

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – KINDERGARTEN

Learning Content in Kindergarten		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> • Person(s) responsible for the activity • Collaboration • (if applicable) 	<ul style="list-style-type: none"> • When the activity will be carried out with the students 	<ul style="list-style-type: none"> • Methods for integrating learning content into the students' schedule • Materials and tools selected for the activity 	
SEXUAL GROWTH AND BODY IMAGE	<p>1) Identify the parts of the body</p> <ul style="list-style-type: none"> • Parts of the body that both girls and boys have • Parts of the body specific to girls or boys • Differences among girls' bodies; differences among boys' bodies • Importance of taking good care of your body (hygiene, appreciating your body) <p>2) Give examples of what you can feel and express with your body</p> <ul style="list-style-type: none"> • Feeling • Sharing your needs and wishes with others (e.g. friends, adults in your life) 	Johanne Morrissette Jean Pavey	Beginning of February to May	<ul style="list-style-type: none"> - Picture books - Social stories - Teacher-led discussions and activities 	
PREGNANCY AND BIRTH	<p>1) Briefly explain, in your own words, the stages of pregnancy</p> <ul style="list-style-type: none"> • Union of an egg and a sperm • Development of the fetus • During the pregnancy • Childbirth <p>2) Name ways of welcoming a baby into a family</p> <ul style="list-style-type: none"> • Different family models • Welcoming a baby 	Johanne Morrissette Jean Pavey	Beginning of February to May	<ul style="list-style-type: none"> - Picture books - Social stories - Teacher-led discussions and activities 	

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – CYCLE 1.1

Learning Content in Elementary Cycle 1.1		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (if applicable) 	<ul style="list-style-type: none"> When the activity will be carried out with the students 	<ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials and tools selected for the activity 	
IDENTITY, GENDER ROLES AND STEREOTYPES, AND SOCIAL NORMS	<p>1. Give examples of the gender roles and stereotypes</p> <ul style="list-style-type: none"> Gender roles associated with girls and boys Roles that could be specifically attributed to one of the sexes Concept of gender stereotyping and ways of dealing with gender stereotypes <p>2. Become aware of the different ways that femininity and masculinity can be expressed, beyond gender stereotypes</p> <ul style="list-style-type: none"> Observation of how girls and boys express themselves, and of how women and men express themselves Preferences of girls and boys in their activities and interests Respect for differences in choices regarding activities and interests 	Lori Koroluk Devon Gable	February - March	During ELA/ERC Teaching Time: - Picture books - Social stories - Teacher-led discussions and activities	
SEXUAL ASSAULT	<p>1. Recognize situations involving sexual assault and ways of protecting yourself</p> <ul style="list-style-type: none"> Sexual assault Self-protection skills Self-defense skills Reporting an incident <p>2. Become aware of the feelings that could arise when faced with sexual assault</p> <ul style="list-style-type: none"> Shame, guilt, etc. Confusion about the possibility that someone you know and like or love could sexually assault a child Fear about confiding in an adult 	Lori Koroluk Devon Gable	February - March	During ELA/ERC Teaching Time: - Picture books - Social stories - Teacher-led discussions and activities	

