



This content is also available in French. The *Charter of the French language*, its regulations and the ministerial directive govern the consultation of English-language content.

CONTENT FOR THE DEVELOPMENT OF PERSONAL AND SOCIAL COMPETENCIES

PRESENTATION DOCUMENT

Coordination and content

Direction du soutien au bien-être de l'élève
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Context

The health, well-being and educational success of young people are fundamentally linked. Our actions must target key factors in young people's development, such as self-esteem, social skills, lifestyle habits, and healthy, caring and safe living environments.

In 2020, the Conseil supérieur de l'éducation recommended that the Ministère de l'Éducation (hereinafter "the Ministère") make the development of children's social and emotional competencies explicit and compulsory.¹ In addition to being foundational to the prevention of violence and bullying, prosocial behaviour in young people contributes significantly to their ability to adapt academically and to ensuring their educational success and their long-term social and psychological well-being. This recommendation expands on the 2018 report of the National Director of Public Health entitled [La prévention de la violence au Québec – Une responsabilité individuelle et collective](#), which emphasizes the importance of fostering resilience in young people and encouraging them to acquire and develop the social skills required in establishing relationships free of violence. This report states that schools are already on the right path, in part thanks to the launch of the Healthy Schools approach. This approach was designed to foster a positive outlook of young people's development

by creating healthy living environments (school, family, community) and helping them acquire certain common competencies, such as adopting prosocial behaviours.

For several years now, the Ministère has ensured that all educational institutions provide healthy, secure and inclusive learning environments for all students (*Education Act*, s. 210.1 and *Act respecting private education*, s. 63.1). It also ensures that actions are taken to prevent violence and bullying in schools, namely by working with the school network through regional support officers (RSO) on the School Climate, Bullying and Violence (CBV) file. RSO-CBV assist the school network in, among other things, developing, reviewing and updating their anti-violence and anti-bullying plan, which is mandatory in every institution. The Ministère is also involved in a number of action plans and strategies, including the *Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025 – Working Together Toward a Society Free of Bullying*.

In response to expert and research-based recommendations and to prevent situations of violence and bullying in educational institutions, the content for the development of personal and social competencies has been implemented since winter 2025, ensuring consistency and complementarity with existing actions and other content.

¹ Conseil supérieur de l'éducation, [Le bien-être de l'enfant à l'école: Faisons nos devoirs](#) (2020).

Content for the Development of Personal and Social Competencies

The content for the development of personal and social competencies, hereinafter referred to as “the content,” is designed to support all students in preschool, elementary and secondary school, adult general education and vocational training acquire the knowledge they need to develop personal and social competencies. Adult education and vocational training centres can refer to the content at the secondary level.

The content will be conveyed to students using structured educational interventions or other educational strategies that school staff deem suitable to the context. All students in preschool, elementary and secondary school, adult general education and vocational training will be able to acquire the knowledge they need to develop personal and social competencies. To this end, it is essential to prioritize actions that are adapted to young people’s development and to the way each individual develops on a cognitive, socio-emotional and physical level.

The development of personal and social competencies is a lifelong process. Everyone has their own pace and distinct needs, and young people must be considered active agents in their own development. It is therefore important to take continuous and sustained, rather than periodic, action and manage emergencies or problem situations as they arise.

General Information About the Content

Content for the development of personal and social competencies

The content is inspired by the [ÉKIP reference framework](#), already familiar to the education network, which was developed in partnership by the Ministère, the Ministère de la Santé et des Services sociaux (MSSS) and the Institut national de santé publique du Québec (INSPQ). ÉKIP proposes actions for students in preschool, elementary and secondary school that promote health and prevention in schools, and is a continuation of the [Healthy Schools approach](#).

This reference framework was developed in light of a synthesis of international and national recommendations on the promotion and prevention practices that will be most effective in fostering educational success, health and well-being among young people in schools, which can be found in [Educational Success, Health and Well-Being: Effective Action in Schools – Synthesis of Recommendations](#). More details are available, in French only, in the document entitled [Pour des interventions intégrées et efficaces de promotion et prévention en contexte scolaire: Assises théoriques, modèle et savoirs incontournables](#).

