bodies and in our relationships, while at same time being about how we are affected by what happens in our social environment.

Elementary school

Children are naturally curious and ask questions about sexuality. They have access to different sources of information on this subject (e.g. friends, family and media). However, the information conveyed is sometimes contradictory or inaccurate, and they may have trouble making sense of it. The genitalia aspect of sexuality is presented more often than feelings, relationships and other important aspects. Therefore, children need sexuality education that presents a comprehensive, positive, accurate and nuanced vision of sexuality.

In elementary school, the learning content of this theme allows students:

- › to have a positive vision of sexuality
- › to become aware of the comprehensive nature of sexuality: it is experienced in the mind, the heart and the body, it is expressed in relationships and it is represented in different ways in society

Secondary school

Several events and challenges mark the sexual development of adolescents:

- › they experience the physical, psychological and interpersonal changes associated with puberty
- › they continue to develop their gender identity
- › they become aware of their sexual orientation
- › they may have their first experiences of seduction and their first emotional and romantic relationships
- › they progressively experiment with sexual awakening and explore sexual behaviours
- › they develop their capacity for emotional and sexual intimacy

These learning experiences lead them to ask questions as they are faced with different messages in their social environment.

In secondary school, the learning content of this theme enables students:

- › to develop a comprehensive and positive vision of sexuality, consistent with what they began in elementary school
- › to understand what fosters a fulfilling sexuality that is respectful of oneself and others

6-7 years old
What is a Caesarean?

8-9 years old
Why do other kids always tease Julie when she plays with boys?

11-12 years old
Why are we talking about sex? It makes me uncomfortable.

12-13 years old
I found a lot of information about puberty on the Internet. How do I know what is and isn't true?

16-17 years old
I've never had a boyfriend. Will I have one, one day?
I've never had an orgasm. Am I normal?

Theme

Sexual growth and body image

Content

Students learn to understand and appreciate their bodies

Kindergarten

5-6 years old

Optional

- Identify the parts of the body.
- Give examples of what you can express and feel with your body.

Elementary 2

7-8 years old

- Identify the sexual organs and their functions.
- Share your thoughts about the importance of appreciating and taking care of your body.

Puberty: Dealing with your changing body

Elementary 4

9-10 years old

- Understand that the main changes associated with puberty are part of the process of growing up.
- Share your feelings about growing up.

Elementary 5

10-11 years old

- Become aware of the physical and psychological changes associated with puberty.
- Understand the role that puberty plays in the body's ability to reproduce.

Elementary 6

11-12 years old

- Discuss the importance of adopting a positive attitude toward your changing body and diverse body types.

Secondary 1

12-13 years old

- Reflect on the advantages of having a positive body image.
- Understand how certain norms can influence body image.

From childhood to adolescence...

Learning about, respecting and appreciating their bodies are important developmental tasks for children and adolescents. The first step consists of learning about the parts of the body and their functions. Puberty is an important stage in human development. Respecting one's body, appreciating it and taking care of it contribute to the development of a positive body image. However, during the changes of puberty, maintaining a positive perception of and feelings about one's body can be a challenge. The physical changes, the importance placed on the perceptions of others and the messages conveyed in the social environment about the body can influence the image young people have of their bodies.

Kindergarten and elementary school

Children are naturally curious about their bodies, including the sexual organs. They tend to use slang words to name them. Learning the appropriate words to use when talking about their bodies and understanding how they function fosters respect and appreciation. It also contributes to giving them the confidence they need to assert themselves and to prevent or report a situation of sexual assault. Around Elementary 4, some children experience the first changes of puberty. These changes, the pace of which varies among children, usually occur in girls between the ages of 9 and 13, and in boys between the ages of 10 and 14.

In preschool and elementary school, the learning content of this theme allows students:

- › to name and recognize the parts of the body, including the sexual organs
- › to understand why it is important to feel good about their body and to take care of it
- › to understand, starting in Elementary 4, the physical and psychological changes of puberty and to express themselves with regard to these changes (e.g. feelings, concerns)

Secondary school

Puberty starts at a time when adolescents are concerned with the image they project of themselves and with how others perceive them. They can also be influenced by their peers, fashion, media, their friends and family, etc. Their body image may be fragile during this time. Adolescents who are critical of such influences are more likely to develop a positive body image.