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – CYCLE 1.2

Learning Content in Elementary Cycle 1.2		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> • Person(s) responsible for the activity • Collaboration (if appl.) 	<ul style="list-style-type: none"> • When the activity will be carried out with the students 	<ul style="list-style-type: none"> • Methods for integrating learning content into the students' schedule • Materials/tools selected for activity 	
SEXUAL GROWTH AND BODY IMAGE	<p>1) Identify the sexual organs of girls and boys and their functions</p> <ul style="list-style-type: none"> • Sexual organs of girls • Sexual organs of boys • Functions of sexual organs <p>2) Share your thoughts about the importance of appreciating and taking care of your body</p> <ul style="list-style-type: none"> • Knowing your body • Appreciating differences and individual characteristics • Using the correct terms to name the parts of the body • Pleasant or unpleasant actions and sensations • Bodily needs 	Cindy Resendes Devon Gable	January - April	During ELA Teaching Time: <ul style="list-style-type: none"> • Use of read alouds, learning activities, videos, etc. • Resources provided by the MEQ 	
EMOTIONAL AND ROMANTIC LIFE	<p>1) Recognize the various feelings that can be experienced in interpersonal relationships</p> <ul style="list-style-type: none"> • Range of feelings toward the people in your life • Positive feelings • Negative feelings <p>2) Share, in your own words, the different ways you can express your feelings to those you love</p> <ul style="list-style-type: none"> • Depending on the person • Depending on the feelings • Actions and attitudes that express feelings 	Cindy Resendes Devon Gable	December - March	During ELA/ERC Teaching Time: <ul style="list-style-type: none"> • Use of read alouds, learning activities, videos, etc. • Resources provided by the MEQ 	
PREGNANCY AND BIRTH	<p>1) Understand the phenomenon of conception</p> <ul style="list-style-type: none"> • Organs involved in reproduction • Period of fertility & Fertilization • Pregnancy <p>2) Talk about the development of a fetus in the uterus</p> <ul style="list-style-type: none"> • E.g. nourishment, growth, movement, gestation 	Cindy Resendes Devon Gable	February - May	During ELA Teaching Time: <ul style="list-style-type: none"> • Use of read alouds, learning activities, videos, etc. • Resources provided by the MEQ • Special Guest 	

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – CYCLE 2.1

Learning Content in Elementary Cycle 2.1		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (if appl.) 	<ul style="list-style-type: none"> When the activity will be carried out with the students 	<ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials/tools selected for activity 	
IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS	<p>1. Identify stereotypical representations of femininity and masculinity in your personal and social environments, including the media</p> <ul style="list-style-type: none"> Images and messages Stereotypes conveyed <p>2. Make connections between gender stereotypes and the development of your gender identity</p> <ul style="list-style-type: none"> Influence of stereotypes on the social behaviours to adopt Influence of the group of friends Influence of values and personal preferences 	Alison Goulais Bonnie Gillich Michelle Sousa	November - May	<p>During ELA/ERC/FSL Teaching:</p> <ul style="list-style-type: none"> Use of read alouds, learning activities, videos, etc. Resources provided by the MEQ 	Brainpop – Student project https://educators.brainpop.com/video/a-student-made-project-tim-and-moby-on-gender-stereotypes/
SEXUAL ASSAULT	<p>1. Recognize the different forms of sexual assault</p> <ul style="list-style-type: none"> Forms of sexual assault <p>2. Develop your ability to apply safety rules to avoid a situation that puts you at risk or to stop sexual assault</p> <ul style="list-style-type: none"> Applying self-protection and self-defense skills Seeking solutions Reporting the situation to an adult who will listen to you, believe you and help you 	Alison Goulais Bonnie Gillich	February - May	<p>During ELA/ERC Teaching:</p> <ul style="list-style-type: none"> Use of read alouds, learning activities, videos, etc. Resources provided by the MEQ 	MEQ lesson template provided (WQSB)
GENERAL UNDERSTANDING OF SEXUALITY	<p>1. Become aware that there are different aspects to sexuality</p> <ul style="list-style-type: none"> Within you (mind, body and heart) Around you 	Alison Goulais Bonnie Gillich Michelle Sousa	November - May	<p>During ELA/ERC/FSL Teaching:</p> <ul style="list-style-type: none"> Use of read alouds, learning activities, videos, resources provided by the MEQ 	

