

QUÉBEC EDUCATION PROGRAM

ELEMENTARY SCHOOL

# Culture and Citizenship in Québec

**Coordination and content**

Direction des programmes d'études en formation générale des jeunes  
Éducation préscolaire et enseignement primaire et secondaire

**Title of original document**

*Programme Culture et citoyenneté québécoise – Enseignement primaire*

**English version**

Services linguistiques en anglais  
Direction du soutien au réseau éducatif anglophone

**For further information**

General information  
Ministère de l'Éducation  
1035, rue De La Chevrotière, 27<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Telephone: 418-643-7095  
Toll-free: 1-866-747-6626

© Gouvernement du Québec  
Ministère de l'Éducation

ISBN 978-2-550-97703-2 (PDF)  
ISBN 978-2-550-98472-6 (PDF, 2nd edition)  
ISBN 978-2-550-98213-5 (French, PDF, 2nd edition)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2024

# TABLE OF CONTENTS

<b>Introduction to the Program</b>	<b>3</b>	<b>Competency in Cycle One: <i>Explores cultural realities</i></b>	<b>15</b>
Contribution of the Program to Students' Education	3	Key Features of the Competency	15
Nature of the Program	5	Dynamics of the Competency	15
<b>Introduction to the Elementary Program</b>	<b>6</b>	<b>Competency in Cycle Two: <i>Examines cultural realities</i></b>	<b>17</b>
Sociology at the Elementary Level	6	Key Features of the Competency	17
Ethics at the Elementary Level	6	Dynamics of the Competency	17
A Competency of Increasing Complexity	6	<b>Competency in Cycle Three: <i>Reflects critically on cultural realities</i></b>	<b>19</b>
Throughout Elementary and to the End of Secondary School	8	Key Features of the Competency	19
<b>Making Connections: Culture and Citizenship in Québec and the Other Dimensions of the Québec Education Program</b>	<b>9</b>	Dynamics of the Competency	20
Connections With the Broad Areas of Learning	9	<b>Learning Progress Indicators for the Competency</b>	<b>22</b>
Connections With the Cross-Curricular Competencies	9	<b>End-of-Cycle Outcomes</b>	<b>24</b>
Connections With the Other Subject Areas	10	<b>Learning Content</b>	<b>25</b>
<b>Pedagogical Context</b>	<b>13</b>	<b>Thematic Structure</b>	<b>26</b>
The Role of Students	13	Spaces where culture is observed in elementary school	27
The Role of Teachers	13	Sexuality education	27
Teaching and Learning Sequences	14		
The Purposes of Evaluation	14		

<b>General Themes</b>	<b>28</b>	<b>Appendix 1: Glossary of Content Related to Applying the Competency</b>	<b>49</b>
Self-awareness and construction of identity	29		
Relationships between people	30	<b>Appendix 2: Content in Sexuality Education in Elementary School</b>	<b>52</b>
Search for meaning	31	Comprehensive, Positive and Inclusive Sexuality Education	52
Relationships between humans and the environment	32	Glossary of Sexuality Education Content	59
Media and digital life	33		
<b>Themed Content for Each Year</b>	<b>34</b>	<b>Appendix 3: Taking Into Account Indigenous Realities and Perspectives</b>	<b>60</b>
Cycle One	34	Portrait of the Indigenous Peoples in Québec	60
<b>Elementary 1</b>	<b>34</b>	Section 1: How to Approach the Realities and the Perspectives of Indigenous Peoples	61
<b>Elementary 2</b>	<b>36</b>	Section 2: Teaching Guidelines Related to the COMPETENCY	63
Cycle Two	38		
<b>Elementary 3</b>	<b>38</b>		
<b>Elementary 4</b>	<b>40</b>		
Cycle Three	42		
<b>Elementary 5</b>	<b>42</b>		
<b>Elementary 6</b>	<b>44</b>		
<b>Content Related to Applying the Competency</b>	<b>46</b>		

# INTRODUCTION TO THE PROGRAM

Québec society is distinguished by its unique history, the presence of Indigenous Peoples, and its territory, official language and pluralism. It is structured as a secular and democratic state governed by the rule of law, with a judicial system based on the principles of equality and respect for the dignity of human beings as articulated in the *Charter of Human Rights and Freedoms*. Although they share a common civic space, the groups that make up the Québec nation are nonetheless quite diverse. Diversity in Québec is evolving in line with the social and cultural changes that occur over time. In a democratic society such as Québec, the conditions required for community life and social cohesion are defined at the intersection of the common framework and the recognition of social and cultural diversity.

Given the increasing number of points of view, which are at times polarizing, the immediacy with which they are expressed, the unequal value of the infinite amount of information available and the ongoing debate regarding the boundaries of a shared culture, it is imperative to develop the intellectual skills and attitudes necessary to participate in an informed and active manner in collective discussion. Freedom of expression is a fundamental right in a democracy, but with this right comes the essential responsibility to develop the knowledge, know-how and interpersonal skills that foster respect for and understanding of others. The Culture and Citizenship in Québec program leads students to develop analytical, reflexive and relational skills by engaging in dialogue and critical thinking, so that they will be prepared to fully exercise their role as citizens of Québec at their current stage of life and in the future.

## CONTRIBUTION OF THE PROGRAM TO STUDENTS' EDUCATION

The construction of knowledge about Québec society is required to participate in meaningful and nuanced democratic dialogue. However, knowledge alone is not sufficient to adequately prepare students to exercise their citizenship. Critical thinking and structured reflection that caringly and empathetically accounts for how societal issues affect the lives of individuals are also essential to enlightened citizenship.

The Culture and Citizenship in Québec program is therefore intended to meet three objectives:

- › Prepare to exercise citizenship in Québec
- › Aim for recognition of oneself and of others
- › Pursue the common good

The first objective of the program is to prepare students to fully exercise citizenship in Québec, both now and in the future. The other two objectives fall within this main objective.

### Prepare to exercise citizenship in Québec

Citizenship can be defined as the institutionalization of the connection between individuals and a political community through the granting of rights (civil, political and social) and their associated obligations and responsibilities, particularly those related to participation. This participation requires knowledge, know-how and interpersonal skills that foster recognition of oneself and of others as well as the pursuit of the common good.

In Québec, citizenship is exercised in a negotiated space where rules and common standards are discussed through dialogue. It allows connections to be made between a variety of points of view and experiences and the idea of belonging to Québec society, and with due consideration given to individual and collective rights and responsibilities. Citizens, regardless of age, participate in the continuing quest for community life. This search is based on respect for human dignity and the construction of nuanced dialogue on the agreements, tensions and disagreements that characterize the pursuit of the common good. The Culture and Citizenship in Québec program equips students to develop relevant knowledge, know-how and interpersonal skills to exercise their citizenship now and in the future.

## **Aim for recognition of oneself and of others**

Recognition of oneself and of others is related to the principle by which each individual is and must be recognized as being equal to others in rights and in dignity, regardless of their characteristics and world view. This recognition requires an awareness of the fundamental interdependence that exists between individuals. It is important for establishing reciprocal and respectful relationships that contribute to the pursuit of the common good through dialogue. The relational context within which recognition of oneself and of others takes place must be considered during personal development and in constructing a common public culture that takes the complexity of Québec society into account and meets the diverse needs of the population. Recognizing oneself is one of the vital conditions for developing critical thinking skills. Without a recognition of one's own value, regardless of the various critical lenses that may be focused on one's ideas and values, it is difficult for individuals to distance themselves from their ideas and values in order to examine them.

The Culture and Citizenship in Québec program thus allows students to acquire the additional knowledge and proficiency in the know-how and interpersonal skills needed to identify their needs and points of view, and those of others. It also allows students to inquire about the social and cultural roots of their reference points, practices, beliefs and world views, and those of others.

## **Pursue the common good**

The pursuit of the common good involves recognizing the interdependence of individuals, groups and the environment. Taking this interdependence into account is indispensable in establishing a collective project structured by a secular and democratic state and aimed at improving the lives of all the people and groups that make up Québec society.

Pursuing the common good involves determining fundamental rights and freedoms while allowing for the plurality of points of view and perspectives on the collective choices that must be made when defining and redefining the conditions of community life. It consists in using dialogue to seek out common values and principles while recognizing gaps between ideals and reality, which include those formed by inequalities, power relationships and the irreconcilable nature of certain disagreements. These interactions highlight the need to reach compromises on issues for which there is no consensus and to base decisions that affect the collectivity on democratic principles and ideals.

Thus, the pursuit of the common good refers to three main actions: the promotion of a secular state based on the rule of law and the democratic principles and ideals of Québec society; the search for shared values; and encouragement to value projects conducive to participating in democratic life. It is based on the assumption that people from a variety of backgrounds will act thoughtfully and responsibly and come to an agreement in order to face the challenges of living in society.

In short, students' engagement in the Culture and Citizenship in Québec program will contribute to the continuous construction, in the classroom, of a space for dialogue where they can experience community life in a democratic society. Through their recognition of themselves and others, students build their identity and become aware of their value and that of others. Engaged in the pursuit of the common good, students gradually become informed and empathetic citizens capable of developing nuanced points of view and taking their place in democratic life both in and outside of school. They learn about the key underpinnings of public life in Québec, including the principles and values enshrined in the *Charter of Human Rights and Freedoms* (such as the right to equality and to freedom of expression) and those deriving from the collective rights recognized by our institutions (such as the protection of the French language and state secularism).

The three objectives help achieve the three aims of the Québec Education Program: construction of identity, construction of world view and empowerment.

## NATURE OF THE PROGRAM

The Culture and Citizenship in Québec program is mainly rooted in the fields of sociology and ethical philosophy, which define culture, in the broad sense, as all the symbolic and material manifestations of life in society. From this perspective, culture is a set of more or less formalized ways of thinking, feeling and acting, which are shared and allow people to be brought together as part of specific and distinct collectivities. In this program, the object of study is the culture of Québec's collectivity.

Culture includes the arts and literature, but also ways of life, the rules governing the legal and political systems, traditions and beliefs. Primary culture refers to the reference points and presuppositions that are part of daily life and that have often been internalized since childhood, while secondary culture consists of the set of works, systems of meaning and symbols that humanity has produced to reflect objectively on the primary culture in dialogue with others.

Culture defines both the heritage and the future of collectivities. It is therefore central to the construction of people's identity and of their relationships with others and with public institutions. The study of and reflection on culture contributes to personal development and prepares students to exercise their citizenship, given that they will be asked to engage in dialogue by recognizing the past and considering the future of Québec society.

Relating sociological and ethical approaches to each other in order to foster dialogue and the development of critical thinking forms the main framework of the Culture and Citizenship in Québec program.

### Dialogue

In this program, dialogue is a deliberate act of thinking that takes place within the self or through interaction with others and is intended to lead to the recognition and understanding of different points of view on a cultural reality. It helps to unite rather than separate and involves a progression of thinking through the integration of a wide variety of knowledge, points of view and experiences. The Culture and Citizenship in Québec program leads students to engage in dialogue when they deepen their understanding of cultural realities in Québec and reflect on the related ethical questions in order to further develop their initial views. Through dialogue, students develop their ability to listen, their self-esteem and their openness to others.

### Critical thinking

Critical thinking is an evaluative, substantive and self-correcting practice that makes use of a variety of resources to determine what is reasonable to hold to be true or to do. It is closely related to epistemological reflection, which deals with the foundations and relevance of various types of knowledge. Critical thinking supports the construction of knowledge and decision-making. It is carried out with special attention paid to the criteria that underpin choices and in a differentiated manner based on context and subject.

Dialogue and the development of critical thinking are related to the competencies at the elementary and secondary levels of the Culture and Citizenship in Québec program, which is rooted in sociology and ethics.

### Sociology

Sociology is a social science that studies the relations between individuals and between groups. Therefore, this field includes the study of the different forms of culture. Its approach to observation and analysis enables presuppositions and spontaneous ideas to be critically examined, and is aimed at making clear the rules, norms, codes, meanings and social mechanisms that underlie cultural realities.

### Ethics

Ethics is a branch of philosophy that studies the values and norms underlying different behaviours with a view to seeking what is good, right and just. In the Culture and Citizenship in Québec program, ethics is defined as a dialogic, reflective, critical and rational approach focusing on the options or actions that are acceptable or preferred in situations where there are tensions between values, norms, rules, behaviours, preferences, experiences and feelings, or where it is difficult or impossible to satisfy everyone.

# INTRODUCTION TO THE ELEMENTARY PROGRAM

In order to achieve these three objectives, the Culture and Citizenship in Québec program at the elementary level encourages the development of a capacity to act effectively that combines knowledge and know-how specific to dialogue, critical thinking, sociology and ethics. It fosters the development of interpersonal skills that the two competencies in the secondary school program will help consolidate.

In the Culture and Citizenship in Québec program, dialogue is used in an ongoing and flexible manner to allow students to open themselves up to a range of points of view and experiences, and to learn to interact with others and to express dissensus respectfully. The program contributes to the development of critical thinking by leading students to reflect on the relevance and value of the information used as well as on the justifications that support various choices.

## SOCIOLOGY AT THE ELEMENTARY LEVEL

On the one hand, the program is related to the field of study of sociology. In addition to leading students to discover that practices, beliefs and world views are formed through culture, it allows them to build their understanding of the functioning of the groups to which they belong. Students develop some of the key know-how needed to begin the study of cultural realities in secondary school, in particular by observing their cultural environment carefully, assessing the relevance of the information collected or consulted, and comparing observations. They also learn to analyze cultural realities by reflecting on the relations between individuals and between groups.

## ETHICS AT THE ELEMENTARY LEVEL

On the other hand, the program is related to the field of study of ethics. It gradually gives students the opportunity to experiment with ethical questions based on situations and issues that are meaningful to them and allows them to become familiar with the key concepts specific to this subject, such as values, norms, reference points or tensions. Particularly through the use of dialogue, students gradually learn to examine a range of points of view and to engage in ethical reflection as part of a process for recognizing oneself and others. By learning to understand the emotions that may arise as they engage in reflection or dialogue, students prepare for secondary school, where they will develop an ethical competency that integrates the rational and emotional dimensions.