In secondary school, the learning content of this theme allows students:

- › to understand the importance of having a positive body image and what influences it

<p>5-6 years old</p> <p>Why are girls and boys different? What is a penis for?</p> <p>10-11 years old</p> <p>At what age does menstruation start?</p>	<p>7-8 years old</p> <p>When will my breasts start growing?</p> <p>11-12 years old</p> <p>Will I be as tall as my dad?</p>	<p>9-10 years old</p> <p>Why does pubic and facial hair start growing at a certain age?</p> <p>12-13 years old</p> <p>I don't like my body; it's not thin enough. What can I do?</p>
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Theme

Identity, gender stereotypes and roles, and social norms

Students learn to understand themselves, reflect on stereotypes and develop egalitarian relationships.

Content

Elementary 1

6-7 years old

- Give examples of gender roles.
- Become aware of different ways of being and behaving, beyond gender stereotypes.

Elementary 3

8-9 years old

- Identify stereotypical representations of femininity and masculinity in your personal and social environments, including the media.
- Make connections between gender stereotypes and the development of your gender identity.

Elementary 4

9-10 years old

- Make connections between gender inequalities and the establishment of harmonious relationships.
- Understand the norms that guide how you express yourself.

Elementary 6

11-12 years old

- Explain how discrimination based on gender identity and gender expression as well as sexual orientation can affect people.
- Discuss the role that you can play in respecting sexual diversity and differences.

Secondary I

12-13 years old

- Recognize the role of puberty in the consolidation of your gender identity.

Secondary III

14-15 years old

- Analyze different representations of sexuality in the public space.
- Explain how representations of sexuality in the public space can influence the expression of your own sexuality.

From childhood to adolescence...

Equality between women and men is a cherished value in Québec society. The learning content of this theme contributes to fighting gender stereotypes and to promoting equality. Gender stereotypes exist throughout the world: men are perceived as adventurous, authoritarian and rugged, whereas women are considered emotional, affectionate and sociable. These stereotypes have repercussions on the lives of children and adolescents. They can hinder the establishment of egalitarian and harmonious relationships. While the identity of children and adolescents is in the process of construction, the learning content being offered helps them to gain awareness of diverse ways of being and of expressing themselves. Children and adolescents become aware that they develop their identity based on their personality, their tastes and their fields of interest, beyond stereotypes. The learning content thereby allows them to understand and value diversity, a valuable asset to society.

Elementary school

Children are aware of the expectations of their personal environment and society with regard to the ways in which girls and boys should behave (gender roles). As they grow up, they become aware of the behaviours that are deemed appropriate for girls and boys. Gender roles and stereotypes define personality traits, attitudes, behaviours, competencies and fields of interest associated with girls and boys. However, when children's models are flexible, and not stereotyped, the range of ways of expressing themselves is considerably broadened.

In elementary school, the learning content of this theme allows students:

- › to understand what a stereotype is and how it can influence ways of being, behaving and expressing themselves
- › to reflect on the stereotypes conveyed in the public space (e.g. advertising, television, Internet)
- › to become aware of the fact that identity and the ways of expressing it develop beyond stereotypes; they emerge in terms of individual preferences, personalities and competencies
- › to understand the importance of respect for differences and the repercussions of all forms of discrimination, including sexism, homophobia and transphobia

Secondary school

In adolescence, identity is further defined. Adolescents attach greater importance to friends, gradually distance themselves from their parents and seek out autonomy. The identity of adolescents is influenced by:

- › their experience of their sexuality (e.g. relationships with others, first experiences of seduction or first dating relationships)
- › the messages they receive from their personal and social environments

In secondary school, the learning content of this theme allows students:

- › to understand and reflect on what influences their identity

6-7 years old
Are there toys for girls and toys for boys?

8-9 years old
The guys in my class always play soccer at recess. How can I tell them that I don't like soccer?

9-10 years old
Why doesn't anyone tell my brother to calm down when he gets hyper? Everyone always tells me that girls should be calm.

11-12 years old
At school, why do people call me gay because I prefer hanging out with girls?

12-13 years old
My friends told me that, at our age, everybody has already kissed somebody once. Am I normal if this has never happened to me?

14-15 years old
Would I be more popular if I posted a sexy photo on social media?

Theme

Emotional and romantic life

Content

Students learn to reflect on interpersonal relationships, friendships and romantic relationships based on mutuality and reciprocity.

Elementary 2 7-8 years old

- Recognize the various feelings that can be experienced in interpersonal relationships.
- Discuss the different ways you can express your feelings to those you love.