The tables in the Appendix² present the 23 elements of content that target the development of personal and social competencies, with a particular focus on the competency *Adopts prosocial behaviours* as well as, but not limited to, the themes of Violence and Mental Health.

Each element of content is detailed in an information sheet³ that presents the key information enabling you, as needed,⁴ to choose a structured educational intervention or any other educational strategy suitable to your context. It includes:

- What must be conveyed to students
- The cycle during which an initial structured educational intervention should take place
- Examples of what students are expected to learn
- The competencies being developed
- Definitions
- Additional resources

² Appendix 1: Progression Chart of the Content for the Development of Personal and Social Competencies.

³ Appendix 2: Detailed Presentation of the Content Information Sheet.

⁴ See the “Integrating the content into lesson planning” section.

Definition of the targeted competency

Adopts prosocial behaviours:

Prosocial behaviours refer to actions, words and behaviours that show consideration for the needs of others, an ability to understand the point of view of others and a desire for social interaction. Prosocial behaviours are part of the broader concept of social competencies. Two major elements must be addressed to develop this competency:

- Ability to interact well with others, including the ability to initiate relationships
- Interpersonal conflict resolution

Prosocial behaviours are related to several key concepts, such as the importance of positive interpersonal relationships, factors that contribute to building and maintaining them, respect, openness, appropriate communication, co-operation, empathy and conflict resolution.

The purpose of conveying the content is to foster the development of personal and social competencies in all young people, who will benefit from this learning not only during their schooling, but also throughout their lives. In this way, the content can be integrated into or consolidated with actions promoting well-being and preventing violence that are already being implemented in your educational institution, or can serve as a tool for the development of other personal and social competencies essential to the health, well-being and educational success of young people.

Provide means of verifying the acquisition of the content and the progressive development of the targeted competency

The idea is to provide means of verifying the acquisition of the content and ensuring the progressive development of the targeted competency. It is not a formal formative evaluation intended to assign a grade, as would be the case in a program of study.

This verification does not require any complex planning or the use of an evaluation instrument. It could involve asking a spontaneous question and making sure to provide feedback on the responses. From the information obtained during this discussion, you can identify any sources of error or difficulties in understanding, and then adjust your educational strategies accordingly.

Feedback can help students take responsibility for their own learning and the development of their competencies.

Even though it is not done formally, the verification of content acquisition is essential.

Enhancing the Range of Health Promotion and Prevention Actions With the Content for the Development of Personal and Social Competencies