## A COMPETENCY OF INCREASING COMPLEXITY

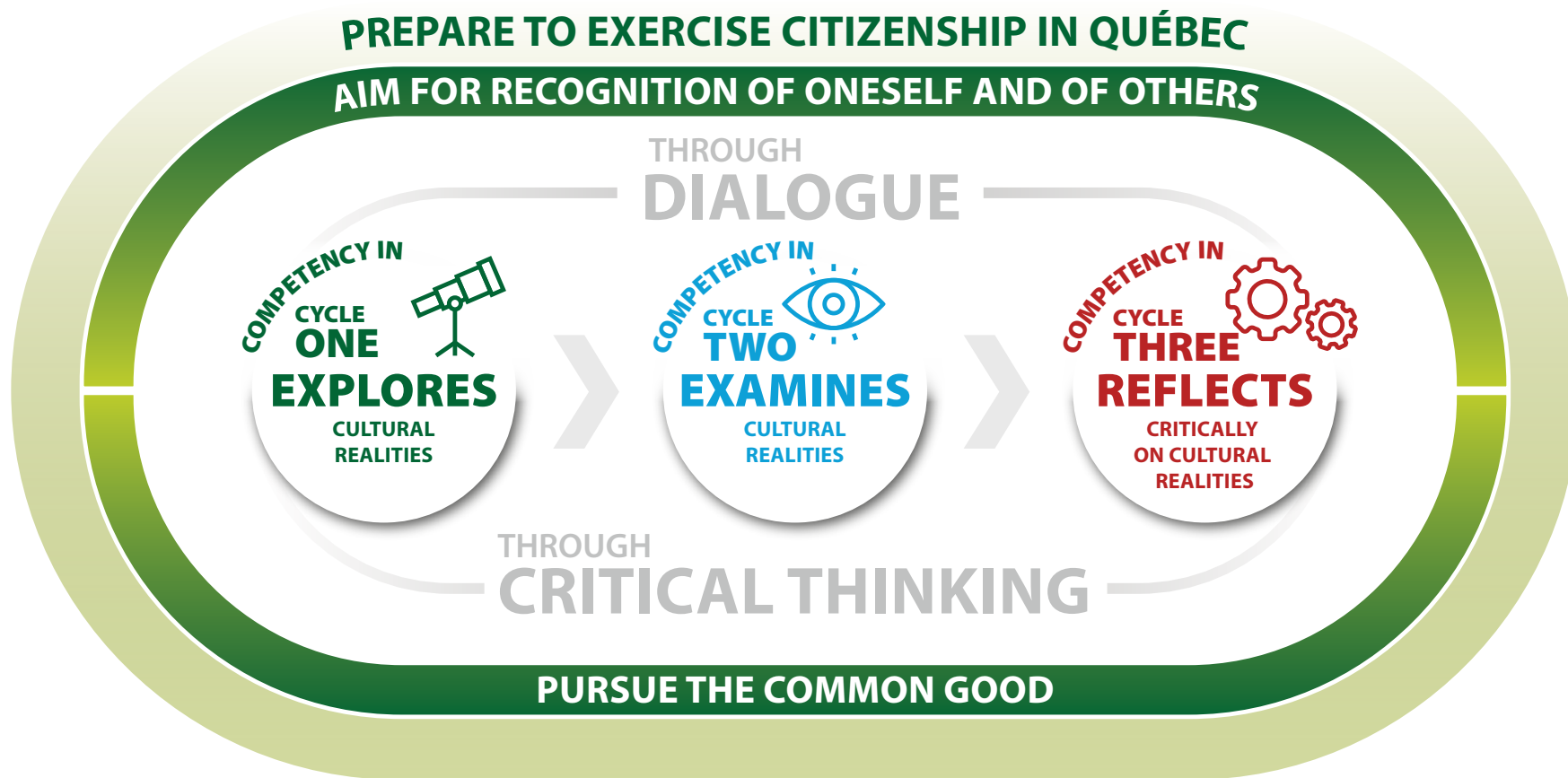
In the elementary program, the sociological approach and ethical reflection are not formally distinguished. Elementary students apply some knowledge and know-how central to sociology and ethics in developing a single competency. This competency becomes more complex as students move from one cycle to the next, with the goal that, by the end of elementary school, students are able to understand and critically examine the cultural realities of Québec and the related questions that may arise.

The program competency in elementary school takes the following forms based on cycle:

- › Cycle One: *Explores cultural realities*
- › Cycle Two: *Examines cultural realities*
- › Cycle Three: *Reflects critically on cultural realities*

The competency highlights the different contribution of each cycle to the acquisition of critical thinking skills through dialogue.

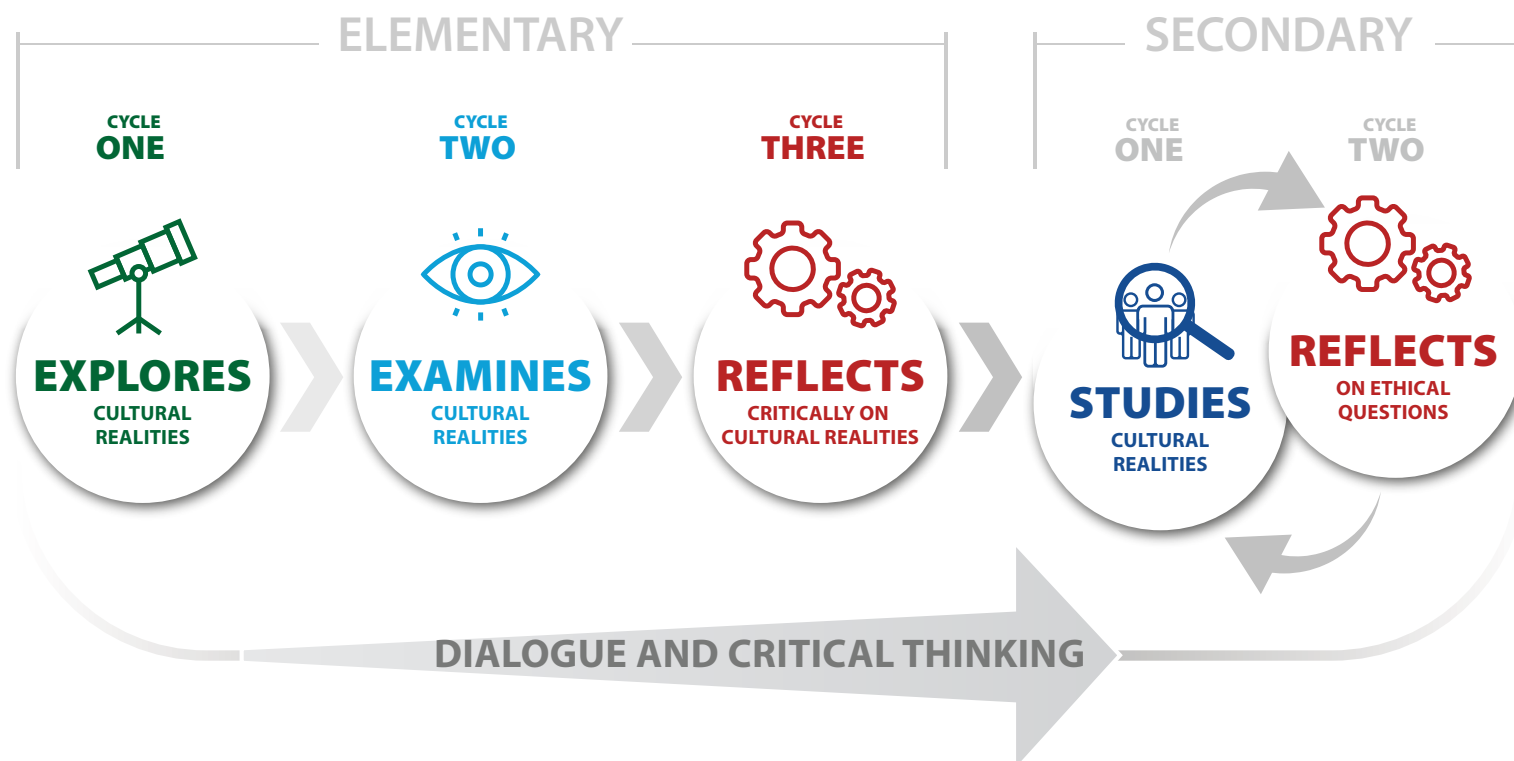
# CONNECTIONS BETWEEN THE COMPETENCY IN ELEMENTARY SCHOOL AND THE OBJECTIVES OF THE PROGRAM



## THROUGHOUT ELEMENTARY AND TO THE END OF SECONDARY SCHOOL

From elementary school to the end of secondary school, the Culture and Citizenship in Québec program has the same educational objectives through the progressive development of knowledge and know-how related to the study of cultural realities and ethical reflection. From one cycle to the next, this set of knowledge and know-how expands and becomes more complex.

The knowledge acquired in elementary school prepares students for the development of the secondary school competencies, which are more explicitly linked to the reference fields of study of the Culture and Citizenship in Québec program. For example, students will use the ability to inquire into and observe the cultural environment to develop the competency *Studies cultural realities*, which is mainly related to the research process in sociology. Learning to compare sources of information will also serve in the development of this competency in secondary school, which includes a component for evaluating information. Similarly, the introduction to the concepts of reference points, values, points of view and feelings in elementary school will facilitate the development of the competency *Reflects on ethical questions* in secondary school. Meanwhile, dialogue is developed continuously throughout the program, from the first year of elementary school to the fifth year of secondary school.



# MAKING CONNECTIONS: CULTURE AND CITIZENSHIP IN QUÉBEC AND THE OTHER DIMENSIONS OF THE QUÉBEC EDUCATION PROGRAM

## CONNECTIONS WITH THE BROAD AREAS OF LEARNING

The broad areas of learning are related to major contemporary issues, which are multidisciplinary and complex. Each one has unique characteristics, but they are generally interrelated. In the Culture and Citizenship in Québec program at the elementary level, the introduction to the study of culture and critical thinking, as well as the program content, reflect the broad areas of learning in a variety of ways.

For example, the area of *Health and Well-Being* is addressed through the content related to sexuality education and self-knowledge as well as through the emotional component of the competency at the elementary level. The emphasis on self-knowledge and having students think about themselves and their lives in the future also links the Culture and Citizenship in Québec program to the area of *Personal and Career Planning*. The area of *Environmental Awareness and Consumer Rights and Responsibilities* is addressed through the theme of relationships between humans and the environment. The area of *Media Literacy* takes shape through critical work on information sources related to the elementary competency and in the content related to media and digital life starting in Elementary Cycle Two.

Lastly, the area of *Citizenship and Community Life* is present throughout the program, since it is closely linked to the program's primary objective. All learning contributes to the achievement of this purpose, not only when students develop the competency, but also when they increase their knowledge of group dynamics and collective life in Québec. As they progress through the program, students acquire a body of knowledge, dialogue skills and critical thinking abilities that are relevant to taking their place within democratic life in Québec.

## CONNECTIONS WITH THE CROSS-CURRICULAR COMPETENCIES

The cross-curricular competencies all represent, to varying degrees, the capacity to act effectively, which is essential for the development and exercise of the competency set out in the Culture and Citizenship in Québec program at the elementary level. Conversely, this program also provides an opportunity for using, expanding and consolidating the cross-curricular competencies. Some are more closely linked to the elementary school competency. The Cycle Three competency *Reflects critically on cultural realities* and the cross-curricular competency *To solve problems* are especially connected. Students' critical thinking on cultural realities requires them to analyze various aspects of a situation and consider different ideas and reference points. There are also clear connections between this subject-specific competency and the cross-curricular competency *To use creativity*, as it involves having students draw up responses to various questions and consider their potential effects. In each cycle, the competency also directly contributes to the development of the cross-curricular competency *To use information*. Applying the competency requires that students research information, make observations, verify sources and assess their relevance.

At the heart of the Culture and Citizenship in Québec program, the key feature *Engages in dialogue* fosters important connections with three cross-curricular competencies. First, developing this key feature draws on several aspects of the cross-curricular competency *To communicate appropriately*, including becoming familiar with various modes of communication and developing language proficiency. The key feature also ties into the cross-curricular competency *To exercise critical judgment*, since students must support their points of view and add nuance to their opinions on complex topics. The practice of dialogue directly draws on the cross-curricular competency *To cooperate with others*, since dialogue demands respect

for others, openness and collaboration when developing ideas. Lastly, the cross-curricular competencies *To adopt effective work methods* and *To use information and communications technologies* are regularly used in the tasks performed by students throughout their schooling.

## CONNECTIONS WITH THE OTHER SUBJECT AREAS

Numerous links can be made between the Culture and Citizenship in Québec program and other subject areas. Students can make use of what they have learned in several subjects to explore and examine cultural realities as well as to reflect critically on them.

### Languages

In language programs, language is both an object of instruction and a learning tool. It is a major vehicle of culture. In conjunction with the Culture and Citizenship in Québec program, these programs ensure that students learn to make a positive contribution to communication through interaction. They also aim to develop critical thinking skills through various connections made between these subject areas. In language arts, for example, students learn to clarify, enrich and support their interpretation of texts, which are skills that complement the expression of a substantiated point of view that requires ethical reflection in the Culture and Citizenship in Québec program. Some media-related knowledge in the subject area of languages can also nurture students' reflections as part of the Culture and Citizenship in Québec program, especially when they question the relevance and reliability of the sources of information used and inquire about media and digital life.

### Mathematics, Science and Technology

The learning acquired in the Mathematics and Science and Technology programs as well as in Culture and Citizenship in Québec are likely to complement each other. The competencies of these programs develop critical thinking by requiring students to observe, inquire about, compare and consider various avenues to better understand, explain and defend choices and participate in richer exchanges. Knowledge and strategies specific to the subject area of mathematics (related to problem-solving, proportional reasoning and statistics, such as formulating survey questions, collecting, describing and organizing data, and interpreting data using

tables and charts) can also be used to explore and examine cultural realities or while thinking critically about them, including the collection and analysis of quantifiable observational data.

The Science and Technology program introduces students to the basic operations of scientific thinking, namely by prioritizing strategies for exploring reality that have similarities with those proposed in the Culture and Citizenship in Québec program. These programs both emphasize the need to rely on empirical data to develop sound scientific knowledge. Instrumentation and analysis strategies vary across subjects but follow the same principles of validating knowledge through empirical testing. In Culture and Citizenship in Québec, students learn to inquire about the basis of their initial views and to develop responses that they can compare with others, in the same way they learn to examine solutions or explanations in Mathematics and Science and Technology. These programs are also intended to develop a critical relationship with information and the development of reasoning. The cultural realities studied in Culture and Citizenship in Québec can provide meaningful contexts for a range of learning content in Mathematics and Science and Technology.

### Arts Education

The Culture and Citizenship in Québec and Arts Education programs promote the practice of dialogue. They also aim to help students become active and critical observers of culture, capable of constructing and justifying judgments in different ways. In Culture and Citizenship in Québec, culture is defined as a set of ways of thinking, feeling and acting that unite individuals into collectivities. The programs in Arts Education share this vision of culture and approach it primarily through the lens of cultural productions as well as creation and artistic interpretation. All of these programs contribute to the construction of informed points of view, which are based on an understanding of culture and the examination of reference points in the Culture and Citizenship in Québec program, and on the examination, interpretation and appreciation of cultural works in Arts Education programs.

### Social Sciences

The Geography, History and Citizenship Education and Culture and Citizenship in Québec programs are designed to provide an understanding of societies based on different subject-specific perspectives. They sometimes address the same realities, such as democratic citizenship, but approach them from different angles.

