

Elementary and Secondary School

Culture and Citizenship in Québec Program

INFORMATION FOR PARENTS

A new program to prepare students to exercise their citizenship

It is with great pleasure that the Ministère de l'Éducation is launching the Culture and Citizenship in Québec (CCQ) program of study, which was introduced by some schools on an optional basis during the 2023-2024 school year and will be mandatory in all schools as of the 2024-2025 school year.

Learning about culture and citizenship in Québec

Students will learn to evaluate sources, information and arguments, to identify the characteristics of culture and society in Québec today, and to observe the related social relations. Subjects such as culture and dialogue will first be addressed in elementary school. Studies will then continue in secondary school, where ethics, citizenship and sociology will be addressed.

The development of critical thinking and democratic dialogue

The objective of the CCQ program is not to provide specific answers to complex ethical questions, but rather to lead students to develop their critical thinking skills and ability to engage freely in empathetic dialogue. The program prioritizes an appreciation of democratic principles, a secular state governed by the rule of law, and the values of equality and respect for the dignity of human beings as provided for in the *Charter of Human Rights and Freedoms*.

At the end of their schooling, your child will have a meaningful repertoire of knowledge on personal development, interpersonal relationships as well as on all the dimensions of culture and society in Québec. Therefore, your child will have developed skills vital to their informed participation in exercising citizenship in Québec. The program will also lead your child to aim for recognition of oneself and of others as well as for the common good.

For more information, you can refer to the CCQ program of study at the [elementary level](#) and at the [secondary level](#) as well as to the Framework for the Evaluation of Learning on the website of the Ministère de l'Éducation. Teachers and school administrators can answer your questions about the CCQ program and its content, if needed.

Sexuality education content

A comprehensive, positive and inclusive view of sexuality

In support of parents, the CCQ program will become the main method for providing students with sexuality education. However, it will remain a responsibility shared by all school staff. It is taught with a comprehensive, positive and inclusive view of sexuality to allow students not only to acquire knowledge, but also to develop respectful and egalitarian attitudes and behaviours, to take responsibility for various issues associated with sexuality and to make informed decisions.

Sexuality education also contributes to preventing sexual violence, inequalities and discrimination related to sex and to gender, unplanned pregnancies, etc.

The content is part of a progression of learning that respects students' level of psychosexual development. The topics addressed will cover different dimensions of human sexuality: biological, psychoaffective, interpersonal, socio-cultural and ethical. Please review the topics addressed based on your child's grade level.

Parents and the school: Key stakeholders and complementary roles

The school and the family play complementary roles in education, especially in sexuality education. Indeed, it is within the family that children first become aware of different ways of living and of expressing oneself. Sexuality education begins at home, as a parental responsibility. The school is a place for reflection, where young people can participate in discussions and learn to live in relation to others. The complementarity and collaboration between the school and the family is important to reinforce and optimize the actions of each stakeholder.

SEXUALITY EDUCATION IN THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM

The Culture and Citizenship in Québec program includes compulsory content related to sexuality education. Here are the topics, divided by theme, that may be addressed with students in each year of elementary and secondary school.