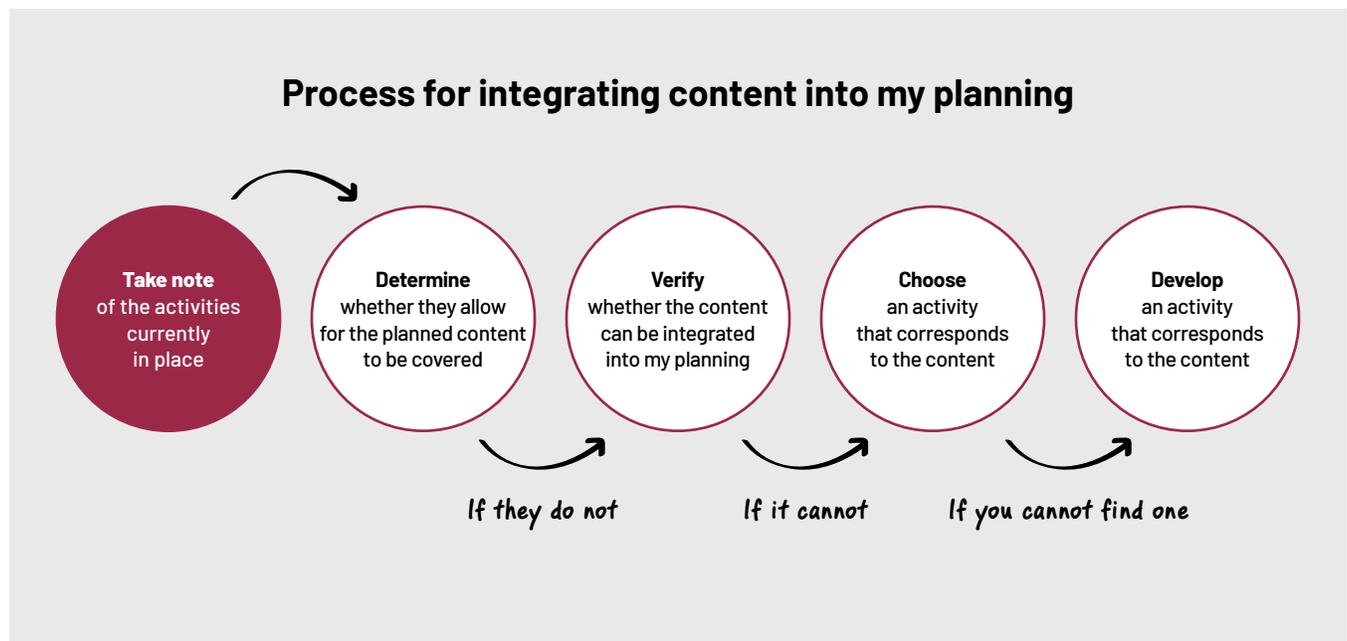
The content was produced using research-based reference frameworks and documents that have been implemented and promoted throughout the network. Its main purpose is to organize and guide actions for the development of personal and social competencies. It is therefore entirely possible that some of the content is already being conveyed in your educational institution.

The content is part of a series of measures designed to decrease situations of violence and bullying in educational institutions. As the objective remains to foster the health, well-being and educational success of young people, the content is more broadly aligned with health promotion and prevention actions.

Integrating the content into lesson planning

One of the reasons the use of integrated health promotion and prevention actions is encouraged stems from the fact that they can be integrated into school practices and the planning of classroom activities.

Building on current practices is often preferred, particularly when it comes to health promotion and prevention actions in educational institutions. The following is a proposed process for making this intention a reality.



1. Take note of the activities currently in place

1.1. Determine whether they allow for the planned content to be covered

In preschool, the Québec Education Program (QEP) aims to foster the global development of all children. At the elementary and secondary levels, it brings together all the subject-specific programs of study. Moreover, broad areas of learning are integrated into the QEP to enable students to make connections between what they learn at school and in their everyday lives, and provide them the opportunity to develop a nuanced understanding of these contexts and to envision a variety of possible actions in a given situation. The five broad areas of learning—including Health and Well-Being and Citizenship and Community Life—address various aspects of student interests or needs, and meet important social expectations in education, thereby potentially covering some content for the development of personal and social competencies. Each of these areas includes an educational aim designed to guide the interventions of teachers and other school staff. They also comprise a number of focuses of development indicating characteristic objects, strategies or issues. Furthermore, different cross-curricular competencies are consistent with health promotion, and certain learning content related to various ministerial programs of study covers content for the development of personal and social competencies. In light of this, it is therefore possible that one or more elements of content have already been addressed with students during a structured activity tailored to their stage of development.

For example, the preschool teacher makes sure to implement proposed class organization activities that meet the social and emotional needs of the children under their care. Interventions with the children are planned at various times to help them develop their social and emotional skills, for example, in managing emotions and interacting with peers. Through various everyday activities, children are given the support they need to “recognize their emotions, manage frustration properly and control motor impulses,” among other things.

1.2 Verify whether the content can be integrated into my planning

A targeted subject may have already been covered with students, without the content having been directly addressed. In some cases, simply adding to or modifying the activity or action could bring it in line with the content without needing to create an additional one: the activity would simply be optimized to increase its scope. This could apply to a compulsory activity, such as the learning activity on civility.