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – CYCLE 2.2

Learning Content in Elementary Cycle 2.2		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (if appl.) 	<ul style="list-style-type: none"> When the activity will be carried out with the students 	<ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials/tools selected for activity 	
IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS	<p>1) Make connections between gender inequalities and the establishment of harmonious relationships between genders</p> <ul style="list-style-type: none"> Signs of gender inequality <p>2) Understand the norms that guide how you express yourself as an individual</p> <ul style="list-style-type: none"> Personal preferences (tastes, interests, talents, aspirations) Norms and external influences 	Alison Goulais Jen Bardell	January - May	During ELA Teaching: <ul style="list-style-type: none"> Use of read alouds, learning activities, videos, etc. Resources provided by the MEQ 	
SEXUAL GROWTH AND BODY IMAGE	<p>1) Learn how the main changes associated with puberty are part of the process of growing up</p> <ul style="list-style-type: none"> Growing up: changing and moving from childhood to adolescence Main physical signs of puberty in girls Main physical signs of puberty in boys Psychological changes Individual variations to when these changes appear <p>2) Share your feelings about growing up</p> <ul style="list-style-type: none"> Positive feelings Concerns or negative feelings Sharing your feelings with people you trust 	Alison Goulais Jen Bardell	January - May	During ELA Teaching: <ul style="list-style-type: none"> Use of read alouds, learning activities, videos, etc. Resources provided by the MEQ 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMOTIONAL AND ROMANTIC LIFE</p>	<p>1) Discuss your representations of love and friendship</p> <ul style="list-style-type: none"> • Definition and perceptions of love • Definition and perceptions of friendship • What you would like in your own interpersonal relationships • Differences between camaraderie, friendship, love, attraction <p>2) Identify how certain attitudes and behaviours can positively or negatively influence interpersonal relationships:</p> <ul style="list-style-type: none"> • Behaviours that make it easier and/or harder to get along with one another • Conflict management 	<p>Alison Goulais Jen Bardell</p>	<p>January - May</p>	<p>During ELA Teaching:</p> <ul style="list-style-type: none"> • Use of read alouds, learning activities, videos, resources provided by the MEQ 	
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TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – CYCLE 3.1

Learning Content in Elementary Cycle 3.1		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning
		<ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (if applicable) 	<ul style="list-style-type: none"> When the activity will be carried out with the students 	<ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials and tools selected for the activity 	
SEXUAL GROWTH AND BODY IMAGE	<p>1. Become aware of the psychological and physical changes associated with puberty</p> <ul style="list-style-type: none"> Role of hormones during puberty Five stages of puberty The needs of a changing body Psychological changes Feelings about puberty-related changes and strategies for coping with these changes <p>2. Understand the role that puberty plays in the body's ability to reproduce</p> <ul style="list-style-type: none"> Growing up: moving into adulthood Fertility 	Dahlia TanasoIU	January - March	During SCI/DRA/FSL Teaching: <ul style="list-style-type: none"> Lesson Plans Documents to students Resources provided by the MEQ Read aloud books Anatomical models, videos and manipulatives (such as sanitary products) 	Public health nurse will come in to speak to both Grade 5 classes as part of their outreach program Resources and lesson plans from Learn Quebec: https://www.learnquebec.ca/sexualityeducation
SEXUAL ASSAULT	<p>1. Look at different contexts that involve sexual assault with a view to preventing or stopping them</p> <ul style="list-style-type: none"> Situations involving someone you know well, not well or not at all Situations in cyberspace <p>2. Become aware that the rules to ensure your personal safety can apply to different contexts</p> <ul style="list-style-type: none"> Using self-protection and self-defence skills appropriate to the situation Seeking solutions 	Deanna Howran Lauren Armstrong	Immediately following the completion of the theme 1 in Science	During ELA/ERC Teaching: <ul style="list-style-type: none"> Lesson Plans Documents to students Resources provided by the MEQ 	Resources and lesson plans from Learn Quebec: https://www.learnquebec.ca/sexualityeducation

