

LEARNING CONTENT IN SEXUALITY EDUCATION – KINDERGARTEN

	SEXUAL GROWTH AND BODY IMAGE Appreciating the body you have as a girl or boy	PREGNANCY AND BIRTH Understanding the phenomenon of birth
LEARNING CONTENT	1) Identify the parts of the body of girls and boys <ul style="list-style-type: none"> · Parts of the body that both girls and boys have <ul style="list-style-type: none"> ○ E.g. arms, lungs, head, heart, brain, buttocks · Parts of the body specific to girls or boys <ul style="list-style-type: none"> ○ Outside the body (girls: vulva, breasts; boys: penis, scrotum) ○ Inside the body (girls: ovaries, uterus, vagina; boys: testicles) ○ Functions of the sexual organs (e.g. elimination, reproduction) · Differences among girls’ bodies; differences among boys’ bodies · Importance of taking good care of your body (hygiene, appreciating your body) 2) Give examples of what you can feel and express with your body <ul style="list-style-type: none"> · Feeling <ul style="list-style-type: none"> ○ Five senses: taste, touch, smell, sight, hearing ○ Emotions ○ Sensations: pleasant, unpleasant · Sharing your needs and wishes with others (e.g. friends, adults in your life) <ul style="list-style-type: none"> ○ When sensations and feelings are pleasant; when sensations and feelings are unpleasant ○ When you are not sure about something, when you need to talk with someone ○ Saying when you do not like being touched ○ Protecting your private parts <div style="text-align: left; margin-top: 10px;">  </div>	1) Briefly explain, in your own words, the steps involved in making a baby <ul style="list-style-type: none"> · Union of an egg and a sperm <ul style="list-style-type: none"> ○ Two cells needed for a fetus to develop: the egg and the sperm ○ Multiple pregnancy · Development of the fetus <ul style="list-style-type: none"> ○ Three main stages in the development of a fetus: first, second and third trimesters · During the pregnancy <ul style="list-style-type: none"> ○ Changes that take place in the mother’s body to help the baby grow ○ Preparing for the baby’s arrival · Childbirth <ul style="list-style-type: none"> ○ Type of birth (vaginal or caesarean) ○ Where the baby is born (e.g. hospital, birthing centre, at home) ○ Needs of a newborn (e.g. eating, sleeping, affection) 2) Name ways of welcoming a baby into a family <ul style="list-style-type: none"> · Different family models <ul style="list-style-type: none"> ○ Nuclear, single-parent, same-sex-parent, adoptive, blended · Welcoming a baby <ul style="list-style-type: none"> ○ At birth ○ At the time of adoption <div style="text-align: left; margin-top: 10px;">  </div>
WHY DO STUDENTS NEED TO LEARN THIS?	Children who know the parts of their body, including the sexual organs, are more likely to be proud of their bodies ¹ and to develop a positive body image. ² <p>Talking about the parts of the body and the sexual organs:</p> <ul style="list-style-type: none"> · allows children to satisfy their natural curiosity about their bodies and anatomical differences.³ · gives children the appropriate vocabulary for asking questions about sexuality.⁴ · equips children to identify inappropriate touching (when children use the correct terms to refer to sexual organs, they are able to make themselves better understood if they need to report a sexual assault).⁵ 	Children without accurate knowledge about pregnancy and birth will invent their own explanation, often based on myths. ⁶ <p>Kindergarten students:</p> <ul style="list-style-type: none"> · are in a stage of development in which they are curious about sexual functions⁷ and where babies come from.⁸ · are able to understand concepts related to the phenomenon of pregnancy and of birth.⁹

Relevant to:  Fighting homophobia  Promoting egalitarian relationships  Preventing sexual assault  Preventing violence  Promoting a healthy body image  Respecting sexual diversity  Being aware of the sexualization of public space