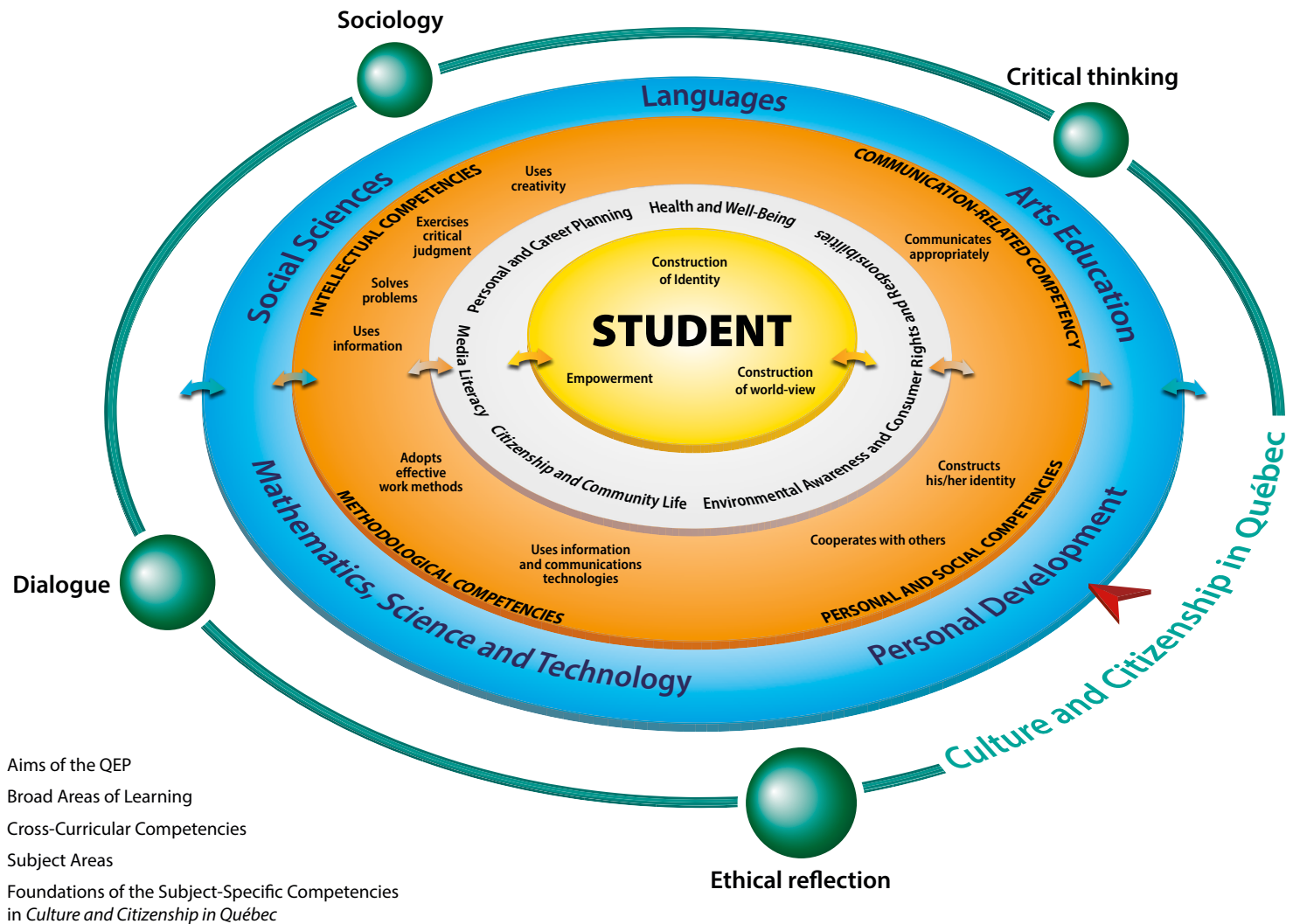
The first focuses on the spatial and temporal dimensions of the social realities in question by introducing students to geography and history. Among other things, it allows students to approach the concepts of organization and land use in geography by making connections between here and elsewhere, and of change, continuity, cause and consequence in history by making connections between the past and the present. The Culture and Citizenship in Québec program emphasizes the understanding of cultural realities in the present and reflection on the values and reference points that can shape points of view on actions to take and choices to make in the present and future.

The Geography, History and Citizenship Education and Culture and Citizenship in Québec programs encourage the development of various know-how central to constructing reasoning and validating sources of information. By emphasizing critical thinking, these programs both help prepare students to exercise citizenship now and in the future.

## **Personal Development**

The Culture and Citizenship in Québec program falls within the Personal Development subject area, with the Physical Education and Health program. In the Culture and Citizenship in Québec program, students develop the ability to understand and analyze their cultural environment and develop critical thinking skills. In the Physical Education and Health program, students may observe different manifestations of culture and are expected to consider various concepts related to group life in a real-life context, such as during physical activities. The critical thinking skills that students develop in Culture and Citizenship in Québec may be used in Physical Education and Health when thinking about ethics in sports and healthy lifestyle habits.

# CONTRIBUTION OF THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM TO THE QUÉBEC EDUCATION PROGRAM



# PEDAGOGICAL CONTEXT

Teaching involves not only supporting students during their learning in school, but also helping them become independent learners. Teaching includes planning instructional and evaluation methods and bringing together a variety of conditions and approaches that are conducive to learning. At the elementary level, teachers of the Culture and Citizenship in Québec program support students in developing the competency and in gradually acquiring knowledge. The relationship between teacher, students and knowledge are central to the class dynamics.

## THE ROLE OF STUDENTS

In addition to applying themselves to the tasks they are assigned and showing effort and perseverance in their work, students learn to demonstrate initiative when asking themselves various types of questions to explore, examine or critically reflect on cultural realities in the context of Québec. They seek to understand their reference points and world views. They actively participate in observing the cultural realities studied and in processing the information that they use. In the face of difference and diversity, they must demonstrate openness, curiosity and critical thinking while considering ways of thinking, feeling, and acting or reference points different from their own. In their verbal and non-verbal interactions, students progressively work toward listening attentively to others and expressing themselves clearly and respectfully. They must also show perceptiveness when they are required to envision the consequences of certain choices for themselves or others. The Culture and Citizenship in Québec program has the same expectations of students as other programs, in that students strive to make connections between what they already know, what they are learning and their life experiences.

## THE ROLE OF TEACHERS

Teachers of the Culture and Citizenship in Québec program are constantly invested in furthering their general knowledge, especially in the subjects covered in the program, as well as their understanding of pedagogy. The teacher's first responsibility is to support and guide students in their exploration and examination of cultural realities in Québec and in their critical thinking about these realities. Teachers play the role of cultural mediators, meaning they create bridges between the past, present and future, as well as between students and different cultures, with a focus on culture in Québec.

As the cultural realities addressed in the program are complex, teachers must exercise great care when presenting them in class. Teachers make the effort to differentiate between their own common-sense knowledge and validated knowledge that can be used to support teaching. As the program requires students to develop a critical distance with regard to their own world views in order to validate them, question them or further develop them through dialogue, teachers must also demonstrate humility and critical distance with respect to their own world view, especially when it comes to their convictions, values and beliefs. Teachers demonstrate to students the value of continuing to take a learner's stance, without fear of recognizing the limits of one's knowledge, while being capable of explaining how one's own world views are situated socially and culturally. Therefore, teachers support students in becoming aware that, by recognizing the perspective underlying one's thinking and moving beyond one's initial point of view, it is possible to attempt to construct more nuanced understandings of the world. However, teachers should refrain from giving their specific opinions on the situations that are being presented to students for reflection. In all circumstances, they exercise their professional judgment to determine the specific conduct required.

Teachers ensure that they avoid indoctrination or censorship and prioritize freedom of speech and thought. However, when an opinion being expressed impinges on the dignity of a person or when suggested actions compromise the fundamental principles of the *Charter of Human Rights and Freedoms* and the democratic principles shaping collective life (equality, state secularism, etc.), teachers intervene while referring to the objectives of the program and to these principles. Additionally,

throughout the learning process, teachers assist students in going beyond the mere expression of opinions and in clarifying their points of view and analyses so as to make it possible to assess their relevance and coherence. Teachers therefore encourage the development of critical thinking that allows students to understand that not all points of view are necessarily of equal value.

In order to encourage the recognition of oneself and others and the pursuit of the common good, teachers work to create an atmosphere conducive to dialogue between members of the learning community in the classroom, where each person feels they can express themselves freely. Teachers also remain attentive to non-verbal behaviours and contribute to modulating exchanges by prioritizing the exploration and critical examination of different points of view. Teachers help students in their use of reliable and relevant information and observations, as well as to recognize reasoning errors and behaviours likely to hinder dialogue.

## TEACHING AND LEARNING SEQUENCES

In elementary school, teachers plan teaching and learning sequences to facilitate the acquisition of knowledge and the development of the competency and its key features. Each sequence is structured around one or more elements of the program content and is designed to fulfill a specific purpose. Sequences vary in duration. Each sequence places students in one or more learning and evaluation situations that are meaningful, open and complex and that present challenges appropriate to their abilities.

Teaching and learning sequences must include increasingly complex tasks as the learning progresses. They are made up of situations that involve different key features of the competency. These can be worked on independently of the others or combined in various ways. However, key features make sense when they are worked on together.

The program content comprises themes and subthemes grouping together various elements of the content. Thus, a learning and evaluation situation may, depending on the degree of complexity of the tasks involved, call upon content that falls under a single theme or subtheme, or several at once. It is even advisable, from the point of view of an integrative approach, that the sequence use content from the various themes and subthemes of a given year.

## THE PURPOSES OF EVALUATION

Evaluation consists in exercising professional judgment with a view to regulating teaching and learning. Evaluation is part of the learning process. Within the limits established by the program and the Framework for the Evaluation of Learning, teachers choose, adapt, develop and master evaluation tools to assess students' learning. Throughout the tasks and at their completion, teachers attempt to understand the reasons for students' successes and difficulties. They observe or infer the acquisition of knowledge and the development of know-how necessary to develop and exercise the competencies.

When teachers provide evaluation tasks, they must specifically ensure that students' personal information is protected and that their right to privacy is respected. In the interest of equity, teachers should provide evaluation tasks that allow each student to demonstrate their skills, without requiring the students to share their emotions or aspects of their private lives, especially with regard to sexuality. A student may, however, decide to do this of their own volition, but the task must not include this as a requirement.

Evaluation has two main purposes: to help students learn and to recognize learning. The purpose to be served by evaluation is determined by the teacher according to the context and the decisions and actions called for. When the purpose is to help students learn, diagnostic and formative evaluation is used. At the start of a teaching and learning sequence, it is possible to verify what the students already know with regard to the projected learning. This makes it easier to establish conditions conducive to learning and to implement appropriate measures to help a group of students or a particular student. During the learning process, evaluation involves checking the extent to which the pedagogical interventions have given the expected results and adjusting teaching practices to the requirements of the situation. When students are evaluated for the purpose of helping them to learn, they receive various forms of feedback to enable them to regulate their learning and to be better prepared for the learning to come. When the purpose of evaluation is to recognize learning, the aim is to determine what has been learned. This is done at the end of a sequence, term or school year. The students are placed in various situations requiring them to use the competencies, which draw, for example, on their knowledge and know-how. The results of the evaluation are communicated according to the specified procedures.

# COMPETENCY IN CYCLE ONE: *EXPLORES CULTURAL REALITIES*



The competency *Explores cultural realities* leads students to build and demonstrate their understanding of the cultural realities present in their immediate environment. This understanding is expressed by drawing up findings that are based on comparing observations and taking into account emotions. Students learn that a cultural reality can prompt different observations depending on context. They also develop the ability to consider the emotions that have an effect on different situations. Dialogue is used throughout the development of the competency. In Cycle One, it is the preferred context for coming into contact with a range of possible observations and emotions.

## KEY FEATURES OF THE COMPETENCY

The competency *Explores cultural realities* is based on four key features: *Observes cultural realities*, *Considers emotions*, *Compares observations* and *Engages in dialogue*.

Context-based observation of cultural realities and their manifestations requires that students ask comprehension questions, make observations and identify information that is relevant to the questions they have asked. Observations on cultural realities are made through direct observation or by using different types of documentary resources to which students are exposed. Students use observations and the information they have gathered to identify some characteristics of cultural realities and place these realities in their context.

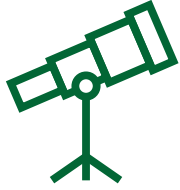
While exploring cultural realities, students also consider the emotions experienced in different contexts by the people affected by the realities being studied. Students construct their emotional understanding based on different information and observations, by learning to recognize different emotions and the various ways they manifest. They are also asked to associate reactions to emotions and therefore make a connection between the emotions experienced by individuals and the cultural environment in which they live.

In order to deepen their understanding of cultural realities, students compare their observations with other observations, either made by their peers or which are provided to them, especially with regard to emotions. Therefore, they become open to the range of ways that culture can manifest based on context and perspective. They discern similarities and differences and demonstrate their understanding by drawing up findings, for example, about what is made clear through comparison, what is surprising or what connections are to be made between different elements.

Throughout the development of the competency, students engage in dialogue. They take care to put into place the conditions that are conducive to constructive and respectful interaction. Students also consider their own feelings and use different methods to express, clarify and support their ideas and to ask questions about the ideas of others.

## DYNAMICS OF THE COMPETENCY

The different key features of the *Explores cultural realities* competency should not be seen as components of a linear process. They are addressed iteratively by moving from one key feature to another progressively based on the context and in an integrated manner by combining them. The use of know-how related to the four key features of the competency allows students to demonstrate their understanding of the cultural realities being studied.



# COMPETENCY IN CYCLE ONE

## EXPLORES CULTURAL REALITIES

### CULTURAL REALITIES

SELF-KNOWLEDGE

RELATIONSHIPS  
BETWEEN INDIVIDUALS

RITUALS  
AND CELEBRATIONS

RELATIONSHIP WITH  
OTHER LIVING BEINGS

#### ENGAGES IN DIALOGUE

Puts into place conditions conducive  
to interaction

---

Considers own feelings

---

Supports own ideas

---

Inquires about the ideas of others

#### OBSERVES CULTURAL REALITIES

Asks comprehension questions

---

Makes observations

---

Identifies information

---

Discerns characteristics



#### CONSIDERS EMOTIONS

Recognizes emotions

---

Associates reactions with emotions

#### COMPARES OBSERVATIONS

Becomes aware of the observations  
of others

---

Discerns similarities and differences

---

Draws up findings

# COMPETENCY IN CYCLE TWO: *EXAMINES CULTURAL REALITIES*



The development of the competency *Examines cultural realities* leads students to build and demonstrate their understanding of the cultural realities present in their immediate and broader cultural environment (family, school, neighbourhood, community, city, region, etc.). This understanding is expressed by drawing up findings that are based on comparing observations, taking into account emotions and comparing points of view. Dialogue is used throughout the development of the competency. In Cycle Two, it is the preferred context for examining observations, emotions and points of view.