Emotional life:
Reflections on
friendships and
interpersonal
relationships

Elementary 4 9-10 years old

- Discuss your representations of love and friendship.
- Understand how certain attitudes and behaviours can influence interpersonal relationships.

Elementary 6 11-12 years old

- Become aware of the role that puberty plays in romantic and sexual awakening.
- Express any questions you have about romantic and sexual awakening.

Romantic
awakening:
The role of
puberty and
first romantic
feelings

Secondary I 12-13 years old

- Become aware of the role of feelings of love and attraction in adolescence.
- Understand how feelings of love and attraction help you to become aware of your sexual orientation.

Secondary II 13-14 years old

- Reflect in a critical manner on adolescent romantic relationships.
- Become aware of the challenges involved in first dating relationships.

Secondary III 14-15 years old

- Become aware of the benefits of a romantic relationship based on mutuality.
- Identify the importance of managing conflicts in a healthy way in a romantic relationship.

First dating:
Romantic
relationships
based on
mutuality and
reciprocity

Secondary IV 15-16 years old

- Recognize the signs of violence in a dating relationship.
- Search for solutions to prevent or stop violence in the context of a dating relationship.

Secondary V 16-17 years old

- Become aware of what supports the establishment and maintenance of meaningful interpersonal and romantic relationships.
- Understand how experience acquired in previous interpersonal and romantic relationships can enrich your current relationships.

From childhood to adolescence...

Friendly, family and romantic relationships occupy a significant place in people's lives. For children and adolescents, friendship fosters self-esteem and offers significant emotional support. From childhood, young people must develop social skills in their relationships: express their emotions and feelings, manage conflicts, take care of themselves and others (reciprocity), assert themselves, etc. These skills gradually develop and are transferred to a variety of relationships. Later, these skills will be useful during their first dating relationships.

Elementary school

Between the ages of 6 and 12, children interact with their peers and forge friendships. As they grow up, they enter into increasingly diverse and complex relationships. At the start of elementary school, they often choose friends with whom they share activities. Later, they develop friendships based on mutual agreement, trust, confidences and mutual support. With the onset of puberty, some will experience the first signs of romantic and sexual awakening (e.g. attraction, feelings of love).

In elementary school, the learning content of this theme allows students:

- › to recognize the feelings they experience in interpersonal relationships (friends, family) and to express these feelings
- › to develop their ability to engage in emotional relationships (friends, personal environment) in which everyone feels respected
- › to reflect on friendship and love, particularly with regard to the romantic awakening that occurs in puberty

Secondary school

Adolescents are interested in topics related to love and can experience romantic feelings, whether or not they are reciprocal. Through these feelings, they become aware of their sexual orientation. Their romantic relationships fulfill the needs for security, self-fulfillment and recognition. These relationships allow adolescents to construct their identity as romantic partners. Later, when they start engaging in meaningful romantic relationships, they will be able to draw on the mutual support, mutual trust and social skills they acquired at elementary school.

In secondary school, the learning content of this theme allows students:

- › to reflect on feelings of love and attraction as well as on the challenges and benefits of romantic relationships based on reciprocity
- › to manage, in a healthy way, difficulties that may arise in romantic relationships: conflict, breakups, heartbreak, control, violence

7-8 years old

Why don't I have a best friend?

9-10 years old

I like playing with Sophia, but why are people saying she is my girlfriend?

11-12 years old

I know my friends talk about me behind my back. What can I do?

12-13 years old

Apart from being beautiful, what does it take to get a boyfriend?

14-15 years old

Should you tell your parents if you are in a relationship?

How can you tell someone you like them when you're too shy?

16-17 years old

Is it normal for a couple who love each other to argue over a lot of little things?

Theme

Sexual assault and sexual violence

Students learn to prevent, to recognize and report situations of sexual assault and sexual violence.

Content

Elementary

1

6-7 years old

- Recognize situations of sexual assault and ways of protecting yourself.
- Become aware of the feelings that could arise following a situation of sexual assault.

Elementary

3

8-9 years old

- Recognize the different forms of sexual assault.
- Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault.

Elementary

5

10-11 years old

- Look at different contexts that involve sexual assault with a view to preventing them.
- Become aware that the rules to ensure your personal safety can apply to different contexts.

Secondary

II

13-14 years old

- Reflect on the impact of myths and prejudices about sexual assault.
- Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault.