LEARNING CONTENT IN SEXUALITY EDUCATION – ELEMENTARY SCHOOL

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
SEXUAL GROWTH AND BODY IMAGE						
LEARNING CONTENT	APPRECIATING THE BODY YOU HAVE AS A GIRL OR BOY AND DIVERSITY OF BODY TYPES			KNOWING THE CHANGES THAT OCCUR DURING PUBERTY AND DEVELOPING A POSITIVE 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 <ul style="list-style-type: none"> ○ Inside the body (ovaries, uterus, fallopian tubes, vagina, urethra) ○ Outside the body (vulva, anus, breasts) • Sexual organs of boys <ul style="list-style-type: none"> ○ Inside the body (testicles, urethra) ○ Outside the body (penis, scrotum, foreskin, anus) • Functions of sexual organs <ul style="list-style-type: none"> ○ Reproduction ○ Pleasure ○ Elimination <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 <ul style="list-style-type: none"> ○ E.g. moving, feeling, 		<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 with respect to when these changes appear <p>2) Share your feelings about growing up</p> <ul style="list-style-type: none"> • Positive feelings <ul style="list-style-type: none"> ○ E.g. pride, excitement, independence • Concerns or negative feelings <ul style="list-style-type: none"> ○ E.g. unease, embarrassment, shame • Sharing your feelings with people you trust <p></p>	<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 <ul style="list-style-type: none"> ○ Girls ○ Boys • The needs of a changing body <ul style="list-style-type: none"> ○ E.g. hygiene, food • Psychological changes <ul style="list-style-type: none"> ○ E.g. moodiness, individuation and need for independence, need for intimacy, exploration of values and norms in your peer group • 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 	<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 <ul style="list-style-type: none"> ○ Individual variations • What determines your appearance (e.g. genes, heredity, diet, environment, lifestyle habits) <p></p>

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		expressing yourself, playing • Bodily needs ○ E.g. hygiene, appreciation, modesty, safety, food 			○ Female: ovulation, menstrual cycle, fertile a few days of the month ○ Male: production of sperm, fertile every day of the month 	
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Learning about their bodies and appreciating them are part of the developmental tasks of children and adolescents. Puberty is a normal stage of development¹⁰ characterized by physical, emotional and social changes that prepare adolescents for reproductive and sexual functions.¹¹ These changes, visible to those around the adolescents, may sometimes lead adults to consider them more socially, emotionally or cognitively mature than they actually are¹² and to modify the way they interact with them as well as their expectations of them.¹³</p> <p>Puberty:</p> <ul style="list-style-type: none"> • takes place with individual variations in development,¹⁴ depending on sex and ethnic origin.¹⁵ • is an essential step in developing romantic feelings and sexual behaviours:¹⁶ the production of hormones, which influence when and how fast puberty will take place, results in an early and more rapid onset of sexual interest and behaviours in some adolescents.¹⁷ <p>The ability to adjust to pubertal changes depends on:</p> <ul style="list-style-type: none"> • when the first changes begin (young people who develop earlier or later than their peers report more negative feelings).¹⁸ • when secondary sex characteristics appear (sequence) and the rate of development.¹⁹ • social norms that dictate the ideals of beauty: boys who mature early generally have a positive appreciation of their bodies;²⁰ however, social pressure on boys to achieve the perfect athletic build seems to be on the rise.²¹ Girls who mature earlier physically more often develop a negative body image, in particular regarding the increase in body fat that often accompanies puberty.²² Girls also appear to be teased more often by their peers.²³ 					
	Children 6 to 8 years old: <ul style="list-style-type: none"> • are curious about the phenomenon of reproduction, anatomy and physiology.²⁴ • are often unfamiliar with the correct terms for the sexual parts of their bodies²⁵ and tend to use slang words instead.²⁶ • are more often familiar with the correct terms for male sexual organs than for female sexual organs.²⁷ • begin to develop stereotypes of body images that affect how they view their growing bodies²⁸ (girls are generally more dissatisfied with their bodies and want to be thinner²⁹ starting at this age). <p>The approach taken in Elementary Cycle One provides the foundation for future sexuality education³⁰ and should help students develop a</p>		Children 8 to 10 years old: <ul style="list-style-type: none"> • may be starting to experience the first changes of puberty. Generally, girls begin puberty between the ages of 9 and 13, and boys, between the ages of 10 and 14.³⁴ Precocious, or early, puberty is when secondary signs of sexual maturity appear two years before the average age. In girls, precocious puberty begins at age 7 and in boys, at age 9.³⁵ <p>The approach taken in Elementary Cycle Two should:</p> <ul style="list-style-type: none"> • familiarize students with the initial changes of puberty³⁶ in order to demystify the bodily changes and new emotions that will arise as they grow up.³⁷ • take into account students who mature early because some children, especially girls, who enter puberty early without being 		Children 10 to 12 years old: <ul style="list-style-type: none"> • have generally started maturing physically.³⁹ <ul style="list-style-type: none"> ○ Girls: budding breasts are the first sign of development, followed by the appearance of pubic hair and menstruation, after a growth spurt (height, weight and body fat). ○ Boys: increase in the size of testicles (11 to 12 years old), then pubic hair, around age 12. Onset of sperm production occurs at around 13 to 14 years of age, and then the voice changes and facial hair begins to grow in. • progress cognitively, developing a greater capacity for abstract thinking, better regulation of their behaviours and improved focus.⁴⁰ <p>The approach taken in Elementary Cycle Three should:</p>	