Two information sheets cover content that can be conveyed during the learning activity on civility, one for the elementary level and the other for the secondary level. The cycle during which an initial structured educational intervention should take place is also provided. However, the content can be reapplied and improved upon each year during the learning activity on civility.

For example, at the start of the school year, teachers could clearly state the classroom rules and expectations to the students. Students can be reminded of them occasionally to make sure that they are well understood and to foster group life. In subsequent years, teachers could address these rules and expectations differently to enable students to “understand the importance of applying the rules of conduct in their environments, and the consequences for themselves and for others if these rules are not followed.”

2. Choose an activity that corresponds to the content

The content might not yet be included in your planning. A plethora of activities exist to develop students' personal and social competencies. Tools and resources are available to support you in selecting the activity that will meet your needs and those of students.

For example, while the school and classroom rules are consistent with the content, there are no activities to help each student learn to “offer positive encouragement to the people around them to adopt safe, healthy behaviours.” Considering how important friends are during adolescence, it was decided that an activity would be added in Secondary II. By searching among the resources in a directory, the teacher can quickly find a turnkey activity that perfectly meets the objective.

3. Develop an activity that corresponds to the content

Lastly, you may not always find an appropriate activity that corresponds to the content you wish to convey. In that case, you could develop a new activity based on the learning situation template of your choosing.

Responsibilities related to the implementation of the content for the development of personal and social competencies

While the school must ensure that compulsory content is offered to students, it is the responsibility of school service centres and school boards to offer the necessary support to their educational institutions to facilitate the implementation of compulsory content and activities with students, in accordance with the *Education Act* (s. 461). This applies to all compulsory content and activities, including:

- content for the development of personal and social competencies
- academic and career guidance content (ACGC)
- sexuality education content
- cardiopulmonary resuscitation (CPR) training

The following proposed actions for the person in charge at the school service centre or school board help to ensure that this content and these activities are effectively implemented:

- Inform and train the staff involved in the compulsory content and activities (administrators, non-teaching professionals and teachers).
- Identify opportunities for collaboration between stakeholders, and clarify the roles of everyone involved to promote an effective implementation process.
- Establish a timeline for implementing compulsory content and activities, and contribute to problem-solving in the event of obstacles.
- Advise the school team of the choice of actions and the means to be adopted to offer compulsory content and activities to students.
- Work with each educational institution to determine support and follow-up mechanisms.
- Follow up on the implementation in educational institutions, including the planning and activities that are carried out.
 - A co-operative approach to planning compulsory content and activities is recommended.
- Support school staff in choosing and developing activities or instructional materials for compulsory content and activities.

The content is also compulsory for private educational institutions, as stipulated in section 32 of the *Act respecting private education*. These institutions must therefore determine the means to ensure that the activities and content are implemented.

Conveying the Content for the Development of Personal and Social Competencies

In addition to the content, other conditions conducive to the development of personal and social competencies are essential to foster the health, well-being and educational success of young people. To this end, the Ministère, in collaboration with the MSSS and other education partners, developed training entitled «Soutenir le développement des compétences personnelles et sociales chez les élèves» (available in French only). By offering content, tools and resources, this 90-minute virtual training, intended for all school staff, provides a better understanding of the value and benefits of acquiring these competencies for students. It also provides school staff with the tools necessary to apply best practices to support the development of these competencies using real-life examples. Moreover, this initiative ties in with the three modules of the training on positive mental health, *Agir concrètement pour le bien-être des élèves* (available in French only), developed by the MSSS, on which the Ministère collaborated. Some of the conditions for effectiveness are presented in this section.

Links to the training: [Québec.ca](http://Quebec.ca)

Developing the competencies through structured educational interventions

A structured educational promotion-prevention intervention:

- targets the acquisition of knowledge and progressive development of competencies
- includes one or more planned activities that are meaningful and engaging for the student so that learning is sustainable and transferable
- takes place under appropriate teaching and learning conditions (use of recognized pedagogical practices, respect for stages of development, appropriate intervention approach, positive climate, optimal use of community resources)
- provides means of verifying the acquisition of knowledge and the progressive development of the targeted competencies

These interventions should provide meaningful learning situations for young people based on their development and life experiences. It has been shown that learning that takes place in meaningful contexts contributes to motivation and student perseverance.