## KEY FEATURES OF THE COMPETENCY

The competency is based on four key features: *Observes cultural realities*, *Considers emotions*, *Compares points of view* and *Engages in dialogue*.

Observation of cultural realities and their manifestations requires that students ask comprehension questions, philosophical questions and ethical questions that allow these realities and manifestations to be examined from different angles. Students make observations and find information about cultural realities. The observation of cultural realities is made through direct observation or by using different types of documentary resources to which students are exposed. Students assess the relevance of information to the questions they are asking and compare different sources of information by inquiring about the criteria used to ensure reliability. They use observations and information to identify some characteristics of cultural realities and place these realities in their context. They compare observations and different information by discerning the similarities and differences between them.

While examining cultural realities, students must also consider the emotions experienced in different contexts by the people affected by the realities being studied. Students develop their emotional understanding by learning to recognize different emotions and the various ways they manifest. In Cycle Two, they look at a range of emotions and associate them with different reactions as well as with different

possible triggers. By making these connections, students begin to see the possible connections between the emotions and the points of view on the cultural realities that they observe.

Starting in Cycle Two, students also enrich their understanding of cultural realities by comparing several points of view that are related to the philosophical and ethical questions they ask themselves. Students can identify these points of view starting with the discrepancies or tensions that they perceive between experiences, behaviours, rules, feelings, preferences, norms and/or values. They learn to examine points of view by discerning the ideas they consist of and the reference points on which these ideas are founded. They compare these ideas and reference points with regard to the questions they are asking. Comparing ideas also leads students to begin identifying some common reasoning errors. Students use observations, taking into account emotions and comparing points of view to draw up findings about what is made clear, what is similar and different, what is surprising, what connections can be made between different elements, etc. These findings allow their understanding to be demonstrated.

Throughout the development of the competency, students are asked to engage in dialogue. They take care to put into place the conditions that are conducive to constructive and respectful interaction. Students also consider their own feelings and use different methods to express, clarify and support their ideas and to ask questions about the ideas of others.

## DYNAMICS OF THE COMPETENCY

The different key features of the *Examines cultural realities* competency should not be seen as components of a linear process. They are addressed iteratively by moving from one key feature to another progressively based on the context and in an integrated manner by combining them. The use of know-how related to the four key features of the competency allows students to demonstrate their understanding of cultural realities.



# COMPETENCY IN CYCLE TWO

## EXAMINES CULTURAL REALITIES

### CULTURAL REALITIES



# COMPETENCY IN CYCLE THREE: *REFLECTS CRITICALLY ON CULTURAL REALITIES*



The development of the competency *Reflects critically on cultural realities* broadens the students' understanding of cultural realities to a scale that includes Québec society and has students develop responses to comprehension questions, philosophical questions and ethical questions. Students build on the knowledge acquired in previous cycles to increase their ability to observe cultural realities and examine points of view. Dialogue is used throughout the development of the competency. In Cycle Three, it is the preferred context for applying various know-how related to critical thinking within the competency.

## KEY FEATURES OF THE COMPETENCY

The competency is based on four key features: *Observes cultural realities*, *Examines points of view*, *Develops responses* and *Engages in dialogue*.

Observation of cultural realities and their manifestations requires that students ask comprehension questions, philosophical questions and ethical questions that allow these realities and manifestations to be examined from different angles. The observation of cultural realities is made through direct observation or by using different types of documentary resources to which students are exposed. Students find information, assess its relevance to the questions they are asking, and assess it in terms of the reliability criteria of the source of information they choose. In Cycle Three, students take an interest in the people, groups and institutions associated with cultural realities and pay close attention to social relations in order to discern their characteristics and place them in context. Therefore, they relate individual actions to collective aspects of culture in Québec (groups, institutions, norms and world views). Students compare observations and information to discern similarities and differences.

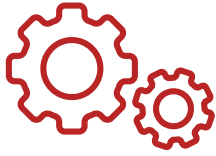
Students also enrich their understanding of the cultural realities being studied by examining points of view that are related to the ethical and philosophical questions that students are asking. Students can identify these points of view starting with the discrepancies or tensions that they perceive between experiences, behaviours, rules, feelings, preferences, norms and/or values. They examine points of view by discerning the ideas they consist of and the reference points on which these ideas are founded. They compare ideas and reference points with regards to the questions they are asking. In Cycle Three, students integrate their understanding of emotions into comparisons of points of view by considering the ways in which emotions can be involved in forming points of view. Comparing ideas also leads students to identify new reasoning errors. Students use observations and comparison of points of view to draw up findings about what is made clear, differences and similarities, what is surprising, connections to be made between different elements, etc.

In Cycle Three, students develop justified responses to the questions they are asking. Depending on the type of question, the proposed responses may take the form of an explanation or an interpretation, a solution or even a philosophical point of view. They are based on the observations made and the information collected during reflection as well as on the examination of points of view. Students take into consideration the situation, others and themselves when developing responses and their justifications. Comparing responses with the other proposals presented allows students to demonstrate openness and revise their own responses when necessary.

Throughout the development of the competency, students are asked to engage in dialogue. They take care to put into place the conditions that are conducive to constructive and respectful interaction. Students also consider their own feelings and use different methods to express, clarify and support their ideas and to ask questions about the ideas of others.

## **DYNAMICS OF THE COMPETENCY**

The different key features of the *Reflects critically on cultural realities* competency should not be seen as components of a linear process. The key features of the competency are addressed iteratively by moving from one key feature to another progressively based on the context and in an integrated manner by combining them. The use of know-how related to the four key features of the competency allows students to develop their critical thinking on cultural realities.



# COMPETENCY IN CYCLE THREE

## REFLECTS CRITICALLY ON CULTURAL REALITIES

### CULTURAL REALITIES

IDENTITY

COLLECTIVE LIFE

OPPORTUNITIES TO THINK  
ABOUT OWN LIFE

ECOLOGICAL  
TRANSITION

RELATIONSHIP TO DIGITAL  
TOOLS AND SPACES

#### ENGAGES IN DIALOGUE

Puts into place conditions conducive  
to interaction

Considers own feelings

Supports own ideas

Inquires about the ideas of others

#### OBSERVES CULTURAL REALITIES

Asks comprehension questions as well  
as philosophical and ethical questions

Makes observations

Assesses the relevance of information

Discerns characteristics of relationships between  
people, groups or institutions

Compares observations and information

#### EXAMINES POINTS OF VIEW

Identifies discrepancies or tensions

Identifies points of view as well as the  
associated ideas and reference points

Discerns emotions

Compares ideas and reference points

Draws up findings

#### DEVELOPS RESPONSES

Proposes responses

Considers the effects of the responses on the  
situation, on oneself and on others

Compares responses

Justifies choices



# LEARNING PROGRESS INDICATORS FOR THE COMPETENCY

STUDENTS LEARN TO:		CYCLE ONE	CYCLE TWO	CYCLE THREE
<b>Observation of cultural realities</b>	› Ask themselves comprehension questions	✓	✓	✓
	› Ask themselves philosophical and ethical questions	—	✓	✓
	› Make observations in their immediate cultural environment (family, school)	✓	✓	✓
	› Make observations in their extended cultural environment (neighbourhood, community, city, region, etc.)	—	✓	✓
	› Make observations about Québec society	—	—	✓
	› Identify information in documentary resources	✓	✓	✓
	› Discern the characteristics of cultural realities	✓	✓	✓
	› Compare observations and information	✓	✓	✓
	› Assess the relevance of observations and information	—	✓	✓
	› Characterize relationships between people, groups or institutions	—	—	✓
<b>Understanding of emotions</b>	› Recognize different emotions	✓	✓	✓
	› Associate reactions with emotions	✓	✓	✓
	› Identify possible triggers for emotions	—	✓	✓
	› Discern the emotions involved in forming points of view	—	—	✓
<b>Examination of points of view</b>	› Identify discrepancies or tensions	—	✓	✓
	› Identify points of view, the ideas they consist of and the reference points on which they are founded	—	✓	✓
	› Compare ideas while identifying different reasoning errors	—	✓	✓
	– “Two wrongs don’t make a right” argument, false dilemma, argument from authority, appeal to stereotype	—	—	✓
	– Appeal to the people ( <i>ad populum</i> argument), hasty generalization, personal attack	—	—	✓
› Compare reference points	—	✓	✓	

<b>Dialogue</b>	› Put into place conditions conducive to interaction	✓	✓	✓	
	› Consider own feelings	✓	✓	✓	
	› Support own ideas using different methods	– Give examples, make connections with the ideas of others, define	✓	✓	✓
		– Give reasons, distinguish, draw up an opposing view	—	✓	✓
		– Give counterexamples, rephrase what others say, summarize	—	—	✓
› Inquire about the ideas of others	✓	✓	✓		
<b>Expression of own understanding</b>	› Draw up findings based on comparing observations and taking into account emotions	✓	✓	✓	
	› Draw up findings based on comparing points of view	—	✓	✓	
	› Develop responses that take into account the situation, oneself and others	—	—	✓	
	› Compare responses and adjust own responses when necessary	—	—	✓	
	› Justify own responses	—	—	✓	

# END-OF-CYCLE OUTCOMES

## OVERALL PROFILE

At the end of each cycle, in tasks that involve all aspects of the competency in question, students are able to deepen their understanding of the cultural realities addressed in the program by asking questions about them and finding information in various ways, including direct observation of their environment. They know how to make connections between information and/or points of view to construct new knowledge and they are able to express their understanding of these realities by presenting accurate and relevant elements.

### SPECIFICS FOR EACH CYCLE

#### CYCLE ONE

At the end of Cycle One, students seek to understand the cultural realities being studied. Students explore these realities by asking comprehension questions and seeking information, especially related to emotions, by directly observing their immediate cultural environment and by consulting different documentary sources. They compare this information with other information to expand their understanding, which they demonstrate largely by drawing up findings at the end of their observations and comparisons.

#### CYCLE TWO

At the end of Cycle Two, students seek to deepen their understanding of the different cultural realities being studied. They ask comprehension questions in order to collect information, especially related to emotions, by directly observing their immediate and extended cultural environments and by consulting different documentary sources. They also ask philosophical or ethical questions to examine cultural realities from different angles and identify different points of view on them. They analyze the source and relevance of information and points of view and demonstrate their understanding largely by drawing up findings at the end of their observation of cultural realities and examination of points of view.

#### CYCLE THREE

At the end of Cycle Three, students demonstrate their understanding of cultural realities by carrying out a critical reflection on this topic. They ask comprehension questions in order to collect information—especially that related to the relationships between individuals and between groups—by directly observing their immediate and extended cultural environments as well as Québec society, and by consulting different documentary sources. They also ask philosophical or ethical questions to reflect on cultural realities from different angles and refine their understanding by comparing points of view about them. They critically examine the sources of information and points of view. They draw up findings at the end of their observations and examination of points of view, and use these findings to develop responses that they evaluate and justify based on the effects that they may have on the situation, oneself or others.

# LEARNING CONTENT

The learning content of the Culture and Citizenship in Québec program at the elementary level is organized into two parts. The first part includes the themed content and the second includes the content related to applying the competency.

# THEMATIC STRUCTURE

The themed content at the elementary level involves general themes that are divided into subthemes specific to each cycle. These are composed of content that is intended, each year, to make progress towards the three objectives of the program. Therefore, content related to individuals and their relationships with others, groups and the environment is taught each year. The teacher can choose the order in which the planned content for a year is covered.

Students develop their understanding of culture in Québec by working with cultural realities that correspond to the themed content. **The content is compulsory, and the related topics and examples shown in the tables are recommended.** It is possible to use other topics and examples when teaching the compulsory content. At all times, the content should be addressed in whatever way is most appropriate to the teaching contexts.

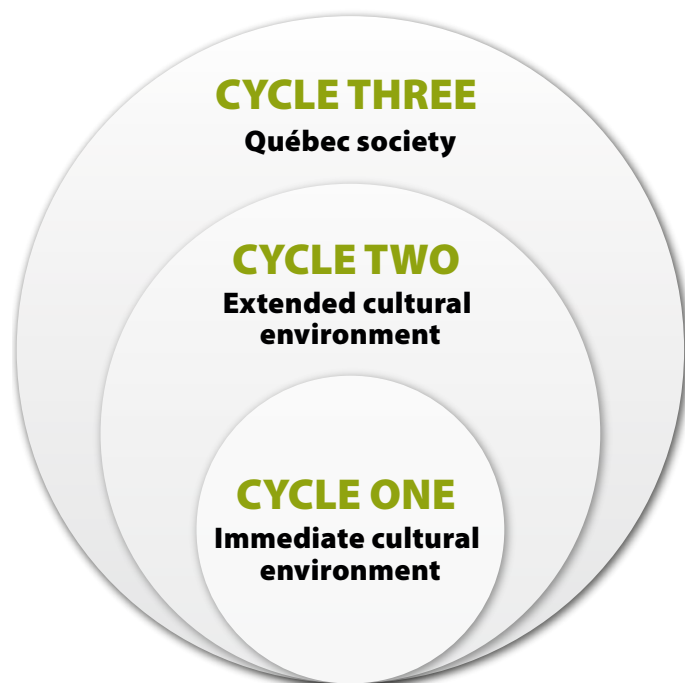
Throughout elementary school, students gradually broaden their view of culture and society in Québec by moving from more concrete cultural realities to more abstract ones related to collective life. In Cycle One, they develop their understanding of and begin to reflect on the cultural realities observed in their immediate environment, meaning in their family and at their school. In Cycle Two, their observations expand to cover their extended cultural environment, such as their neighbourhood, community, city and region. In Cycle Three, there is additional content related to Québec society as a whole, how it operates, its constituent groups and the institutions that characterize it. This structure encourages students to look at culture from an increasingly broad perspective and to do so at a pace that is appropriate for their level of social, emotional and cognitive development. It is intended to help students become conscientious and critical citizens that are cognizant of the shared aspects structuring collective life, the pluralism of society and the interdependence of the individuals that make up this society.

---

*The compulsory content must be studied in the context of Québec. In order to meet the goal of understanding and reflection related to culture and citizenship in Québec, it is possible to use examples from other contexts for comparative purposes.*

---

## SPACES WHERE CULTURE IS OBSERVED IN ELEMENTARY SCHOOL



## SEXUALITY EDUCATION

The tables specifying the themed content for each year provide more details on the content related to sexuality education (identified by the abbreviation **SE**) that must be covered in class. These elements are part of a progression of the learning content in sexuality education that covers the dimensions of human sexuality and respects students' level of psychosexual development. Appendix 2 provides additional information on the elements to address to provide students with sexuality education that is relevant, comprehensive, positive and inclusive.