Secondary

III

14-15 years old

- Become aware of the active role you can play in preventing or reporting a situation of sexual assault.
- Understand the experiences of people who are victims of sexual assault in order to react appropriately if a friend confides in you.

From childhood to adolescence...

Children and adolescents are vulnerable to sexual assault and sexual violence. In fact, 7% of people who are victims of sexual assault are between 1 and 5 years old, and 14% are between 6 and 11 years old. In Québec, about 20% of girls and 10% of boys are affected by sexual assault before the age of 18. Prevention efforts must therefore begin as soon as children are of school age and continue throughout elementary and secondary school. Structured interventions tailored to the reality and development of children and adolescents make it possible to take effective action to protect them from sexual assault and sexual violence. The learning content of this theme covers concrete safety rules and helps to develop self-protection skills. This foundation, which fosters a sense of personal safety in children and adolescents, makes them less vulnerable.

Elementary school

Children need to be equipped to recognize and report a situation of sexual assault. As they grow up, children's personal environment becomes increasingly diverse: they see their friends and go to a variety of sports and recreation venues, etc. They must be able to apply safety rules and self-protection skills in different situations that put them at risk. Children will find it easier to report a sexual assault if they:

- › possess knowledge about sexuality and the appropriate vocabulary for talking about it
- › know how to correctly identify the sexual parts of their bodies
- › recognize inappropriate gestures
- › have established relationships of trust with several adults in whom they can confide should they need to do so

In elementary school, the learning content of this theme allows students:

- › to recognize a situation of sexual assault and to apply the skills needed to protect themselves or to report it
- › to develop their ability to apply safety rules in various contexts that present a risk (including the use of the Internet, online chatting, protection of confidential information)

Secondary school

The desire for acceptance and the feeling of independence at their age can occasionally lead some adolescents to ignore safety rules in either the real or virtual world (Internet). Addressing the concept of consent with them enables them to develop the skills they need to assert themselves (e.g. rejecting unwanted sexual attention). It also allows them to understand the importance of not pressuring people who are asserting themselves and refusing to consent to a sexual act, thereby enabling them to adopt appropriate and respectful behaviours.

In secondary school, the learning content of this theme allows students:

- › to understand the concept of consent and the associated subtleties in order to be able to take them into account in situations specific to adolescence: exploration of sexual behaviours, consumption of alcohol and drugs, absence of supervision, etc.
- › to identify what makes it difficult to recognize and report a situation of sexual violence
- › to reinforce the self-protection skills they developed in elementary school

6-7 years old
What can I do if someone touches me?

8-9 years old
Why do people assault children?

10-11 years old
In my video game, a friend asked me where I live. What should I do?

13-14 years old
Can a guy be assaulted by his girlfriend?
What do people do after they have been sexually assaulted?

14-15 years old
At a party, I saw a guy insist on kissing a girl. I felt uncomfortable. What could I have done?

Theme

Sexual behaviour

Content

Students learn to make decisions that foster positive, consensual and safe sexual experiences.

Secondary

II

13–14 years old

- Discuss the characteristics of sexual behaviour in adolescence and the motivations behind it.
- Recognize what can inform your choices concerning sexual behaviour in adolescence.

Secondary

III

14–15 years old

- Reflect on the importance of desire and pleasure in sexual behaviour.
- Become aware of the factors that can influence sexual relations in adolescence.

Secondary

IV

15–16 years old

- Understand your position on different issues related to sexual relations in adolescence.
- Become aware of factors important to sustaining emotional intimacy and sexual intimacy.

In adolescence...

Sexual behaviour is a source of concern for adolescents, whether or not they have had sexual experiences. Sexual behaviour refers to first kisses, embracing and touching, masturbation and sexual relations. Adolescents receive many messages about sexual behaviour from their social environment. They also see and experience new socio-sexual realities, such as sexting and increased access to sexually explicit images. All of this can influence them, lead them to question themselves and, sometimes, disconcert them.

Initial sexual experiences occur gradually and most often in the context of a romantic relationship. In Québec, approximately half of all adolescents aged 15 to 17 have already engaged in sexual relations. Young people who understand that the development of satisfying sexuality is a gradual learning process will have more realistic expectations about their first sexual experiences and experience them in a more positive way. Sexuality education must be able to support informed choices that take into account the contexts of adolescent sexual relations (intense desire and arousal; limited amount of time; pressures from one's partner, peers or social environment; etc.).