There are many different strategies for the development of personal and social competencies at school, which must take place in a structured manner and be presented to the whole class. The duration of the intervention depends on the students' age. The person in charge must identify the elements of content that are to be conveyed and explain why they are important. It is recommended that content be conveyed from an educational and preventive standpoint, rather than in response to a crisis situation.

Reapplying learning in various subjects and educational activities

Reapplying the learning carried out during structured educational interventions related to the personal and social competencies helps to consolidate the knowledge that has been acquired. In this way, the content that was conveyed is directly reapplied in the different subjects. It can be integrated into the school curriculum, namely through the subject-specific competencies in Languages, Arts Education and Personal Development programs. Group discussions, role playing, teamwork, and sports or cultural activities are effective ways to reapply learning. It is also important to work together and draw on all the activities and services offered in educational institutions. For example, this transfer of learning can occur at the school daycare service or during extracurricular activities.

The learning acquired can also be reapplied on a daily basis, at different times and in different contexts, to allow for the competencies to be put into practice. This can take place, for example, through exchanges, discussions and conflict resolution situations.

Conclusion

The content for the development of personal and social competencies is designed to foster student well-being and prevent situations of violence and bullying in educational institutions.

The content should be seen as a means to evaluate, align and organize actions that promote health. It can even be used as leverage for the implementation of integrated actions that will increase the scope of the actions.

By enhancing the actions already deployed in schools, we promote the development of competencies common to several health themes and make a significant contribution to the overall development, safety, health, well-being and educational success of all students.

Appendices

SUMMARY CHART

Progression Chart of the Content for the Development of Personal and Social Competencies



The content for the development of personal and social competencies in students is based on the young people's level of development, according to the cycle of education. It includes, among other things, the way in which students develop on a cognitive, social, emotional and physical level, as well as how they face various situations that may influence their health, well-being and educational success.

To foster students' overall development and help them handle these situations, 23 elements of content were created. While there is some level of flexibility as to when a first structured educational intervention can be carried out, some elements of content must follow one another to ensure optimal learning. This will ultimately help in the development of personal and social competencies.

To this end, the Progression Chart of the Content for the Development of Personal and Social Competencies presents all of the content to be covered in each cycle of education. This tool can help in planning student learning by respecting their level of development, needs and prior learning related to the content.

In the following tables, you will find:

1. The cycle during which the content should be conveyed for the first time (ideal moments)
2. The order for the progression of the content (no.)
3. The content to teach (content for the development of personal and social competencies)

PRESCHOOL AND ELEMENTARY SCHOOL		
Ideal moments	No.	Content for the development of personal and social competencies
PRESCHOOL¹	1	Recognize their emotions, manage frustration properly and control motor impulses (0.3) ²
	2	Be familiar with the different ways of showing respect when interacting with others and with their environment (0.5)
	3	Understand that their actions and words can affect others (0.6)
	4	Apply various strategies to resolve conflicts (0.7)
ELEMENTARY Cycle One (6-8 years old)	5	Recognize the importance of friends (1.5)
	6	Be familiar with ways to increase self-confidence within a group (1.7)
	7	Understand the importance of applying the rules of conduct in their environments, and the consequences for themselves and for others if these rules are not followed (1.8)
	8	Display openness to others (2.6)
	9	Develop the skills to express themselves and be clearly understood (2.7)
ELEMENTARY Cycle Two (8-10 years old)	10	Recognize emotions, their intensity and how they influence behaviours (3.3)
	11	Develop their conflict resolution skills (3.4)
ELEMENTARY Cycle Three (10-12 years old)	12	Understand the importance of having interpersonal relationships and developing harmonious relationships (6.3)