# GENERAL THEMES



**SELF-AWARENESS  
AND CONSTRUCTION  
OF IDENTITY**



**RELATIONSHIPS  
BETWEEN PEOPLE**



**SEARCH  
FOR MEANING**



**RELATIONSHIPS  
BETWEEN HUMANS  
AND THE  
ENVIRONMENT**



**MEDIA AND  
DIGITAL LIFE**



## SELF-AWARENESS AND CONSTRUCTION OF IDENTITY

### ORIENTATIONS

Under the theme *Self-awareness and construction of identity*, students reflect on the different elements that characterize individuals, on the idea they have of who they are and on who they may wish to become. The construction of identity is a cultural process that varies according to context. This theme allows various aspects of content related to sexuality as a whole to be addressed, specifically from a perspective of self-esteem and personal safety.

In Cycle One, students begin to develop self-knowledge by exploring individual needs and the key moments of life since birth. They reflect on individual interests and personal characteristics, especially physical ones. In Cycle Two, students begin to ask questions about the view that each person may have of themselves by focusing on desires and wants and on the limits that are important to know and respect. Students examine social stereotypes and stereotypes based on sex, including in digital content, and their effects on self-perception. They also explore the changes that are taking place or will take place in their bodies and appreciating the human body, as well as each person's strengths and challenges.

In Cycle Three, students use what they have learned in the first two cycles to address the concept of identity, which will be examined again at the start of the secondary school program. Students reflect on that which structures identity by learning to understand the connection between the perceptions individuals have of themselves and what is conveyed in different environments, especially regarding body norms. To that end, students become aware of personal and collective beliefs and values that guide actions. Students also explore how different affiliations contribute to the construction of identity and to defining their place within culture and society in Québec.

### SUBTHEMES (CULTURAL REALITIES)

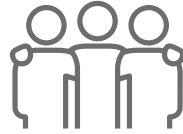
#### CYCLE ONE Self-knowledge

#### CYCLE TWO Self-perception

#### CYCLE THREE Identity

#### COMPULSORY CONTENT

ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Fields of personal interest	Characteristics of each person	Desires and personal limits	Changes to the body	Dimensions of identity	Different affiliations
Individual needs	<i>SE: Sexual parts of the body</i>	<i>SE: Sexual assault prevention</i>	<i>SE: Changes to the body</i>	<i>SE: Sex and gender identity</i>	<i>SE: Body image</i>
<i>SE: Comprehensive view of sexuality, needs of the human body, sexual assault prevention</i>	Steps in life since birth	Stereotypes and view of the self	Each person's strengths and challenges	Personal and collective values	Cultural integration
	<i>SE: Pregnancy and birth</i>	<i>SE: Stereotypes related to sex and gender</i>			



## RELATIONSHIPS BETWEEN PEOPLE

### ORIENTATIONS

Under the theme *Relationships between people*, students reflect on relationships between individuals at different levels. This theme allows various elements of sexuality education content related to the functioning of groups to be addressed, especially roles, norms and inequalities based on sex and gender.

In Cycle One, students explore interpersonal relationships in different familiar contexts. Students associate relationships with the roles that individuals may play within the family and at school and with the rules of civility that allow these relationships to be harmonious. Gradually, in Cycle Two, students learn that the relationships between individuals also depend on the dynamics of the groups in which these individuals interact. Depending on the context, the differences between individuals may lead to experiences of exclusion or inclusion. Students learn that each person belongs to different groups that have their own cultural characteristics. They examine norms that vary in different groups and the influences exerted by the group that may encourage feelings of belonging and self-fulfillment, but that may also lead to submission and to a lack of respect for oneself and own limits.

In Cycle Three, students reflect more extensively to encompass Québec society as a whole in order to observe and examine the relationships between various groups with converging or diverging interests and points of view. They cover different types of democratic experiences, either in a school environment or with respect to the Québec political system. Students come to regard these experiences with democracy as a meeting place and a forum where power relations are in play and where major decisions are made that affect the lives of the entire population of Québec. Depending on what is making news at any given time, students may be introduced to the electoral process and the different elements that it comprises (parties, programs, etc.) or to different laws. They are introduced to the legal framework of human rights and freedoms that shapes democratic life in Québec. Students use all of these elements to develop their critical thinking skills and see the different ways to participate in Québec society in various spaces, including by using digital tools.

### SUBTHEMES (CULTURAL REALITIES)

#### CYCLE ONE Relationships between individuals

#### CYCLE TWO Group dynamics

#### CYCLE THREE Collective life

#### COMPULSORY CONTENT

ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Relationships in the family and at school <i>SE: Diversity of family compositions</i>	Roles and responsibilities in the family and at school <i>SE: Sex roles and gender roles</i> Civility	Differences and similarities between individuals Inclusion and exclusion <i>SE: Gender norms</i>	Cultural belonging Influence of the group <i>SE: Inequalities based on sex and gender</i>	Social diversity and shared culture Democratic experiences	Rights and freedoms <i>SE: Rights and discrimination related to sex and gender</i> Social participation



## SEARCH FOR MEANING

### ORIENTATIONS

Under the theme *Search for meaning*, students reflect on the beliefs, practices and questions related to the meaning given to existence. In Cycle One, students start with the concrete symbolic practices that they have experienced during family and school life. They explore the secular or religious rituals and celebrations that punctuate daily life or that mark key moments in the year or in human life. Students become aware of the multiple meanings that can be given to rituals and celebrations and recognize those that are prevalent in Québec culture.

In Cycle Two, students address several existential questions related to the idea of spirituality and the cycle of life. They also examine the concepts of friendship, love and happiness. In this context, they address sexuality education content, including what characterizes friendship and what can distinguish it from camaraderie and love. They study the emotions that can be felt in these relationships, including attraction.

In Cycle Three, students reflect more specifically on the implications and meaning of different impending changes: the transition to secondary school and puberty, that is, the passage from childhood to adolescence. It is an opportunity to examine the connections between puberty and romantic and sexual awakenings as well as the skills required to foster personal safety in a variety of contexts. Students also consider the future by reflecting on expectations that they may have for the future and by critically reflecting on the idea of success and the role of adversity in personal development. They also reflect on role models that inspire young people in their current stage of life and in the future.

### SUBTHEMES (CULTURAL REALITIES)

#### CYCLE ONE Rituals and celebrations

#### CYCLE TWO Existential questions

#### CYCLE THREE Opportunities to think about own life

#### COMPULSORY CONTENT

ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Daily rituals	Celebrations	Spirituality Cycle of life	Friendship and love <i>SE: Friendship and love</i> Happiness	Transition to adolescence <i>SE: Puberty, personal safety</i> Expectations for the future	Success and adversity Role models in life



## RELATIONSHIPS BETWEEN HUMANS AND THE ENVIRONMENT

### ORIENTATIONS

Under the theme *Relationships between humans and the environment*, students reflect on relationships with the environment and on actions that may encourage its preservation. In Cycle One, they examine the place of other living beings in the lives of humans, their needs and the roles that they can play in daily life. Students explore multiple possible visions for these relationships.

In Cycle Two, students expand the scope of their analysis to include their living environment and examine the role of nature in their extended cultural environment. They study different ways of living on the territory of Québec based on cultural context. They use this new knowledge to examine environmental issues related to consumption. They observe ecological practices that redefine the relationship between humans, other forms of life and the planet in general.

In the first two cycles of elementary school, the relationship between students and nature is emphasized. In Cycle Three, students use the knowledge acquired in previous cycles to reflect on ecological transition, that is, on the different ways to respond to environmental issues in all areas of life as citizens of Québec. Students study the collective choices that must be made by the population of Québec for the future and the impact these choices will have on individual lives. They also take an interest in the role of various environmental movements in the evolution of behaviours and mentalities. By the end of elementary school, students have begun to reflect on the different approaches to ecological transition in the context of Québec.

### SUBTHEMES (CULTURAL REALITIES)

#### CYCLE ONE Relationship with other living beings

#### CYCLE TWO Living environments

#### CYCLE THREE Ecological transition

#### COMPULSORY CONTENT

ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Living beings around us and their needs	Role of other living beings in human life	Relationship with nature Ways to inhabit the territory	Consumption Ecological practices	Collective choices for the future	Environmental movements



## MEDIA AND DIGITAL LIFE

### ORIENTATIONS

Under the theme *Media and digital life*, students learn about and reflect on the role that digital tools and spaces play in their life and in society. In Cycle Two, they examine the different types of information that they access using digital tools. They begin to learn about searching for reliable information online. Students ask questions about the information they are using by turning a critical eye to the characteristics of various sources, especially by distinguishing between news media and social media and between private companies and public entities. In reflecting on social media and on digital technology, they come to understand the objectives of these platforms and how they work as well as the type of information disseminated on them.

In Cycle Three, students further investigate relationships with digital tools and spaces. They reflect on the different dimensions of digital life that make it possible, for example, to get information, learn, be entertained, communicate, maintain social relationships and create. Students explore the effects of digital technologies on their understanding of the world, social life, culture and political and democratic institutions in Québec. They inquire about the uses of and experiences with digital tools and spaces, which vary based on generation and context. The fact that technology is constantly present in daily life, the direct or indirect pressures related to the use of digital tools and the balanced approach required to encourage well-being may be addressed with students in order to identify the related advantages and risks. Finally, representations of the self on the Internet and the different issues related to social behaviours online and the instantaneous nature of communication are also subjects for reflection on, for example, cyberbullying, respect for others and personal safety.

### SUBTHEMES (CULTURAL REALITIES)

#### CYCLE ONE

#### CYCLE TWO Knowledge in digital spaces

#### CYCLE THREE Relationship to digital tools and spaces

#### COMPULSORY CONTENT

ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
Reliability of information on digital platforms	News media and social media	Roles and effects of digital tools and spaces	Representations of the self online
		Varied uses and experiences with digital tools and spaces	<i>SE: Representations of the self online</i>
			Social behaviours online
			<i>SE: Online safety</i>

# THEMED CONTENT FOR EACH YEAR

## THEMED CONTENT CYCLE ONE

### ELEMENTARY 1 – ORIENTATIONS

In Elementary 1, students explore the cultural realities that are closest to them, in their daily lives, in the extended family and at school. They investigate what might interest them or what they might enjoy, which helps in developing their knowledge of themselves and of the range of possible fields of personal interest. They explore the variety of individual needs, which are met in different ways and by different people, including the students themselves. It is an opportunity for students to learn about the comprehensive view of sexuality and the topic of safety and protection related to sexual assault.

In order to study various family compositions (nuclear, extended, single-parent, same-sex parents, adopted, blended, foster, etc.) and their relationships, students consider the members of different families, whether they are present in each other's daily lives or more removed (including ancestors). They can describe and identify the characteristics of some of the experiences and emotions associated with different situations and various familial contexts. Students observe that there are several types of relationships in the family (intergenerational and intragenerational) and at school (with other children and with adults). They also identify various daily rituals (such as those that are associated with separations, reunions, meals or body care) that make it possible to respond to individual needs, particularly in terms of emotional security and hygiene, but also to organize family relationships and give meaning to life. Lastly, students study the diversity of the needs of living beings in their immediate environment and the range of relationships that they may have with those beings.

SUBTHEMES  
CYCLE ONE

# ELEMENTARY 1

## Self-knowledge

## Relationships between individuals

## Rituals and celebrations

## Relationship with other living beings

### Compulsory content

### Specific content (compulsory) related to sexuality education (SE)

› Related topics and examples

#### Fields of personal interest

- › Sources of pleasure and motivation, range of fields of interest, range of skills, etc.

#### Individual needs

**SE: Comprehensive view of sexuality, needs of the human body, sexual assault prevention**

- › Types of needs (e.g. physical, emotional, intellectual, spiritual), responses to needs, need for security and sexual assault prevention, dimensions of sexuality, etc.

#### Relationships in the family and at school

##### **SE: Diversity of family compositions**

- › Diversity of families in Québec (e.g. nuclear, extended, single-parent, same-sex parents, adoptive, blended, foster), diversity of relationships (e.g. people involved, experiences, feelings experienced), intergenerational (parent-child, grandparents and elders, etc.) and intragenerational (siblings, cousins, etc.) family relationships, connections with the community and ancestors, relationships at school (with other children and with adults), expression of feelings in relationships, etc.

#### Daily rituals

- › Examples of daily rituals (e.g. during transitions between times of day, separations, reunions, bedtime, meals, body care), purpose of rituals (e.g. to meet individual needs, to organize relationships, to give meaning to daily life, to provide stability and predictability), etc.

#### Living beings around us and their needs

- › Diversity of the living beings around us and their needs, range of relationships and experiences with other living beings (e.g. emotional, utilitarian, identity-based, dependent, interdependent), etc.

## THEMED CONTENT CYCLE ONE

### ELEMENTARY 2 – ORIENTATIONS

In Elementary 2, students further explore the cultural realities that they began exploring in Elementary 1, and which are closest to them, in their daily lives, in their extended family and at school. They study the diversity of characteristics of people in all dimensions, including the body, sexual parts of the body and their functions. They become aware of the major steps that punctuate life after birth and that can be experienced in a variety of ways. It is also an opportunity for students to understand the stages that come before birth, including conception and pregnancy, as phenomena that have both physiological and cultural aspects.

Students also examine the role of children within the family and at school and how expectations of them vary depending on the contexts, particularly in relation to sex roles and gender roles. They also investigate the different acts of civility that contribute to harmonizing and organizing relationships between people and with the environment. They study in greater detail the roles played by other living beings in the lives of humans and may consider the responsibilities of humans, especially regarding the well-being of animals. The place of various forms of celebration in life is also addressed as part of this theme, whether religious or secular ceremonies or ways of highlighting important events inherited from traditions in Québec or elsewhere.

SUBTHEMES  
CYCLE ONE

## ELEMENTARY 2

### Self-knowledge

### Relationships between individuals

### Rituals and celebrations

### Relationship with other living beings

#### Compulsory content

#### Specific content (compulsory) related to sexuality education (SE)

› Related topics and examples

#### Characteristics of each person

##### SE: Sexual parts of the body

- › Dimensions of the person (e.g. body, emotions, behaviour, thoughts), diversity of individual characteristics, sexual parts of the body and their functions, etc.

#### Steps in life since birth

##### SE: Pregnancy and birth

- › Birth (conception, pregnancy and delivery), major transitions, key learning since birth, happy and sad moments, diversity of paths, etc.

#### Roles and responsibilities in the family and at school

##### SE: Sex roles and gender roles

- › Roles and responsibilities in the family and at school, rules in the family, the place given to children, rights of children in the context of the family, variations in expectations and roles based on context (including sex roles and gender roles), obedience and disobedience, development of the rules that apply in the classroom, in the schoolyard and at school, etc.

#### Civility

- › Acts of civility (toward people and the environment) in the family and at school, effects of acts of civility on relationships with people (e.g. peacemaking, reduced uncertainty, organization), etc.

#### Celebrations

- › Traditions (e.g. holidays and parties, traditional meals), religious and secular ceremonies within families in Québec, etc.

#### Role of other living beings in human life

- › The variety of roles played by other living beings in human life, responsibilities of humans regarding other living beings, animal care, animal well-being, etc.

