



December 2020

Dear parents/guardians,

The Ministère de l'Éducation du Québec (MEQ) created content to provide students Sexuality Education since 2016. For the 2020-2021 academic year, students in Secondary will continue to receive 10 to 15 hours of sexuality education. The learning content in Secondary school is designed for students from Secondary 1 through Secondary 5.

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 in collaboration with partners chosen by the school (e.g. health network or community organizations). The learning content takes into account contemporary issues, for example, easy access to images and messages about sexuality in the community and the use of social media.

Themes will be implemented for the 2020-2021 school year are as follows:

SECONDARY	1	2	3	4	5
THEMES					
Sexual Growth and body image: Reflect and understand certain norms that can have an impact on a positive body image.	√				
Comprehensive view of sexuality : Continuation of what was given in Elementary, where the development of a general and positive vision of sexuality was begun, emphasizes the positive role that sexuality plays in our lives.	√				√
STBBI's and pregnancy: Taking responsibility for sexual and reproductive health		√	√	√	√
Emotional and Romantic Life: The need for security, self-fulfillment and recognition are some of the developmental needs that are satisfied by adolescent romantic relationships.	√	√	√	√	√
Sexual Violence: Certain factors related to the psychosexual development of teens makes them vulnerable to sexual violence: curiosity, desire for love, closeness, romance, acceptance, independence. These can cause some teens to ignore safety rules in the real or virtual world. (Especially in front of their friends)		√	√		
Sexual Behavior: Young people who understand that the development of healthy sexuality is a learning process will have the most realistic expectation regarding their first sexual experiences and will be better able to evaluate how positive or negative experiences affect their self-image, their current relationships and their sexual identity.		√	√	√	
Identity, gender stereotypes and roles, and social norms: Adolescence is a period of transition marked by the discovery of feelings and introspection and in which sexual identity, formed during childhood, becomes strengthened, consolidated and differentiated.	√	√	√		



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/>

Sincerely,

Virtual Learning Administration