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	positive body image and increase the effectiveness of interventions to prevent sexual assault, ³¹ in particular by: <ul style="list-style-type: none"> fostering the students' appreciation for the diversity of body types³² as well as helping them be more comfortable and accurate in using the correct terms for the parts of the body, including the sexual organs.³³ 		prepared will have a more negative experience of puberty. ³⁸		<ul style="list-style-type: none"> help students become aware of the changes that occur during puberty (children are more likely to be receptive to information when they are actually going through puberty). help students accept the changes that are taking place in their bodies⁴¹ as this will promote a positive body image. 	

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IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS							
LEARNING CONTENT	BECOMING AWARE OF THE DIFFERENT WAYS YOU EXPRESS YOUR IDENTITY AS A GIRL OR A BOY		UNDERSTANDING THE INFLUENCE THAT GENDER STEREOTYPES CAN HAVE ON YOUR LIFE AS A GIRL OR A BOY AND IN ESTABLISHING HARMONIOUS RELATIONSHIPS BETWEEN GIRLS AND BOYS				
	<p>1) Give examples of the gender roles associated with girls and boys</p> <ul style="list-style-type: none"> · Gender roles associated with girls and boys <ul style="list-style-type: none"> ○ Activities and interests (e.g. sports, games) ○ Occupations ○ Personality traits, appearance and temperament · 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 		<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 <ul style="list-style-type: none"> ○ Conveyed by family, peers, the media ○ Regarding attitudes, preferences, appearance, activities · Stereotypes conveyed about <ul style="list-style-type: none"> ○ Girls ○ Boys <p>2) Make connections between gender stereotypes and the development of your gender identity as a girl or boy</p> <ul style="list-style-type: none"> · Influence of stereotypes on the social behaviours to adopt <ul style="list-style-type: none"> ○ beliefs about preferences and behaviours appropriate for boys and girls (restrict self-expression) ○ conformity with expectations regarding peer acceptance ○ greater division between the world of boys and the world of girls · Influence of the group of friends 		<p>1) Make connections between gender inequalities and the establishment of harmonious relationships between boys and girls</p> <ul style="list-style-type: none"> · Signs of gender inequality <ul style="list-style-type: none"> ○ Positive attributes associated with each gender ○ Negative attributes associated with each gender <p>2) Understand the norms that guide how you express yourself as a girl or a boy</p> <ul style="list-style-type: none"> · Personal preferences (tastes, interests, talents, aspirations) · Norms and external influences <ul style="list-style-type: none"> ○ Peer relationships (respect for differences, affiliation according to personal preferences) ○ Social environment (e.g. role models, influences) 		<p>1) Explain how sexism and homophobia can affect those targeted</p> <ul style="list-style-type: none"> · Sexism <ul style="list-style-type: none"> ○ Definition and manifestations (attitudes, actions, behaviours) · Homophobia <ul style="list-style-type: none"> ○ Definition and manifestations (attitudes, actions, behaviours) · 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 <ul style="list-style-type: none"> ○ Respecting someone vs. not respecting someone: how is this demonstrated? · Empathy toward others · Denouncing injustice, discrimination, inequality⁴² (by those experiencing or witnessing these incidents) · Concept of equality as a social value