ELEMENTARY					
ELEMENTARY 1	ELEMENTARY 2	ELEMENTARY 3	ELEMENTARY 4	ELEMENTARY 5	ELEMENTARY 6
<p>INDIVIDUAL NEEDS</p> <p><u>Comprehensive view of sexuality</u> For example: knowledge and questions about sexuality, emotions and feelings</p> <p><u>Needs of the body</u> For example: knowledge of own body and needs, appreciation for individual differences</p> <p><u>Sexual assault prevention</u> For example: clues for recognizing situations of sexual assault, disclosure to an adult</p> <p>RELATIONSHIPS IN THE FAMILY AND AT SCHOOL</p> <p><u>Diversity of family compositions</u> For example: types of families, variety of feelings towards people in an individual's life, expression of feelings based on person and context</p>	<p>CHARACTERISTICS OF EACH PERSON</p> <p><u>Sexual parts of the body</u> For example: importance of using the correct terms for internal and external sexual parts, appreciation for differences in bodies</p> <p>STEPS IN LIFE SINCE BIRTH</p> <p><u>Pregnancy and birth</u> For example: ways to become a parent, stages of pregnancy, welcoming a baby to a family</p> <p>ROLES AND RESPONSIBILITIES IN THE FAMILY AND AT SCHOOL</p> <p><u>Sex roles and gender roles</u> For example: different representations of girls and boys, respect for individual choices and differences</p>	<p>PERSONAL LIMITS</p> <p><u>Sexual assault prevention</u> For example: recognition of the different manifestations of sexual assault, safety rules, disclosure to an adult</p> <p>STEREOTYPES AND VIEW OF THE SELF</p> <p><u>Stereotypes related to sex and gender</u> For example: stereotypes conveyed about femininity and masculinity, influence of friend group, values and personal preferences</p> <p>INCLUSION AND EXCLUSION</p> <p><u>Gender norms</u> For example: role of gender stereotypes in situations of inclusion and exclusion, effects of non-conformity, respect for differences</p>	<p>CHANGES TO THE BODY</p> <p><u>Changes to the body</u> For example: main changes associated with puberty, moving from childhood into adolescence, feelings about growing up</p> <p>INFLUENCE OF THE GROUP</p> <p><u>Inequalities based on sex and gender</u> For example: connections between stereotypes and inequalities, manifestations of inequalities based on gender and between sexes</p> <p>FRIENDSHIP AND LOVE</p> <p><u>Friendship and love</u> For example: differences between camaraderie, friendship, love and attraction, behaviours that make it easier and more difficult to get along with others, management of disagreements</p>	<p>DIMENSIONS OF PERSONAL IDENTITY</p> <p><u>Sex and gender identity</u> For example: self-esteem, expression of own identity, appreciation of aspects of own identity</p> <p>TRANSITION TO ADOLESCENCE</p> <p><u>Puberty</u> For example: physical and psychological changes and the feelings they create, role of puberty in romantic and sexual awakenings</p> <p><u>Personal safety</u> For example: sexual assault prevention, consent, virtual contexts, disclosure to an adult</p>	<p>DIFFERENT AFFILIATIONS</p> <p><u>Body image</u> For example: norms related to the body, individual variations in body types and the rate of development, advantages of adopting a positive attitude toward one's body</p> <p>RIGHTS AND FREEDOMS</p> <p><u>Rights and discrimination related to sex and gender</u> For example: manifestations of sexism, homophobia, biphobia and transphobia, respect for diversity and differences, manifestations of respect and disrespect, denunciation of discrimination and inequalities</p> <p>REPRESENTATIONS OF THE SELF ONLINE</p> <p><u>Representations of the self online</u> For example: sharing of the self, private and public life</p> <p>SOCIAL BEHAVIOURS ONLINE</p> <p><u>Online safety</u> For example: differences between relationships online and offline, elements that contribute to respectful interpersonal relationships online, safe online behaviours</p>