## THEMED CONTENT CYCLE TWO

### ELEMENTARY 3 – ORIENTATIONS

In Cycle Two, students extend their observations to include their immediate community. They deepen their understanding of the dynamics of the groups in which they live and that contribute to the development of their identity and the perception they have of themselves and others.

At the individual level, students in Elementary 3 examine the concepts of desires and personal limits, in every shape or form. In this context, the more specific issue of physical integrity and strategies for safety and self-protection related to sexual assault is addressed again. Students are also encouraged to ask questions about the concept of stereotypes, about the ways in which they are formed and the effect that they may have on the image people have of themselves and others. They examine the similarities and differences between individuals as well as the ways to express and recognize differences. Students therefore acquire knowledge to understand the contexts of inclusion and exclusion that can be observed in their surroundings and grasp the positive and negative effects of these situations. As students are introduced to certain existential questions, they understand that spirituality can be embedded in practices and beliefs, whether or not they are religious, that offer insights into the meaning of life. They examine different understandings of the cycles and stages of life, from birth until death and understand that there are a variety of beliefs on this subject.

On the topic of their living environment, students become aware of the different ways of inhabiting the territory of Québec, such as the differences based on region or based on the connections between Indigenous Peoples and the territory. They ask questions about the different possible relationships with nature, especially a range of experiences with agriculture, forests and waterways. Finally, students in Elementary 3 begin to learn about information literacy. They ask themselves if the information they find on various platforms is reliable, especially when this information comes from digital sources. By learning to differentiate types of information (fact and opinions, advertisements) as well as different types of information sources, they develop critical thinking skills and identify criteria for assessing the reliability of information accessed using digital tools.

SUBTHEMES  
CYCLE TWO  
**ELEMENTARY 3**

**Self-perception**

**Group dynamics**

**Existential questions**

**Living environments**

**Knowledge in digital spaces**

**Compulsory content**

**Specific content (compulsory) related to sexuality education (SE)**

› Related topics and examples

**Desires and personal limits**

**SE: Sexual assault prevention**

- › Variety of things possible for a person or that a person may desire, differences between needs and desires, variety of ways to fulfill one's desires, knowledge of and attentiveness to personal limits and the limits of others, general notion of consent (to be touched, to be photographed, etc.) physical integrity, prevention (self-protection) and disclosure of sexual assault, etc.

**Stereotypes and view of the self**

**SE: Stereotypes related to sex and gender**

- › Stereotypical representations of the feminine and masculine, variety of stereotypes (e.g. age, ethnic and cultural origin, socio-economic status, disability), effects of stereotypes on the self (e.g. perception of possibilities and limitations related to one's group, expectations of the self), etc.

**Differences and similarities between individuals**

- › Emotional, body and behavioural diversity, expression and recognition of differences and similarities between individuals, etc.

**Inclusion and exclusion**

**SE: Gender norms**

- › Contexts of peer acceptance and rejection, effects of acceptance and rejection, role of non-conformity (especially related to gender norms) in exclusion, power dynamics in peer groups (e.g. unequal influence of individuals, bullying, alliances), concept of majority and minority, etc.

**Spirituality**

- › Religious beliefs and other beliefs not associated with a religion, religious and spiritual heritage in Québec, mythology, meaning of life, ancestral beliefs, etc.

**Cycle of life**

- › Stages of life (e.g. childhood, adolescence, adulthood, aging), end of life, grief, life expectancy, etc.

**Relationship with nature**

- › People's contact with nature (related to agriculture, animals, waterways, forests, subsistence hunting and fishing, outdoor activities), cohabitation and mutual relationships with nature, learning by observing nature, etc.

**Ways to inhabit a territory**

- › Life in the city and in the countryside, lifestyles and regional culture, connections between Indigenous Peoples and the territory, cultural activities on the territory of Québec, etc.

**Reliability of information on digital platforms**

- › Types of information (e.g. facts and opinions, advertising), types of sources (e.g. news media, commercial sites, personal blogs), intention of creators or authors, reliability criteria for information, etc.

## THEMED CONTENT CYCLE TWO

### ELEMENTARY 4 – ORIENTATIONS

In Elementary 4, students continue learning about the dynamics that contribute to the development of their identity and the perception they have of themselves and others in their immediate and extended cultural environments as well as about the dynamics that characterize the groups and spaces in which they live. Specifically, they study the main changes to the body that are experienced during puberty and understand that these changes come at different times for different individuals and can elicit a variety of feelings and responses. Similarly, they examine the variety of strengths and challenges of each person, which can be addressed in terms of self-esteem and sense of personal competence in life. Students think about the characteristics and emotions that distinguish friendship from love, or camaraderie and attraction, as well as the attitudes and behaviours that may influence these relationships. They may examine what promotes agreement, disagreement and conflicts.

At the group level, students explore the phenomenon of cultural belonging and the different groups around them. They observe that the sense of belonging can depend on contexts and groups and that community life contributes to its development. For example, cultural heritage plays an important role in the sense of belonging, especially in Québec. On a scale closer to them, students examine how groups generate norms that can lead to different kinds of pressures (negative or positive) on individuals. In this context, they can address the phenomena of popularity and the effects of trends that exist within groups. They make connections between norms and inequalities based on sex and gender. Students also study consumer habits and their effects on the environment. They also examine different forms of ecological practices in relation to various issues such as waste management, food and clothing. Finally, students in Elementary 4 expand their knowledge on the characteristics of news media and social media as well as on digital technologies in order to understand their varied functions and how they work.

SUBTHEMES  
CYCLE TWO  
**ELEMENTARY 4**

**Self-perception**

**Group dynamics**

**Existential questions**

**Living environments**

**Knowledge in digital spaces**

**Compulsory content**

**Specific content (compulsory) related to sexuality education (SE)**

› Related topics and examples

**Changes to the body**

**SE: Changes to the body**

- › Markers of puberty, variability in the onset of pubertal changes, feelings and concerns related to growing up, feedback from others, development of identity and gender expression, etc.

**Each person's strengths and challenges**

- › Variety of strengths and challenges, sense of competence, self-esteem, etc.

**Cultural belonging**

- › Groups to which people belong (family, neighbourhood, age group, ethnocultural community, province, country, sex and gender, language, religion, etc.), sense of belonging, community life, cultural heritage in Québec, Indigenous identity, etc.

**Influence of the group**

**SE: Inequalities based on sex and gender**

- › Norms within different groups, positive and negative group pressure, popularity and the effects of trends, connections between sex and gender norms and stereotypes and inequalities, etc.

**Friendship and love**

**SE: Friendship and love**

- › Differences between camaraderie, friendship, love and attraction, characteristics of friendships (e.g. signs, reciprocity, empathy, equality), attitude and behaviours that influence interpersonal relationships, emotions and feelings in love and friendship, disagreements and conflicts, etc.

**Happiness**

- › Elements contributing to happiness, views of happiness, pleasure, joy and happiness, simple pleasures and ideals of happiness, individual and shared happiness, material happiness, etc.

**Consumption**

- › Functions of consumption (e.g. meeting fundamental needs and desires, recognition and belonging to a group), material consumption and relationships to belongings, environmental issues of consumption, etc.

**Ecological practices**

- › Individual acts (reduce, repair, recycle, etc.) and environmental citizenship (citizen ethics related to the environment), waste management, responsible food systems and choices, etc.

**News media and social media**

- › Characteristics of news media (e.g. journalistic approach, variety of formats), characteristics of social media (e.g. immediacy, permanence of data, personalization and filtering using algorithms), how social media works (e.g. use of data, moderation), etc.

## THEMED CONTENT CYCLE THREE

### ELEMENTARY 5 – ORIENTATIONS

In Cycle Three, students in elementary school expand their observation of Québec culture to include collective institutions, and they focus on concepts related to law, social participation and social movements while continuing to reflect on aspects that are more focused on individual development and interpersonal relationships.

In Elementary 5, students deal more directly with the concept of identity and how it is defined on individual and collective levels. They reflect on the range of values that are transmitted in the different spaces in which people live and the groups to which they belong, on their hierarchy depending on the context and on the way some of them may overlap on a collective scale. Students begin to think about social and cultural diversity and the importance of common institutions and meeting places between the diverse people and groups that make up the population of Québec, including Indigenous cultures. They explore democratic experiences as a cultural reality, whether from the point of view of some principles of a democratic culture, the functioning of the electoral system or the spaces for democratic participation that are open to them.

The transition to adolescence leads to a number of important questions for students: their bodies and identities are changing as are their relationships with those around them, who allow them more freedom while demanding more responsibility. Romantic and sexual awakenings take place at different moments and in different ways depending on the child. The development of students' autonomy and use of digital communication tools makes it important to continue to think about situations of sexual assault and personal safety. The transition to secondary school is already influencing students' questions as they look ahead to the future and become aware of their personal goals and of expectations of others and of the future.

With respect to environmental issues, students broaden their focus and can investigate different concepts that challenge collective choices and the search for the common good, at the provincial, regional or even local level, such as climate change, sustainable development, and preservation of land and biodiversity in Québec. Finally, students ask questions about the roles that digital technologies and spaces play in their lives and the various effects these technologies have on lifestyles. Specifically, they reflect on the fact that experiences and the uses of digital technology can be positive or negative, depending on the context and the individual, and that speech and actions in digital spaces can have consequences, including criminal liability.

SUBTHEMES  
CYCLE THREE  
**ELEMENTARY 5**

**Identity**

**Collective life**

**Opportunities to think about own life**

**Ecological transition**

**Relationship to digital tools and spaces**

**Compulsory content**

**Specific content (compulsory) related to sexuality education (SE)**

› Related topics and examples

**Dimensions of identity**

**SE: Sex and gender identity**

- › Personal identity (me) and collective identity (us), what makes identity (e.g. age, sex and gender, socio-economic environment, ethnocultural origin [including Indigenous identity], language, religion), Québec identity, appreciating own identity, ecological aspect of identity, etc.

**Personal and collective values**

- › Variety and hierarchy of values based on contexts, individual values and shared values, democratic values, values transmitted in the family, at school, in advertising, in Québec media, etc.

**Social diversity and shared culture**

- › Diverse composition of the Québec population, shared cultural references in Québec, common institutions and meeting places, role of Indigenous Peoples, elements of Indigenous cultures (e.g. shaputuan, pow-wow), etc.

**Democratic experiences**

- › Democratic principles (e.g. majority, representation, participation, freedom of the press), levels of government and electoral system, spaces for and experiences of democratic participation (e.g. schools, peer groups, citizen groups, civil society groups) and power to act, public consultation projects, etc.

**Transition to adolescence**

**SE: Puberty, personal safety**

- › Puberty, physical changes and changes in identity (e.g. relationship with adults, relationships with peers), variation in romantic and sexual awakenings depending on individuals, prevention of situations of sexual assault and maintaining personal safety (online and offline), sexual consent, freedoms, limitations and accountability, etc.

**Expectations for the future**

- › Transitioning to secondary school, thinking about self in the future, personal goals and expectations of others and of the collectivity, etc.

**Collective choices for the future**

- › Climate change and collective decisions, local, regional and provincial ecological initiatives, visions of sustainable development, preservation of land, biodiversity and traditional lifestyles, etc.

**Roles and effects of digital tools and spaces**

- › Functions of digital technology (e.g. leisure, information, education, communication, dissemination and outreach, mobilization, utilitarian application), effects of digital technology on lifestyles and relationships, commercial aspects of digital platforms, etc.

**Varied uses and experiences with digital tools and spaces**

- › Varied use among young people, overall positive and negative experiences (e.g. learning and sharing, digital well-being, cyberaddiction, echo chambers, cyberbullying), main legal frameworks applicable to actions in digital spaces and consequences, etc.

## THEMED CONTENT CYCLE THREE

### ELEMENTARY 6 – ORIENTATIONS

Students in Elementary 6 delve deeper into the themes they began working on in Elementary 5. They study the different affiliations a young person can have while growing up and the body and gender norms that can vary across reference groups. They think critically on the concepts of success and adversity, as well as on the different models of life that are presented to them, the values that differentiate them and the different attitudes that can be adopted when faced with inspiring role models in their own community or elsewhere.

Students examine the idea of cultural integration of individuals. For example, they may establish connections between the choices that are made by individuals over time, namely with regard to education, and the place that people progressively occupy in Québec society and culture, or examine the phenomenon of immigration. Students explore the concepts of rights and freedoms to understand and reflect on their rights as individuals and as members of a group (e.g. children), as well as the forms of discrimination that are prohibited, including those related to sex, gender and sexual orientation. They examine the role of environmental movements and groups in the practice of environmental citizenship and can learn about the various ways in which they can advocate for ideas, especially on environmental issues.

Finally, after looking at the functions and uses of digital technology, students in Elementary 6 explore the different aspects related to the representation of the self and social behaviours online. Among these, they may address the issues of body image, the boundaries between private and public space, the risks and new possibilities associated with digital spaces, or anonymity and respectful communication.

SUBTHEMES  
CYCLE THREE  
**ELEMENTARY 6**

<b>Identity</b>	<b>Collective life</b>	<b>Opportunities to think about own life</b>	<b>Ecological transition</b>	<b>Relationship to digital tools and spaces</b>
-----------------	------------------------	--	------------------------------	---

**☑ Compulsory content**  
**☑ Specific content (compulsory) related to sexuality education (SE)**  
 › Related topics and examples

<p><b>☑ Different affiliations</b></p> <p><b>☑ SE: Body image</b></p> <ul style="list-style-type: none"> <li>› Reference groups, selected activities, body and gender norms within reference groups, etc.</li> </ul> <p><b>☑ Cultural integration</b></p> <ul style="list-style-type: none"> <li>› Education and integration to Québec culture, contribution to Québec culture and other cultures, experiences of immigration, etc.</li> </ul>	<p><b>☑ Rights and freedoms</b></p> <p><b>☑ SE: Rights and discrimination related to sex and gender</b></p> <ul style="list-style-type: none"> <li>› Human rights and group rights (including women, sexual and gender diversity, language groups and Indigenous Peoples), children’s rights and parental responsibilities, conditions and limits of freedom (including in digital spaces and civic responsibility), discrimination, reporting and recourse in situations of discrimination (Commission des droits de la personne et des droits de la jeunesse), etc.</li> </ul> <p><b>☑ Social participation</b></p> <ul style="list-style-type: none"> <li>› Spaces for social participation (e.g. family, school, neighbourhood, organizations), variety of forms of social participation (involvement in a group, volunteering, solidarity action, etc.), social solidarity, etc.</li> </ul>	<p><b>☑ Success and adversity</b></p> <ul style="list-style-type: none"> <li>› Vision of success, examples of adversity (e.g. accident, illness, failure, loss), learning through trials, etc.</li> </ul> <p><b>☑ Role models in life</b></p> <ul style="list-style-type: none"> <li>› Range of role models in life, values conveyed by different role models (performance, acting for own benefit and/or the benefit of others, individual achievement, etc.), admiration and adulation, inspiring role models in the community and elsewhere, etc.</li> </ul>	<p><b>☑ Environmental movements</b></p> <ul style="list-style-type: none"> <li>› Environmental groups and activism, variety of demands related to the environment (including those of young people), variety of methods used by citizens’ movements and environmental groups, etc.</li> </ul>	<p><b>☑ Representations of the self online</b></p> <p><b>☑ SE: Representations of the self online</b></p> <ul style="list-style-type: none"> <li>› Sharing of the self online and body image, boundaries between private space and public space, search for recognition online, etc.</li> </ul> <p><b>☑ Social behaviours online</b></p> <p><b>☑ SE: Online safety</b></p> <ul style="list-style-type: none"> <li>› Changes in social behaviours online (e.g. family relationships and friendships, communities of sharing and kinship), risks of socializing online (e.g. fraud, bullying, sextortion) and safe behaviours (specifically in preventing sexual exploitation), anonymity and respectful communication online, criminal liability and consequences of actions online, citizen activism on digital platforms, etc.</li> </ul>
--	--	---	---	--

# CONTENT RELATED TO APPLYING THE COMPETENCY

## CONCEPTS RELATED TO THE REFERENCE FIELDS OF STUDY

These concepts are learned cumulatively, meaning that those taught in one cycle continue to be used in subsequent cycles.