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			<ul style="list-style-type: none"> Influence of values and personal preferences 			<ul style="list-style-type: none"> Seeking help
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Becoming aware of and appreciating their sense of self as a male or female (gender identity) is vital to children’s psychosexual development.⁴³</p> <p>Various agents of socialization (e.g. family, peers, significant adults, the media) provide guidelines—in some cases, stereotypes—regarding the gender roles associated with boys and girls.⁴⁴ These guidelines influence children’s views of what is appropriate regarding appearance, attitudes and behaviours for men and women and contribute to constructing their identity as a girl or boy.⁴⁵</p> <p>Children develop stereotypical preferences and behaviours based on gender, starting in early childhood.⁴⁶ These stereotypes, useful in helping children differentiate what is considered feminine or masculine,⁴⁷ can, however, be more divisive, rather than bringing together boys and girls, who are actually more similar than different.⁴⁸ In addition to limiting boys and girls in how they express themselves,⁴⁹ repeated exposure to gender stereotypes perpetuates sexist attitudes and beliefs,⁵⁰ which, in turn, hinder the establishment of harmonious relationships between boys and girls.</p>					
	<p>Children 5 to 8 years old:</p> <ul style="list-style-type: none"> recognize the attributes and activities associated with girls and boys (sports, academic tasks, occupations⁵¹) and are drawn toward interests and activities that are socially ascribed to their gender.⁵² For example, boys and girls continue to prefer different toys in the earlier years of elementary school.⁵³ have difficulty recognizing that there can be individual variation in femininity and masculinity⁵⁴ and have not attained a sufficient level of cognitive development to allow them to question their own stereotypical behaviour.⁵⁵ <p>The approach taken in Elementary Cycle One should help:</p> <ul style="list-style-type: none"> broaden the students’ conception of the gender roles that can be taken on by boys and girls, above and beyond the stereotypes,⁵⁶ and foster respect for differences. 	<p>Children 8 to 11 years old:</p> <ul style="list-style-type: none"> are more flexible regarding gender roles,⁵⁷ but avoid behaviours that do not conform to what is considered typical for their gender. Boys are more likely to be rigidly gender-typing,⁵⁸ especially since stereotypical male attributes (e.g. strength, power) are considered more acceptable than female attributes⁵⁹ (e.g. emotiveness, passivity). are more aware of the gender inequality caused by stereotypes⁶⁰ and the negative nature of certain female stereotypes in society⁶¹ (especially when attributed to men). <p>The approach taken in Elementary Cycle Two should:</p> <ul style="list-style-type: none"> foster gender equality by promoting awareness of the impact of stereotypical messages conveyed in the social environment about boys and girls.⁶² 	<p>Children 10 to 12 years old:</p> <ul style="list-style-type: none"> more easily explore the roles normally associated with the other sex compared with younger children⁶³ and can recognize that it is not socially mandatory to adhere to gender stereotypes.⁶⁴ who deviate from the norm for their gender (especially boys) continue to be more often teased and rejected by their peers⁶⁵ and be the target of violence and insults.⁶⁶ <p>The approach taken in Elementary Cycle Three should:</p> <ul style="list-style-type: none"> continue to promote gender equality. contribute to reducing sexist and homophobic attitudes and behaviours by developing empathy toward persons who are being targeted. 			