SECONDARY

Secondary I	Secondary II	Secondary III	Secondary IV	Secondary V
<p>THEME: IDENTITIES AND BELONGING</p> <p>IDENTITY</p> <p><u>Dimensions of identity</u></p> <p>For example: different dimensions of personal identity, including sex and gender identity</p> <p><u>Transformation of identity in adolescence</u></p> <p>For example: onset of adolescence, construction of a positive body image, transformations associated with puberty</p> <p><u>Sexual orientation</u></p> <p>For example: feelings associated with the discovery of own sexual orientation, factors that contribute to or prevent acceptance of own sexual orientation</p> <p>SOCIALIZATION</p> <p><u>Romantic and sexual awakenings</u></p> <p>For example: manifestations of friendship, love and attraction in adolescence</p> <p><u>Gender socialization</u></p> <p>For example: stereotypes and gender norms, sex roles and gender roles, gender expression</p>	<p>THEME: AUTONOMY AND INTERDEPENDENCE</p> <p>INTIMATE RELATIONSHIPS DURING ADOLESCENCE</p> <p><u>Romantic trajectories</u></p> <p>For example: representations of romantic relationships in adolescence, positive and negative norms and social pressures, seducing and approaching the other person</p> <p><u>Mutuality</u></p> <p>For example: benefits of a romantic relationship based on mutuality, consideration of own needs and of partner's needs</p> <p><u>Sexual behaviour</u></p> <p>For example: characteristics of sexual behaviour in adolescence, elements that can support choices related to sexual behaviour in order to have a positive experience</p> <p><u>Relationship challenges</u></p> <p>For example: challenges experienced in friendships and in first experiences with dating, breakups and heartbreak, conflict resolution</p> <p><u>Consent and sexual violence</u></p> <p>For example: sexual consent, impact of prejudices related to sexual violence, power to act to prevent and report situations of sexual violence and to support people who have been victims</p>	<p>The CCQ program is not part of the Secondary III curriculum prescribed under the Basic school regulation for preschool, elementary and secondary education.</p>	<p>THEME: RELATIONSHIPS AND CARING</p> <p>POSITIVE INTIMATE EXPERIENCES</p> <p><u>Sexual desire and pleasure</u></p> <p>For example: place of desire and pleasure in sexual behaviour, psychological and physical pleasure</p> <p><u>Emotional and sexual intimacy</u></p> <p>For example: factors that influence sexual relations in adolescence, internal and external motivations, role of intimacy in positive emotional experiences</p> <p><u>Egalitarian relationships and self-respect</u></p> <p>For example: free and informed decision-making in the expression of own sexuality, individual and shared responsibility in adopting safe sexual behaviours with respect to unplanned pregnancy and risks of sexually transmissible and blood-borne infections (STBBIs)</p> <p><u>Violence in intimate relationships</u></p> <p>For example: occurrences of violence in the context of a dating relationship, ways to act to prevent or stop violence</p> <p>DIGITAL COMMUNICATION</p> <p><u>Digital expression of sexuality</u></p> <p>For example: online seduction, sharing of intimate images, differences in self-expression and sexuality in the public space and private space</p> <p>THEME: JUSTICE AND THE LAW</p> <p>LEGAL FRAMEWORK APPLICABLE TO ROMANTIC AND SEXUAL LIFE</p> <p><u>Consent and sexual violence</u></p> <p>For example: laws and crimes related to consent and sexual violence, including the sexual exploitation of minors and cyberviolence</p> <p><u>Intimate partner violence</u></p> <p>For example: legal definition of intimate partner violence</p> <p>THEME: CULTURE AND SYMBOLIC PRODUCTIONS</p> <p>REPRESENTATIONS OF SEXUALITY</p> <p><u>Representations of sexuality</u></p> <p>For example: positive and negative representations of sexuality in the public space, beauty standards and body ideals</p>	<p>THEME: SEARCH FOR MEANING AND WORLD VIEWS</p> <p>CONSTRUCTION OF THE SELF</p> <p><u>Sexual agency and self-assertion</u></p> <p>For example: factors that allow people to embrace their sexuality throughout life, ability to make decisions and assert oneself</p> <p><u>Self-reflection and introspection</u></p> <p>For example: introspection about sexuality as a whole and the expression of sexuality, learning drawn from previous interpersonal and romantic relationships</p> <p>SOCIAL AND CULTURAL INTEGRATION</p> <p><u>Interpersonal, emotional and romantic relationships</u></p> <p>For example: balance between dependence and autonomy in the importance attributed to interpersonal, emotional and romantic relationships</p> <p><u>Choices related to adult life</u></p> <p>For example: unplanned pregnancy, individual and collective responsibilities, civic responsibility regarding sexually transmissible and blood-borne infections (STBBIs)</p> <p>THEME: SOCIAL GROUPS AND POWER RELATIONS</p> <p>SOCIAL INEQUALITIES</p> <p><u>Sexism and other inequalities related to gender and sexuality</u></p> <p>For example: forms and effects of social inequalities</p> <p>EQUALITY AND SOCIAL INCLUSION</p> <p><u>Egalitarian public policies</u></p> <p>For example: equality in law and equality in fact, collective choices for interventions against inequalities</p> <p><u>Egalitarian practices</u></p> <p>For example: division of household labour and mental load</p> <p>SOCIAL MOVEMENT</p> <p><u>Social movement</u></p> <p>For example: feminism, LGBTQ+ movement, network of community organizations</p>

Coordination and content

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Direction générale de la formation générale des jeunes
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English version

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