

## 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
<b>PRESCHOOL<sup>1</sup></b>	<b>1</b>	Recognize their emotions, manage frustration properly and control motor impulses (0.3) <sup>2</sup>
	<b>2</b>	Be familiar with the different ways of showing respect when interacting with others and with their environment (0.5)
	<b>3</b>	Understand that their actions and words can affect others (0.6)
	<b>4</b>	Apply various strategies to resolve conflicts (0.7)
<b>ELEMENTARY Cycle One (6-8 years old)</b>	<b>5</b>	Recognize the importance of friends (1.5)
	<b>6</b>	Be familiar with ways to increase self-confidence within a group (1.7)
	<b>7</b>	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)
	<b>8</b>	Display openness to others (2.6)
	<b>9</b>	Develop the skills to express themselves and be clearly understood (2.7)
<b>ELEMENTARY Cycle Two (8-10 years old)</b>	<b>10</b>	Recognize emotions, their intensity and how they influence behaviours (3.3)
	<b>11</b>	Develop their conflict resolution skills (3.4)
<b>ELEMENTARY Cycle Three (10-12 years old)</b>	<b>12</b>	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
<b>SECONDARY Cycle One</b> (12-14 years old)	13	Reflect on appropriate strategies for making friends or expanding their social network (1.3) <sup>3</sup>
	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)
<b>SECONDARY Cycle Two</b> (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**.