

## **2020-2021 Sexuality Education**

### **SECONDARY THEMES & LEARNING CONTENT**

The Ministère de l'Éducation et de l'Enseignement supérieur has mandated schools to provide students 10 to 15 hours of sexuality education over the course of the 2020-2021 academic year. The learning content in Secondary school is designed for students from Secondary 1 through Secondary 5. You can find the Lester B. Pearson high School Sexuality Education Plan on our school's website.

The learning content defined by the Minister of Education is tailored to the students' ages and levels of development and is in line with the recommendations of experts from the World Health Organization and UNESCO. The content will be taught by trained school personnel collaboration with partners chosen by the. The learning content considers contemporary issues, for example, easy access to images and messages about sexuality in social media.

The school and the family play complementary roles in Sexuality Education. The complementary nature of these roles reinforces and optimizes the efforts of both. Rest assured that the school team is deeply committed to the healthy development of your child.

For more information about sexuality education, please visit

<http://www.education.gouv.qc.ca/en/references/publications/results/detail/article/sexuality-education-parents/>

**[Secondary 1](#)**   **[Secondary 2](#)**   **[Secondary 3](#)**   **[Secondary 4](#)**   **[Secondary 5](#)**

## **SECONDARY 1**

### Emotional and Romantic Life

<b>Learning Content</b>	<b>Objectives</b>	<b>Subject</b>	<b>Time Frame</b>
Feelings of love and attraction in adolescence	<ul style="list-style-type: none"><li>• Similarities and differences between feelings of friendship, love and attraction</li><li>• Manifestations of feelings of love and attraction: inside yourself and in your attitudes and behaviours</li><li>• Variations as to for whom and when these feelings arise</li><li>• Importance of these feelings in your life</li></ul>	Drama (create an expressive representation) Arts (create a visual representation) Dance (create an expressive representation)	February (225 min)
Awareness of sexual diversity	<ul style="list-style-type: none"><li>• Sexual orientation: definition and continuum</li><li>• Gradual nature of the discovery of your sexual orientation</li><li>• Situations that can give rise to questions about your sexual orientation</li><li>• Feelings associated with the discovery of your sexual orientation</li><li>• Factors that can help and factors that can act as obstacles to accepting your sexual orientation</li></ul>	ERC	November (150 min)
Advantages of having a positive body image	<ul style="list-style-type: none"><li>• Feelings about your own body</li><li>• Attitudes and behaviours related to appreciating your own body.</li><li>• Influence of body perception on the expression of sexuality</li><li>• Advantages of having a positive body image</li></ul>	Physical Education	November (150 min)
Influence that social norms can have on	<ul style="list-style-type: none"><li>• Influence of these standards and messages on people's body image.</li><li>• Standards and messages about the body from people in your life, society, and the media.</li></ul>		

## Comprehensive View of Sexuality

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
General understanding of Sexuality	<ul style="list-style-type: none"> <li>Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions.</li> </ul>	ERC	December (75 min)	<b>Toolbox</b> (Comprehensive View of Sexuality): <i>Take a stand consent</i>

## SECONDARY 2

### Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame
Challenges involved in first dating relationships	<ul style="list-style-type: none"> <li>Nature and intensity of feelings of friendship, love and attraction</li> <li>Issues involved in sharing your feelings: requited/ unrequited, fear of rejection</li> <li>Social pressures: positive or negative pressures from the people around you and influence of the media</li> <li>Approaching the other person: appropriate and inappropriate ways of seeking attention and approaching the other person</li> <li>The relationship itself: divergent expectations, needs, motivations and limits of the partners</li> <li>Challenge of breaking up and heartbreak: feelings experienced and situations that arise after the breakup</li> <li>Search for help and solutions to meet the challenges: people around you, school personnel, health professionals</li> </ul>	ERC	November (75 min)
Romantic relationships	<ul style="list-style-type: none"> <li>Characteristics of the couples around you and those presented in the media</li> <li>Influence of these models of couples on your representations of romantic relationships</li> <li>Characteristics of romantic relationships in adolescence</li> <li>Importance attributed to being in a romantic relationship</li> </ul>	ERC	February (75 min)

## STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame
Importance of sexual and reproductive health	Portrait of STBBIs and pregnancy among young people STBBIs and modes of transmission Pregnancy and the window of fertility Methods of protection: condoms, hormonal contraceptives, emergency contraceptive	Science	May (150 minutes)
		Science with school nurse	Feb-March (75 minutes)
Positive attitude toward using protection	Perception of the risk of STBBIs and pregnancy and of the severity of the consequences of unprotected or poorly protected sexual relations: immediate, short-term and long-term consequences Advantages of using protection: avoiding the consequences of STBBIs and pregnancy in adolescence Protection factors: perception of the risk of STBBIs and pregnancy, perception of shared responsibility, postponement of sexual relations, positive attitudes to protection, planning of sexual relations, access to condoms and contraception Personal options: attitudes toward the use of condoms and contraception, proper use of protection methods, access to resources, confidentiality starting at 14 years of age	Science	May (150 minutes)
		Science with school nurse	May (75 minutes)
		Science teacher follow-up	May (75 minutes)