### CYCLE ONE

- › Comprehension question
- › Culture
- › Cultural reality
- › Emotion

### CYCLE TWO

- › Comprehension question
- › Culture
- › Cultural reality
- › Emotion
- › Norm
- › Philosophical question
- › Ethical question
- › Point of view
- › Value
- › Reference point
- › Reasoning
- › Reasoning error

### CYCLE THREE

- › Comprehension question
- › Culture
- › Cultural reality
- › Emotion
- › Norm
- › Philosophical question
- › Ethical question
- › Point of view
- › Value
- › Reference point
- › Reasoning
- › Reasoning error
- › Social relation
- › Empirical research techniques: observation, questionnaire (or survey), interview

## REASONING ERRORS

In Cycles Two and Three, students progressively learn to identify reasoning errors when comparing ideas. Reasoning errors are learned cumulatively, meaning that those taught in Cycle Two continue to be used in subsequent cycles.

### CYCLE ONE

### CYCLE TWO

### CYCLE THREE

- › “Two wrongs don’t make a right” argument
- › False dilemma
- › Argument from authority
- › Appeal to stereotype

- › “Two wrongs don’t make a right” argument
- › False dilemma
- › Argument from authority
- › Appeal to stereotype
- › Appeal to the people (*ad populum* argument)
- › Hasty generalization
- › Personal attack (*ad hominem* argument)

## METHODS TO SUPPORT ONE’S IDEAS

The methods to support one’s ideas are used in the practice of dialogue. Those taught in one cycle continue to be used in subsequent cycles.

### CYCLE ONE

### CYCLE TWO

### CYCLE THREE

- › Giving examples
- › Making connections with the ideas of others
- › Defining

- › Giving examples
- › Making connections with the ideas of others
- › Defining
- › Giving reasons
- › Distinguishing
- › Drawing up an opposing view

- › Giving examples
- › Making connections with the ideas of others
- › Defining
- › Giving reasons
- › Distinguishing
- › Drawing up an opposing view
- › Giving counterexamples
- › Rephrasing what others say
- › Summarizing

## CONDITIONS CONDUCTIVE TO INTERACTION

- › Abide by rules that govern the interaction
- › Find out the intention and subject of the dialogue
- › Pay attention to what others are saying
- › Pay attention to the non-verbal behaviours that are part of own communication and that of others
- › Respond to questions asked by others
- › Make sure to understand the ideas expressed by others

## FORMS OF DIALOGUE

The forms of dialogue taught in one cycle continue to be used in subsequent cycles.

### CYCLE ONE

- › Narration
- › Conversation
- › Discussion

### CYCLE TWO

- › Narration
- › Conversation
- › Discussion
- › Interview
- › Panel

### CYCLE THREE

- › Narration
- › Conversation
- › Discussion
- › Interview
- › Panel
- › Deliberation
- › Debate

# APPENDIX 1: GLOSSARY OF CONTENT RELATED TO APPLYING THE COMPETENCY

<b>Comprehension question</b>	Question designed to improve the understanding of cultural realities by methodically observing them.
<b>Cultural reality</b>	Element of culture. In the Culture and Citizenship in Québec program at the elementary level, cultural realities are the subject of learning corresponding to the subthemes. The compulsory content related to each subtheme is studied in the context of Québec.
<b>Culture</b>	Set of more or less formalized ways of thinking, feeling and acting, which are shared and bring people together as part of specific and distinct collectivities. Culture includes the arts and literature, but also ways of life, the rules governing the legal and political systems, traditions and beliefs. Primary culture refers to the reference points and presuppositions that are part of daily life and that have often been internalized since childhood, while secondary culture is made up of the set of works, systems of meaning and symbols that humanity has produced to reflect objectively on the primary culture in dialogue with others. Culture defines both the heritage and the future of collectivities.
<b>Dialogue</b>	Deliberate act of thinking, which takes place within the self or through interaction with others and is intended to lead to the recognition and understanding of different points of view on a cultural reality. Dialogue helps to unite rather than separate and involves a progression of thinking through the integration of a wide variety of knowledge, points of view and experiences.
<b>Emotion</b>	Affective reaction (e.g. fear, anger, disgust, surprise, joy, sadness, jealousy, pity, shame, guilt, pride, hope, wonder) to a trigger in the environment. Emotions are generally fleeting and can be accompanied by physical and intellectual reactions that may be different based on the person. They are the base units of feelings which, for their part, designate more complex and long-lasting emotional states (e.g. affection, compassion, trust).
<b>Empirical research techniques</b>	<ul style="list-style-type: none"><li>› <b>Direct observation:</b> Observation can be formal (with an observation checklist) or informal (without a checklist). It allows for observable information about human behaviour in a given situation to be collected.</li><li>› <b>Questionnaire (or survey):</b> Questionnaires are designed to collect responses about the cultural realities being studied from a sample of people that can vary in size.</li><li>› <b>Interview:</b> Interviews, conducted either individually or in groups, can be structured (with questions prepared in advance) or unstructured. Among other things, interviews can be used to collect information on participants' experiences, perceptions and perspectives related to the cultural realities being studied in order to better understand them.</li></ul>
<b>Ethical question</b>	Question that relates to a subject to be examined or a problem to be resolved with regard to principles, values and norms set by a person or the members of a group to guide and regulate their behaviour.

---

**Ethics**

Branch of philosophy that studies the values and norms underlying different behaviours with a view to establishing what is good, right and just. It involves a reflective, critical and rational approach focusing on the actions that are acceptable or preferred in situations where there is tension between values, norms, rules, behaviours, preferences, experiences and feelings or where it is difficult or impossible to satisfy everyone. There are three principal approaches in normative ethics: 1) consequentialism, 2) deontology and 3) virtue ethics.

---

**Forms of dialogue**

- › **Narration:** A detailed written or verbal account of a series of facts, events or experiences.
  - › **Conversation:** An exchange between two or more persons with the goal of sharing their ideas or experiences.
  - › **Discussion:** An examination of opinions, ideas or arguments within the framework of a sustained exchange.
  - › **Interview:** A planned meeting for the purpose of asking one or more people questions about their activities, ideas, experiences, etc.
  - › **Panel:** A meeting between various people selected for their knowledge of a given question, convened so that they can share their respective points of view, develop a general view of the question and engage in discussion with an audience.
  - › **Deliberation:** An examination within the self or with other people of different aspects of a question (e.g. facts, interests at issue, norms and values, probable consequences of a decision) in order to reach a decision.
  - › **Debate:** A structured exchange between people with different opinions on a controversial subject and that showcases the arguments supporting each position.
- 

**Methods to support one's ideas**

- › **Giving examples:** Validating or demonstrating an idea by referring to an act, an event, a person or figure, or a specific object.
  - › **Making connections with the ideas of others:** Relating an idea to previous ideas, either in dialogue or for oneself.
  - › **Defining:** Clarifying an idea by indicating the main and distinctive characteristics.
  - › **Giving reasons:** Seeking to legitimize an idea by supporting it with arguments.
  - › **Distinguishing:** Highlighting characteristics that make it possible to differentiate between two apparently similar elements.
  - › **Drawing up an opposing view:** Proposing an idea that is different from that of one or more other people; expressing an opposing view must be supported by examples, reasons or counterexamples.
  - › **Giving counterexamples:** Presenting an example to invalidate an idea (statement, rule or declaration) presented as universal.
  - › **Rephrasing what others say:** Repeating an idea in one's own words in order to make sure it is understood.
  - › **Summarizing:** Presenting an idea concisely, retaining the essential elements for it to be understood or compared.
- 

**Norm**

Rule, way of thinking or behaviour that is expected, more or less formally, in society or within a specific group. Serving as a guide to action, the norm will be more or less binding depending on whether it is more or less shared by the members of a group. Non-compliance with or transgression of the norm may result in a sanction.

---

**Philosophical question**

Question about a topic or problem to be solved that opens the door to several possible responses. This question may belong to one of several different types: logical (related to preserving the truth of an idea), metaphysical (related to the meaning of existence), epistemological (related to the way knowledge is constructed), aesthetic (related to the assumptions behind beauty, ugliness and art) and ethical.

---

**Point of view**

---

Set of related ideas that can be held on a question or subject. These ideas are based on different reference points.

---

<b>Reasoning</b>	Logical sequence of related ideas leading to a conclusion.
<b>Reasoning error</b>	Reasoning that is incorrect although it seems valid. <ul style="list-style-type: none"> <li>› <b>“Two wrongs don’t make a right” argument:</b> Consists of an attempt to justify behaviour by pointing out that others behave just as badly, if not worse.</li> <li>› <b>False dilemma:</b> Consists of presenting two options as the only possible options. As one is undesirable, the other must be the correct choice.</li> <li>› <b>Argument from authority:</b> Consists of appealing incorrectly or inappropriately to a person’s authority in order to support an argument.</li> <li>› <b>Appeal to stereotype:</b> Consists of appealing to a fixed view of a group of people without taking into account the characteristics of each individual. This view is generally negative and based on false or incomplete information.</li> <li>› <b>Appeal to the people (<i>ad populum</i> argument):</b> Consists of justifying the idea that something is true or acceptable based solely on the fact that a large number of people agree that it is so, without verifying that it is so.</li> <li>› <b>Hasty generalization:</b> Consists of arriving at a general conclusion on the basis of a single case or a few cases, without ensuring that the sampling is sufficiently representative for the conclusion to be valid.</li> <li>› <b>Personal attack (<i>ad hominem</i> argument):</b> Consists of attacking a person so as to undermine their credibility rather than their arguments.</li> </ul>
<b>Reference point</b>	Resource from the social and cultural environment that is referred to in order to enhance and inform reflection. There are different types of relevant reference points that cover the different dimensions of the human experience: legal and regulatory, scientific, historical, artistic, technical, experiential (emotional, spiritual and practical, among others), moral, religious, traditional, intellectual, etc.
<b>Social relation</b>	Series of direct or indirect interactions between people, groups or institutions. Social relations have historical depth, as each interaction is based on previous interactions and influences future interactions. They are central to the production of culture and to society. There are various types of social relations, such as those that are co-operative, competitive, hierarchical, egalitarian, collaborative, conflicting, formal or informal.
<b>Value</b>	Quality attributed to things, attitudes or behaviours that serve as a moral reference to identify desirable behaviours. The meanings and importance assigned to values vary based on context.

# APPENDIX 2: CONTENT IN SEXUALITY EDUCATION IN ELEMENTARY SCHOOL

The Culture and Citizenship in Québec program is the main way through which the Québec Education Program integrates sexuality education into the school curriculum. Nevertheless, sexuality education in the school environment is a responsibility shared by the entire school staff, in collaboration with external partners. In this sense, the sexuality education content provided in the Culture and Citizenship in Québec program only comprises one element of the overall sexuality education provided in the school environment.

To ensure that students are provided with sexuality education appropriate to their level of psychosexual development, this appendix lists details on the content to be addressed in the Culture and Citizenship in Québec program for each theme that includes concepts related to sexuality education. **The content identified in the thematic structure (using the abbreviation SE) is compulsory. All other content in this appendix is recommended.**

## COMPREHENSIVE, POSITIVE AND INCLUSIVE SEXUALITY EDUCATION

Sexuality is a fundamental aspect of life for all individuals that is present at birth and develops all throughout life. It comprises a number of dimensions that are expressed and experienced in different ways depending on a person's age and level of development. Elementary school students need sexuality education that presents them with a positive view of sexuality that integrates all of its dimensions and is based on reliable information. Students in elementary school have access to different sources of information about sexuality (e.g. peers, family, the media) that may provide information that is sometimes contradictory, incomplete or incorrect.

Therefore, in the Culture and Citizenship in Québec program, sexuality education prioritizes a comprehensive, positive and inclusive view of sexuality to allow young people not only to acquire knowledge, but also to develop respectful and egalitarian attitudes and behaviours. Sexuality education is rooted in values such as equality between people of different sexes and genders, respect for diversity, respect for people's physical and psychological integrity, a sense of responsibility and well-being.

Although teachers are free to address the themes, subthemes and program content in any order they choose, it is recommended that the learning in sexuality education be carefully planned, especially to avoid the most sensitive and intimate issues being addressed too early in the school year or at the very end of the school year. For example, content related to preventing violence should be neither the first nor last content addressed during the year. It is preferable to start and end with positive content rather than more sensitive themes.