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		<ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (if applicable) 	<ul style="list-style-type: none"> When the activity will be carried out with the students 	<ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials and tools selected for the activity 	
SEXUAL GROWTH AND BODY IMAGE	<p>1) Discuss the importance of adopting a positive attitude toward your changing body and diverse body types</p> <ul style="list-style-type: none"> Understanding the changes that will take place throughout puberty Individual variations in when the first signs of puberty appear and in how puberty progresses Diversity of body types What determines your appearance (e.g. genes, heredity, diet, environment, lifestyle habits) 	Marie-Josée Gagnon	January - April	<p>Sessions will be during French, Drama and Science classes (conducted mainly in French)</p> <p>Materials: Lesson Plans, Documents to students, resources provided by the MEQ, read alouds, learning activities, anatomical models, videos and manipulatives (such as sanitary products).</p>	<p>We would love to consider a guest speaker. (Nurse from health unit/school nurse, etc.)</p> <p><u>Recit Quebec resources:</u> https://campus.recit.qc.ca/login/index.php</p> <p><u>Learn Quebec resources:</u> https://www.learnquebec.ca/sexualityeducation</p>
IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS	<p>1) Explain how sexism and homophobia can affect those targeted</p> <ul style="list-style-type: none"> Sexism Homophobia Feelings of people who are bullied because of their gender or because they do not conform with gender stereotypes <p>2) Discuss the role that you can play in respecting sexual diversity and differences</p> <ul style="list-style-type: none"> Respect for differences, individual rights and freedoms Empathy toward others Denouncing injustice, discrimination, inequalityⁱ (by those experiencing or witnessing these incidents) Concept of equality as a social value Seeking help 	Kaitlin Bulter Deanna Howran	January - February	Lesson Plans, Documents to students, resources provided by the MEES	<p><u>LGTBQIA2+ Expert</u></p> <p><u>Recit Quebec resources:</u> https://campus.recit.qc.ca/login/index.php</p> <p><u>Learn Quebec resources:</u> https://www.learnquebec.ca/sexualityeducation</p>

Learning Content in Elementary Cycle 3.2		WHO?	WHEN?	HOW?	Other useful information or comments related to the planning.
EMOTIONAL AND ROMANTIC LIFE	<p>1) Become aware of the role that puberty plays in romantic and sexual awakening</p> <ul style="list-style-type: none"> • Puberty • Romantic and sexual awakening <p>2) Express any questions you have about romantic and sexual awakening</p> <ul style="list-style-type: none"> • Attitudes and feelings about these new phenomena • Images and messages from your social environment and the media 	<ul style="list-style-type: none"> • Person(s) responsible for the activity • Collaboration (if applicable) <p>1) Marie-Josée Gagnon</p> <p>2) Kaitlin Bulter, Deanna Howran</p>	<ul style="list-style-type: none"> • When the activity will be carried out with the students <p>Immediately following the completion of theme 1</p>	<ul style="list-style-type: none"> • Methods for integrating learning content into the students' schedule • Materials and tools selected for the activity <p>Lesson Plans, Documents to students, resources provided by the MEQ</p>	<p><u>Recit Quebec resources:</u> https://campus.recit.qc.ca/login/index.php</p> <p><u>Learn Quebec resources:</u> https://www.learnquebec.ca/sexualityeducation</p>
GENERAL UNDERSTANDING OF SEXUALITY	<p>1) Be familiar with the various dimensions of sexuality</p> <ul style="list-style-type: none"> • Biological dimension: liking your body, feeling good about your body, understanding how the bodies of boys and girls change, physiological responses of your body (changes are normal) and the ability to reproduce • Psychoaffective dimension: loving someone else (view of love), loving yourself (self-esteem), the need to be loved, experiencing first romantic feelings or not, body image, the need for freedom, independence, exploration, etc. • Socio-cultural dimension: norms, rules for living together in society, prohibitions, laws, influence of others, stereotypes, expectations of the people around you (family, friends, other adults), the media • Interpersonal dimension: the need to have relationships with others (friends), negotiation, conflict resolution, communication with others <p>Moral dimension: respect and open-mindedness, acceptability or unacceptability, values, beliefs, choices</p>	<ul style="list-style-type: none"> • Person(s) responsible for the activity • Collaboration (if applicable) <p>1) Marie-Josée Gagnon</p> <p>2) Kaitlin Bulter, Deanna Howran (all other items)</p>	<ul style="list-style-type: none"> • When the activity will be carried out with the students <p>Immediately following the completion of theme 1</p>	<ul style="list-style-type: none"> • Methods for integrating learning content into the students' schedule • Materials and tools selected for the activity <p>Lesson Plans, Documents to students, resources provided by the MEQ</p>	<p><u>Learn Quebec resources:</u> https://www.learnquebec.ca/sexualityeducation</p>