## Sexual behaviour

Discussing characteristics of sexual behaviour	<ul style="list-style-type: none"> <li>Sexual desire and physiological manifestations of sexual arousal</li> <li>Role of emotional commitment: first sexual contact is often experienced with a romantic partner &gt; Exploratory and progressive nature of sexual behaviour: sequence of sexual behaviours, from exploratory activities (kissing, touching) to genital sexual relations</li> <li>Norms of adolescent sexual behaviour: perpetuated myths about the precocious nature of adolescent sexual behaviour, contradictory nature of certain norms</li> </ul>	ELA	End of February (75min)
Recognize what can inform your choices concerning sexual behavior in adolescence	<ul style="list-style-type: none"> <li>Knowing yourself: attitudes toward sexual behaviours (e.g. masturbation, touching, kissing, embracing), feelings, motivations, expectations, needs and limits</li> <li>Relationship with your partner: nature and intensity of shared feelings, comfort and trust felt with your partner, ability to respect the needs and limits of your partner</li> </ul>		

	<ul style="list-style-type: none"> <li>• Anticipation of positive or negative implications concerning situations of sexual behaviour, including those involving the use of technology</li> <li>• Self-assertion and negotiation</li> <li>• Real or perceived pressure from peers and the media, including sexually explicit material</li> </ul>		
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### **SECONDARY 3**

#### Emotional and Romantic Life

<b>Learning Content</b>	<b>Objectives</b>	<b>Subject</b>	<b>Time Frame</b>
Benefits of a romantic relationship based on mutual respect	<ul style="list-style-type: none"> <li>• Consideration of each partner's needs: to love and be loved, to assert yourself and be listened to, to recognize the other and be recognized, to feel safe, to have space for yourself and leave space for your partner in the relationship, to respect your sexual needs and those of your partner</li> <li>• Emotional intimacy: reciprocal feelings of sharing, caring for your partner and feeling cared about, trust and emotional closeness</li> </ul>	ELA	November (75 min)
Managing conflicts in a healthy way in a romantic relationship	<ul style="list-style-type: none"> <li>• Separation: reasons to separate and ways of separating</li> <li>• Difficulties in a romantic relationship: sharing time between your friends and your partner, difficulty in assuming your sexual orientation, jealousy, cheating, violence</li> <li>• Behaviours that promote conflict resolution: listening, communication of feelings, proposal of mutually satisfying solutions, compromise, seeking of help from the people around you and from school personnel</li> <li>• Strategies to adopt when conflicts persist: seeking help from the people around you, school personnel and health professionals</li> </ul>	ELA	November (75 min)

#### **STBBIs & Pregnancy**

<b>Learning Content</b>	<b>Objectives</b>	<b>Subject</b>	<b>Time Frame</b>
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How protection methods work	<p>Action of hormonal contraceptives in the body</p> <p>Correct use of condoms</p> <p>Effectiveness of methods › Proper use of methods (practice)</p> <p>Double protection (STBBIs and pregnancy)</p>	<p>Science with School Nurse</p> <p>Science teachers follow-up</p>	<p>November (75min)</p> <p>November (75min)</p>
Development of safe sexual behaviors	<p>Perception of control and sense of self-efficacy: in refusing or stopping an unwanted or unsafe sexual relation, in negotiating the use of a condom, in feeling able to assert yourself when needed</p> <p>Obstacles to safe sexual behaviours: unfavourable attitudes of peers, partner or family toward sexual relations and safe behaviours, consumption of alcohol or other drugs, belief that the partner is not infected or is infertile or that the pill protects against STBBIs</p> <p>Personal options: protection methods adapted to your needs, context and planning of sexual relations, ability to assert yourself and negotiate the use of a condom, strategies for accessing protection methods, strategic place and time for prevention counselling (emergency oral contraception, testing for and treatment of STBBIs, vaccination)</p>	<p>Could be covered via POP or ELA</p> <p>(TBD due to COVID)</p>	February (75 min)

### Sexual Violence

Learning Content	Objectives	Subject	Time Frame
Active role in preventing or reporting sexual assault	<ul style="list-style-type: none"> <li>Situations requiring the use of self-protection skills: with a friend, an acquaintance, a romantic partner or ex-partner, a stranger in the real or virtual world</li> <li>Factors of vulnerability in each situation</li> </ul>	POP	March-April (75min)
Helpful attitudes towards victims of sexual assault	<ul style="list-style-type: none"> <li>Helpful attitudes: listening, empathy, non-judgmental attitude, believing the person, confidentiality, not insisting on hearing details of the assault, referral to a person who may be able to help (person at school or an organization)</li> <li>Resources that can help at school and in the community</li> </ul>		March-April (75min)