COMPLEMENTARY TOOL  
**ELEMENTARY 1**

**Individual needs**

**Relationships in the family and at school**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Comprehensive view of sexuality**

- › Dimensions of sexuality
- *Knowledge and questions about sexuality, self-knowledge and self-affirmation*
- *Emotions, feelings and their expression*
- *Body, growth, needs, five senses, hygiene, protection*

**Needs of the body**

- › Knowledge of own body and needs (hygiene, safety, food, physical activity, sleep, etc.)
- › Appreciation for individual differences
- › Pleasant or unpleasant actions and sensations

**Sexual assault prevention**

- › Clues for recognizing situations of sexual assault and ways to protect oneself
- *Definitions and situations of sexual assault*
- *Safety skills (do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.) and self-protection skills (say no, yell, run away, seek help, etc.)*
- *Disclosure to an adult and fear about confiding in an adult*
- › Feelings that may be experienced following a sexual assault
- › Awareness of and respect for own limits and privacy and that of others

**Diversity of family compositions**

- › Different family models
- *Types of families (nuclear, extended, single-parent, same-sex parents, adoptive, blended, foster, etc.)*
- *Representations of families*
- › Ways to express feelings in relationships
- *Variety of pleasant and unpleasant feelings toward the people in an individual's life (parents, family and others)*
- *Actions and attitudes that allow feelings to be expressed based on person and context*

*Appendix 2: Content in Sexuality Education in Elementary School*

COMPLEMENTARY TOOL  
**ELEMENTARY 2**

**Characteristics  
of each person**

**Steps in life  
since birth**

**Roles and responsibilities  
in the family and at school**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Sexual parts of the body**

- › Internal sexual parts (ovaries, uterus, Fallopian tubes, vagina, urethra) and external sexual parts (vulva, breasts, clitoris, penis, scrotum, testicles, anus), importance of using the correct terms
- › Functions of sexual parts
- › Appreciation for differences in bodies

**Pregnancy and birth**

- › Ways to become a parent and stages of conception
- › Stages of pregnancy
- › Welcoming a baby to a family

**Sex roles and gender roles**

- › Different representations of girls, boys, women and men
- › Respect for individual choices (preferences, fields of interest, etc.) and differences

Appendix 2: Content in Sexuality Education in Elementary School

COMPLEMENTARY TOOL  
**ELEMENTARY 3**

**Personal  
limits**

**Stereotypes  
and view of the self**

**Inclusion  
and exclusion**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Sexual assault prevention**

- › Recognition of the different forms of sexual assault
  - *Definitions and manifestations*
- › Awareness of and respect for own limits and privacy and that of others
- › Application of safety rules to prevent a situation that puts an individual at risk or to deal with a situation of sexual assault
  - *Safety skills (do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.) and self-protection skills (say no, yell, run away, seek help, etc.)*
  - *Difficulty applying safety rules in certain situations*
  - *Disclosure to an adult*

**Stereotypes related to sex and gender**

- › Stereotypical representations of femininity and masculinity
  - *Stereotypes conveyed about girls and boys (e.g. regarding attitudes, preferences, activities, appearance)*
  - *Stereotypical images and messages within personal and social environments, including the media*
- › Connections between stereotypes and the development of identity
  - *Influence of stereotypes on the behaviours adopted*
  - *Influence of friend group, values and personal preferences*

**Gender norms**

- › Role of stereotypes and gender norms in situations of inclusion and exclusion
  - *Separation by gender in games*
  - *Effects of non-conformity*
  - *Respect for individual differences*

Appendix 2: Content in Sexuality Education in Elementary School

COMPLEMENTARY TOOL  
**ELEMENTARY 4**

**Changes  
to the body**

**Influence  
of the group**

**Friendship  
and love**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Changes to the body**

- › Main changes associated with puberty during the process of growing up
  - Moving from childhood into adolescence
  - Main physical and psychological signs of puberty
  - Individual variations as to when these changes occur
- › Possible feelings about growing up
  - Pleasant and unpleasant feelings, concerns

**Inequalities based on sex and gender**

- › Connections between stereotypes and inequalities
  - Positive and negative attributes associated with gender
  - Manifestations of inequalities based on gender and between sexes
  - Gender norms and reactions from people in an individual's life (experienced and anticipated)
  - Influence of gender norms on the expression of own identity and on personal preferences

**Friendship and love**

- › Representations and perceptions of friendship and love
  - Characteristics and importance of friendships
  - Differences between camaraderie, friendship, love and attraction
- › Attitudes and behaviours that influence interpersonal relationships
  - Effects of gender stereotypes and roles
  - Behaviours that make it easier and more difficult to get along with others
  - Management of disagreements and conflicts
  - Expectations for interpersonal relationships

COMPLEMENTARY TOOL  
**ELEMENTARY 5**

**Dimensions  
of personal identity**

**Transition  
to adolescence**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Sex and gender identity**

- › Appreciation of aspects of own identity, including sex and gender identity
- *Expression of own identity*
- *Self-esteem*

**Puberty**

- › Dimensions of sexuality
  - *Biological, psychoaffective, socio-cultural, interpersonal, ethical*
- › Physical and psychological changes that occur during puberty and the feelings they create
  - *Physical changes: role of hormones, stages of physical development and ability to reproduce (e.g. menstruation, hair growth), needs of a changing body*
  - *Psychological changes: individuation, taking on of responsibilities, need for independence and intimacy, changeable mood and feelings*
  - *Changes in identity: exploration of values and norms in the peer group*
  - *Feelings about puberty and strategies for coping with these changes*
- › Role of puberty in romantic and sexual awakenings
  - *Signs of romantic awakening and sexual awakening*
  - *Individual variations regarding attitudes, feelings and concerns related to these new phenomena*

**Personal safety**

- › Sexual assault prevention
  - *Recognition of different forms of sexual assault in real life and the virtual world*
  - *Use of safety and self-protection skills appropriate to the situation*
  - *Disclosure to an adult and seeking help*
- › Sexual consent
  - *Definition and legal age*
  - *In virtual contexts*

Appendix 2: Content in Sexuality Education in Elementary School

COMPLEMENTARY TOOL  
**ELEMENTARY 6**

**Different affiliations**

**Rights and freedoms**

**Representations of the self online**

**Social behaviours online**

**Specific content (compulsory)**

› More specific topics and examples related to sexuality

**Body image**

- › Norms related to the body in the different groups to which a person can belong
  - *Connections between body norms, gender norms and desire*
- › Advantages of adopting a positive attitude toward a changing body and the diversity of body types
  - *Individual variations in body types and the rate of development*
  - *Understanding of changes throughout puberty*

**Rights and discrimination related to sex and gender**

- › Manifestations of sexism, homophobia, biphobia and transphobia
  - *Feelings of people who are discriminated against based on sex and gender*
- › Respect for diverse sexual orientations, genders and differences between individuals
  - *Individual rights and freedoms*
  - *Manifestations of respect and disrespect toward others*
  - *Denunciation of discrimination or inequalities when these incidents are experienced or witnessed*

**Representations of the self online**

- › Sharing of the self
- › Private and public life

**Online safety**

- › Elements that contribute to respectful interpersonal relationships online
  - *Differences between friendships and romantic relationships online and offline*
  - *Expectations and pressures (real or perceived)*
  - *Safe online behaviour (specifically from a perspective of preventing sexual exploitation)*

## *Appendix 2: Content in Sexuality Education in Elementary School*

### **GLOSSARY OF SEXUALITY EDUCATION CONTENT**

<b>Body image</b>	Set of feelings, attitudes and perceptions toward one's body and physical appearance. These perceptions are shaped throughout development and through social relationships.
<b>Gender</b>	Social and historical process of differentiating women and men, and the masculine and feminine, and placing them into a hierarchy. Gender can be observed based on norms, behaviours and meaning assigned to these categories, which are the endpoints of a spectrum including a myriad of possibilities.
<b>Gender norms</b>	Rules and ways of thinking and behaving that are expected, more or less formally, in society, and that are related to the categories of sex or of gender.
<b>Sex</b>	Category dividing the population into women and men based on physiological characteristics.
<b>Sex and gender identity</b>	Awareness or belief of belonging or not belonging to one of the sex and gender categories.
<b>Sex roles and gender roles</b>	Set of social expectations attributed based on sex or gender, related to activities, behaviours and responsibilities.
<b>Sexual assault</b>	A sexual act, with or without physical contact, committed by an individual without the consent of the victim or, in some cases (especially when children are involved) through emotional manipulation or blackmail. It is an act that subjects another person to the perpetrator's desire through an abuse of power, the use of force or coercion, or implicit or explicit threats.
<b>Stereotypes related to sex and gender</b>	Simplified or deformed representations or preconceived ideas that are widely shared, that assign to one sex or gender category characteristics that are implied to be natural and innate and that overlook the specific characteristics of individuals or variations based on context.

# APPENDIX 3: TAKING INTO ACCOUNT INDIGENOUS REALITIES AND PERSPECTIVES

This section<sup>1</sup> is intended to support and equip teaching staff in taking into account Indigenous realities and perspectives when teaching the Culture and Citizenship in Québec program. It presents ways for teachers to engage in a process of bringing their educational institutions and Indigenous communities closer together. More specifically, this appendix presents a brief portrait of the Indigenous Peoples and offers avenues for reflection, teaching guidelines and culturally relevant resources.

## **PORTRAIT OF THE INDIGENOUS PEOPLES IN QUÉBEC**

Living across the territory of Québec, there are 11 Indigenous Nations: 10 First Nations and the Inuit Nation. They live in 41 communities and 14 Northern villages. These Nations and communities are very diverse in terms of languages, cultures, histories, ways of life and socio-economic situations. In addition, Indigenous persons may live in the communities or outside them, in urban or rural settings. There are several reasons why Indigenous persons settle outside their community. These include the availability of services to the public, employment and housing. There are different maps of the Nations, communities and Indigenous territories in Québec.

---

1. This entire appendix was written in collaboration with Indigenous partners.

### Appendix 3: Taking Into Account Indigenous Realities and Perspectives

## SECTION 1: HOW TO APPROACH THE REALITIES AND THE PERSPECTIVES OF INDIGENOUS PEOPLES

Indigenous realities and perspectives are complex, varied and often little-known. It is important, therefore, that teachers ensure that learning and evaluation situations, cultural productions and visual materials are varied and correctly reflect this diversity. The objective is to avoid perpetuating stereotypes and prejudices against Indigenous persons and Nations that stem from the use of incorrect representations. In addition, encountering Indigenous realities and perspectives may elicit reactions and comments from the students. This renders it essential to prepare properly, use reliable information and plan an appropriate amount of teaching time to enable students to develop critical thinking and acquire valid knowledge, particularly by exercising their ability to distinguish facts from opinions.

### Some aspects to take into consideration:

- › In general, Indigenous Peoples place great importance on lifelong learning in keeping with a holistic view in which there is a balance and interrelationship between different aspects of life, including culture, language, territory, Nation, community, traditions, ancestors and environment.
- › The presence of Indigenous persons throughout the province is reflected in the education network because students may attend a school in the community, a school in the public system or a school in the private system. There are no official statistics on the schools attended by Indigenous students, so it is possible for any teacher in Québec to have Indigenous students in their classroom, sometimes without even knowing it.
  - Taking the presence of Indigenous students into account in their classroom requires flexibility, empathy and sensitivity to the different realities experienced by these students. For example, some students may not want to be called upon directly when the topic relates to their identity and their culture, while other students want to express themselves on this subject.
- › In order to understand Indigenous realities and perspectives, it is important to be aware of and take into account the intergenerational impacts of colonialism, notably as manifested by Indian residential schools and the *Indian Act*, particularly on Indigenous languages and cultures, the relationship with the land and the passing on of knowledge and skills.
  - Founded for the purpose of assimilation, the Indian residential schools affected the linguistic, intellectual, cultural and spiritual development of Indigenous children separated from their extended families. Because Elders, parents and the community are essential to the oral transmission of culture and knowledge, these residential schools, which operated for several decades, continue to have a tangible impact on families, communities and intergenerational relationships.
  - Adopted in 1876, the *Indian Act* determines certain rights of First Nations persons, limits the scope of some other rights and, in doing so, establishes differences between those rights and the rights of the rest of the population. The Act regulates numerous aspects of the lives of the First Nations, including social and political organization, the definition of membership in a First Nation, land management and the organization of services for their members. Since it came into force, this Act has had major destructuring effects on the lifestyle, culture, language and identity of the members of First Nations.
  - A linguistic and cultural reappropriation movement exists that involves taking back control as well as affirming and disseminating information about Indigenous languages, cultures and identities.

### ***Appendix 3: Taking Into Account Indigenous Realities and Perspectives***

- › It is important to pay close attention to the images and objects used in class and to avoid the inappropriate reproduction of rituals and cultural realities (e.g. clothing and accessories, stage plays, ceremonies).
  - Images and objects used in a pedagogical context must be analyzed beforehand because many are often simplistic or cartoonish, which can lead to perpetuating the stereotypes and prejudices against Indigenous persons that influence how others behave toward them. It is preferable to focus on works and materials that present various points of view and offer diversified and/or contemporary representations. A good approach is to use material produced by or in collaboration with Indigenous persons or organizations from different Nations.
  - With regard to objects, it is important to avoid using an approach that leads to the belief that an object holds the same meaning or is used for the same purpose by all Indigenous Peoples. Great care must be taken with regard to the use of certain objects in class, especially by a non-Indigenous person, to ensure that this use is not considered disrespectful.
  - It would also be a good idea to visit museums and communities, as well as to collaborate with Indigenous persons and organizations, inviting them into the classroom.
- › It is important that teachers demonstrate sensitivity and reflect on their own biases before they start to talk about Indigenous perspectives or use instructional materials. In accordance with the section in this program on the role of the teacher, this will allow teachers to avoid conveying misconceptions.
  - When searching for instructional materials (written documents, audiovisual resources, iconographic representation, etc.), it is appropriate to contextualize these resources and ask, “Who produced this material?”, “Why was this material produced?”, “Who is the audience to which this is directed?”, “What knowledge does this material convey?”, and “What are the limitations of this material?”.
- › Special attention must be paid to the terminology used and the ways in which Indigenous Peoples refer to themselves in order to avoid using terms that are archaic, have negative connotations or are pejorative. It is preferable to use names in Indigenous languages when referring to Indigenous communities. Various resources produced by Indigenous organizations are available to help with this.

### Appendix 3: Taking Into Account Indigenous Realities and Perspectives

## SECTION 2: TEACHING GUIDELINES RELATED TO THE COMPETENCY

The students' development of the competency in the Culture and Citizenship in Québec program at the elementary level can be nurtured by taking into account the general considerations presented in Section 1 of this appendix. Here are some examples of teaching guidelines:

KEY FEATURES AND CYCLES		
<b>Observes cultural realities</b> ALL CYCLES	<b>Compares observations</b> CYCLE ONE	<b>Engages in dialogue</b> ALL CYCLES
<b>TEACHING GUIDELINES</b>	<b>TEACHING GUIDELINES</b>	<b>TEACHING GUIDELINES</b>
<p>In order to take Indigenous perspectives and realities into proper account, it is important not to limit oneself to using written documents because Indigenous Peoples place more value on oral transmission of knowledge, practical application and experience than on writing. Thus, the use of videos, images and audio recordings, for example, may enable Indigenous realities and perspectives to be represented appropriately. Meeting Indigenous persons is also a good idea, whether by inviting them into the classroom or having students visit a community. Other useful strategies involve establishing links with Indigenous organizations, especially those working in education and within the community, and using the resources produced by these organizations.</p> <p>In Cycles Two and Three, students contextualize knowledge produced by asking themselves questions about the motivations of the Indigenous or non-Indigenous persons or organizations who produced this information, their intended audience, and the scope and the limitations of this information.</p>	<p>In Elementary Cycle One, students observe cultural realities that are very real to them, such as relationships in the family. For example, students could compare observations made in a non-Indigenous setting and those made in an Indigenous setting, or study different family realities in Indigenous contexts.</p>	<p>One possibility is to collaborate with Indigenous organizations, especially those working in education or in the community, in order to have Indigenous persons, such as Elders, visit the classroom or to have students go to visit them. This would allow the use of forms of dialogue, such as a narration, an interview or a panel, depending on the context and the educational aim. By participating in this way, students use different methods to ask questions about the ideas of others and put into place conditions conducive to interaction.</p>

# Québec Education Program