1. These elements are recommended for preschool education; however, they are not compulsory.

2. Refers to the associated number in the **Knowledge to be acquired information sheet – Preschool and elementary**.

SECONDARY SCHOOL		
Ideal moments	No.	Content for the development of personal and social competencies
SECONDARY Cycle One (12-14 years old)	13	Reflect on appropriate strategies for making friends or expanding their social network (1.3) ³
	14	Apply various strategies for promoting inclusion and getting along (1.5)
	15	Understand their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected (1.6)
	16	Offer positive encouragement to the people around them to adopt safe, healthy behaviours (2.4)
SECONDARY Cycle Two (14-17 years old)	17	Understand the different aspects of mental health (3.1)
	18	Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions (3.3)
	19	Recognize the characteristics of an egalitarian romantic relationship based on reciprocity (3.5)
	20	Recognize violence in romantic relationships (physical, verbal, psychological, sexual) (3.8)
	21	Demonstrate the benefits for society in fighting against all forms of discrimination and violence (4.1)
	22	Get involved in ways of changing their living environments to make them more conducive to health and well-being (4.3)
	23	Discuss taking risks, for themselves or for others (5.3)

3. Refers to the associated number in the **Knowledge to be acquired information sheet – Secondary**.

This content is also available in French. The *Charter of the French language*, its regulations and the ministerial directive govern the consultation of English-language content.

Detailed Presentation of the Content Information Sheet

The number of the sheet indicates its position on the progression chart. This order must be followed.

The content that must be conveyed to students.

Sheet 09

Content for the development of personal and social competencies - Elementary

Develop the skills to express themselves and be clearly understood

CYCLE ONE
6-8 years old
Recommendation: Elementary 2

Examples of what students are expected to learn

- Share their ideas, points of view, values and emotions effectively:
 - be conscious of the influence body language has on communication
 - use "I" statements, a gesture or a sign adapted to the context to express themselves
 - ask for permission, discuss, start and end a conversation
 - negotiate with respect
 - choose appropriate words, gestures or signs that describe their ideas and point of view in a respectful way
 - convey and receive messages in a constructive manner
- Use an attitude (tone of voice, posture, gestures, non-verbal language, etc.) suitable to the context.
- Ensure that the other person understands.
- Reformulate statements, if needed.
- Etc.

Contribution of the content to adopting prosocial behaviours

Developing the skills to express themselves and be clearly understood leads to appropriate communication and conflict resolution. It also fosters the capacity to make clear requests and to express their needs more easily. These concepts are key to the development of the competency *Adopts prosocial behaviours*.

Influence on the other personal and social competencies

This content also fosters the development of the following competency:

- Manages emotions and stress

These are examples to help convey the content. It is not necessary to cover them all or to be limited to them.

Targeted moment to first convey the content.

Explanation of the connection between the content to convey to students and the competency to be developed (*Adopts prosocial behaviours*).

Competency (or competencies) developed through the content being conveyed, including the competency *Adopts prosocial behaviours*.

The glossary defines certain words and provides important details for a strong understanding of the content. The goal is to foster a shared understanding of the terms being used.

Sheet 09

Content-related glossary

DEVELOP THE SKILLS TO EXPRESS THEMSELVES AND BE CLEARLY UNDERSTOOD

Skills

A set of abilities that enable a person to successfully carry out an activity or task. These abilities can be of a cognitive, affective, social or psychomotor nature.

To express (oneself)

To express oneself means to be understood through language, to formulate one's thoughts through speech. Expressing oneself also means making one's feelings and opinions known.

ADDITIONAL RESOURCES

- For more information on the content related to the development of personal and social competencies
- To find ideas for turnkey structured educational interventions that are in line with the proposed content
- For training designed to help convey the content and establish conditions for implementing it with students
- For other resources and tools related to the content and to the implementation of actions designed to promote the well-being of young people

 Resources available on [Quebec.ca](https://www.quebec.ca)

Éducation Québec 

Additional resources are available online to help convey and implement the content, or to develop personal and social competencies.