In secondary school, the learning content of this theme allows students:

- › to reflect on the feelings and expectations related to sexual behaviour; the relational context in which it occurs; the reasons for engaging in sexual behaviour; and the messages, pressures and norms that can influence it
- › to understand the importance of safe sexual behaviour and mutual consent

13-14 years old

Why do guys think you don't love them if you don't want to make love?

We kissed. Does that mean we're dating?

14-15 years old

How far can you go when you're dating somebody?

Is masturbating bad for you?

What is an orgasm?

15-16 years old

The other day, my friend touched me, and I didn't like it. How can I tell him without hurting his feelings?

Once in a while, I look at pornographic sites on the Internet. Do you think it could help me learn how to do things with girls?

Theme

Pregnancy and birth

Content

Students learn to understand conception, pregnancy and birth.

Kindergarten

5-6 years old

Optional

- Explain the steps involved in making a baby.
- Name ways of welcoming a baby into a family.

Elementary 2

7-8 years old

- Understand the phenomenon of conception.
- Talk about the development of a fetus in the uterus.

In childhood...

Children aged 5 to 8 naturally wonder about where they came from and how babies are conceived. Children who have not gained accurate knowledge about conception, pregnancy and birth will invent their own explanation, often based on myths.

Knowledge about reproduction can especially help them to understand their own fertility at puberty (e.g. menstruation). Children see the diversity of families (e.g. nuclear, blended and same-sex parent families) and the different ways of having children (e.g. conception, adoption and assisted reproduction). They need to be able to recognize and place their own reality within this diversity.

In kindergarten and in elementary school, the learning content of this theme allows students:

- › to acquire basic knowledge of conception, pregnancy and birth
- › to become aware of the diversity of family models



5-6
years
old

How did the baby get into Mommy's tummy?

My friend says he was adopted.
What does that mean?

7-8
years
old

How do the cells of the dad
and the mom combine?

What does "making love" mean?

Theme

Sexually transmissible and blood-borne infections (STBBIs) and pregnancy

Students learn to take responsibility for their sexual and reproductive health.

In adolescence...

Young people aged 15 to 19 are at risk of STBBIs. They need support in adopting safe behaviours. They are vulnerable because they face obstacles specific

to their level of development: low perception of the risk for STBBIs, discomfort asserting themselves in relationships and a tendency to engage in thrill-seeking, among other things. Adolescents are also affected by unwanted pregnancies. Although many young people use available contraceptive methods, they do not always use them correctly (e.g. forgetting to take the pill or taking a temporary break from contraception). Unplanned and unwanted pregnancies result in consequences in their lives: conflicting feelings; decisions; repercussions on their relationship, on their families and on the future of their education and their careers; etc.

In secondary school, the prevention of STBBIs and pregnancy must take place before young people become sexually active. Adolescents who use condoms and contraception in their first sexual relations are more likely to continue to protect themselves in the future. The learning content of this theme aims to ensure they take responsibility in preparation for their first sexual experiences.

In secondary school, the learning content of this theme allows students:

- › to recognize the risks and the importance of protecting themselves against STBBIs and pregnancy
- › to understand the methods of preventing STBBIs and pregnancy (e.g. condom and contraception, emergency contraception, screening tests) and to adopt attitudes that favour the use of these methods
- › to develop the skills they need to prevent STBBIs and unwanted pregnancy: overcoming the obstacles to the use of condoms and contraception, communicating and negotiating with a partner, self-assertion, etc.
- › to reflect on the issues associated with STBBIs (e.g. telling their partners when they contract an STBBI) and unwanted pregnancy (e.g. voluntary termination)

Content

Secondary II



13-14 years old

- Become aware of the importance of taking responsibility for your sexual and reproductive health.
- Adopt a positive attitude toward the use of condoms and contraception.

Secondary III



14-15 years old

- Understand how protection methods work.
- Understand attitudes and behaviours to adopt in situations in which it may be difficult to protect yourself.

Secondary IV



15-16 years old

- Be familiar with the steps to take after unprotected or poorly protected sexual relations.
- Identify strategies favouring safe sexual behaviours based on factors that influence your own ability to protect yourself.

Secondary V



16-17 years old

- Identify the risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle.
- Reflect on the ethical issues associated with STBBIs and pregnancy.



13-14 years old

How do you catch STBBIs?

14-15 years old

How do I tell my parents that I'm on the pill?

15-16 years old

We had problems with the condom. What should we do?

16-17 years old

One of my friends thought she was pregnant. How could I have helped her?