### Sexual Behaviour

Reflect on the importance	<ul style="list-style-type: none"> <li>Desire and pleasure in sexual activity</li> </ul>	POP	November
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of desire and pleasure in sexual behavior	<ul style="list-style-type: none"> <li>• Questions and concerns regarding sexual behaviours</li> <li>• Place of desire and romantic and sexual fantasies</li> <li>• Place of psychological and physical pleasure: positive feelings that go with sexual behaviours (feelings of closeness, intimacy, well-being)</li> </ul>	(75min)
Become aware of the factors that can influence sexual relations in adolescence	<ul style="list-style-type: none"> <li>• Context: romantic involvement or non-committed relationship (casual sex, friendship with benefits, one-night stand), planned or spontaneous, protected or unprotected relations, relational dynamics (interdependence or control), consent</li> <li>• Internal motivations: to express your sexual desire, feel pleasure, release sexual tension, express love, explore, satisfy curiosity</li> <li>• External motivations: to keep up with your peers in terms of experimentation, to escape from your problems, to keep your partner, to please someone else, to impress others, to be popular, to reject parental norms, to acquire social status, to avoid conflict</li> <li>• Conditions for enjoyable sexual relations: to express your needs and limits (sense of self-efficacy), to respect them and respect those of the other person, to confront obstacles (perception of control: being able to stop sexual relations at any time if they are no longer desired), to be able to talk about it with someone you trust (people around you, school personnel, health professional), as needed</li> </ul>	November (75-150 min)

Secondary 3 Sex Seminar	Interpersonal Relationships, Gender identity, Sexual Orientation, Body Image, Consent, Communication.	All classes	April - May (300 minutes) (TBD due to COVID)
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## **SECONDARY 4**

### Emotional and Romantic Life

<b>Learning Content</b>	<b>Objectives</b>	<b>Subject</b>	<b>Time Frame</b>
Recognizing symptoms of violence	<ul style="list-style-type: none"> <li>• Warning signs: feeling that something is not right, feeling controlled or manipulated, feeling cut off from the outside world</li> <li>• Occurrences of violence: verbal, psychological, sexual, physical</li> <li>• Mutual violence</li> </ul>	ERC	December - January (150-225 min)

	<ul style="list-style-type: none"> <li>• People concerned, regardless of gender: victims, perpetrators or witnesses of violence</li> </ul>		
Solutions to prevent or deal with violence	<ul style="list-style-type: none"> <li>• Social support: seeking help from people close to you, listening to a friend who confides in you, reporting a situation of violence</li> <li>• Empowerment: listening to yourself and trusting your intuition, taking your time before entering into a relationship, considering ending a relationship, ending the relationship</li> </ul>	ERC	March - April (150-300 min)

### STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame
Identifying strategies favouring safe sexual behaviours	<ul style="list-style-type: none"> <li>• Risk factors: peer and social pressure and norms, nature of the sexual activity with the partner, questions regarding your own sexual orientation, difficulty accessing resources</li> <li>• Protection factors: individual responsibility, desire to adopt and maintain safe sexual behaviours, shared responsibility (to protect yourself and to protect the other person), personal values (self-care and care for the other person, safety, equality, exclusivity)</li> </ul>	ERC  Math	November (75min)  February- March (75min)
Be familiar with the steps to take after unprotected or poorly protected sexual relations	<ul style="list-style-type: none"> <li>• Emergency oral contraception: consultation process</li> <li>• Possible outcomes of pregnancy (abortion, continuing with the pregnancy with the intention of keeping the baby or giving the baby up for adoption): impacts and responsibilities of adolescent parenthood</li> <li>• Testing for STBBIs: consultation process, physical and psychosocial consequences of STBBIs</li> </ul>	ERC	December (75min)

## **SECONDARY 5**

### Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame
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Meaningful emotional and romantic relationships	<ul style="list-style-type: none"> <li>• Balance between the dimensions of dependence and autonomy and of the importance attributed to interpersonal and romantic relationships</li> <li>• Capacity for emotional intimacy: maintenance of your identity and a self-image consistent with your values and personality, openness about yourself and acceptance of the other person, reciprocal feelings, self-care and care for the other person, commitment, expression of your needs, trust</li> </ul>	ERC	February (75 min)
		French	April (75 min)

### STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame
Risks of STBBIs and pregnancy	<ul style="list-style-type: none"> <li>• Context of sexual relations: nature of the relationship with the partner, choice and number of partners, frequency of sexual relations, meeting places, risk level of sexual behaviours, consumption of alcohol and other drugs</li> <li>• Measures of protection/testing: importance, frequency and times to consult a health professional and be advised on safe sexual behaviours</li> </ul>	ERC (lesson 1) ELA (lesson 2)	November-December (150min) March-April (225 minutes)
Ethical issues	<ul style="list-style-type: none"> <li>• Sense of civic responsibility concerning STBBIs: using a protection method when you have an STBBI or abstaining from sexual relations, notifying an exposed partner, completing the treatment, respecting the wishes of the other person to use protection or to not engage in sexual relations</li> <li>• Unplanned pregnancy: analyzing the situation and making a decision based on possible pregnancy-related issues</li> <li>• Stigmatization and judgment of others</li> </ul>	ERC	February- March (75 min)

Secondary 5 Sex Seminar	Overall recap of high school sex ed program	All classes	April - May (300 minutes) (TBD due to COVID)
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