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EMOTIONAL AND ROMANTIC LIFE						
LEARNING CONTENT		<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 <ul style="list-style-type: none"> ○ Parents, family, friends, others · Positive feelings <ul style="list-style-type: none"> ○ Love, trust, respect, loyalty, solidarity, etc. · Negative feelings <ul style="list-style-type: none"> ○ Jealousy, disappointment, anger, aggression, etc. <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 <p></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 <ul style="list-style-type: none"> ○ Characteristics of a friend (sex, interests, etc.) ○ Importance of friendships · 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 relationships⁶⁷</p> <ul style="list-style-type: none"> · Behaviours that make it easier to get along with one another <ul style="list-style-type: none"> ○ E.g. acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication · Behaviours that make it harder to get along with one another <ul style="list-style-type: none"> ○ E.g. spreading rumours, bullying, jealousy, control · Conflict management <p></p>		<p>1) Become aware of the role that puberty plays in romantic and sexual awakening</p> <ul style="list-style-type: none"> · Puberty <ul style="list-style-type: none"> ○ Influence of hormones · Romantic and sexual awakening <ul style="list-style-type: none"> ○ Physiological manifestations of sexual arousal (e.g. vaginal lubrication, spontaneous erections, nocturnal emissions) ○ Romantic daydreaming and sexual desire ○ Changes in interpersonal relationships among same-sex and other-sex peers ○ First overtures, first dates <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 <ul style="list-style-type: none"> ○ Differences according to gender ○ Individual variations · Images and messages from your social environment and the media <p></p>

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WHY DO STUDENTS NEED TO LEARN THIS?	<p>Peer relationships contribute to the development of self-esteem⁶⁸ and provide emotional and social support.⁶⁹ Relationships based on reciprocity and mutuality⁷⁰ allow children to express their feelings, to define themselves,⁷¹ to develop their capacity for intimacy and to manage conflicts.⁷²</p> <p>Most of the social skills acquired by forming ties of friendship are needed to develop romantic relationships⁷³ and are an indicator of the quality of future romantic relationships.⁷⁴ Between 6 and 12 years of age, children’s interactions with peers diversify and become more complex.⁷⁵ Children of this age:</p> <ul style="list-style-type: none"> • recognize the importance of trust in friendships,⁷⁶ value getting along with same-sex peers and become increasingly concerned with peer acceptance.⁷⁷ • develop their capacity for mutual assistance and cooperation⁷⁸ as well as their ability to regulate their emotions around their peers.⁷⁹ • experiment with new forms of aggression related to bullying or victimization.⁸⁰ This verbal and psychological aggression (insults, exclusion, threats, rumours) gradually replace the direct physical aggression of early childhood.⁸¹ • mostly interact with peers of the same sex,⁸² but open up to friendship with the other sex as they move toward adolescence, thereby making it easier to meet a potential romantic partner.⁸³ <p>In spite of their ability to have strong feelings for a peer,⁸⁴ it is not until puberty that these feelings are accompanied by sexual desire that leads to interaction with a potential partner.⁸⁵</p>					
	<p>Children who are 7 and 8 years of age view friendship in terms of costs and benefits (friends are people they enjoy being with, whereas it is difficult or boring to be with people who are not friends).</p> <p>Children of this age choose their friends for practical reasons (e.g. they live nearby), for their toys or interesting belongings and based on shared expectations regarding play activities.⁸⁶</p> <p>Early on in childhood, positive peer interactions:</p> <ul style="list-style-type: none"> • are a source of entertainment and camaraderie. • support the development of social skills and sense of social competence.⁸⁷ <p>The approach taken in Elementary Cycle One should:</p> <ul style="list-style-type: none"> • guide and support students in recognizing, managing and expressing their emotions in their interpersonal relationships.⁸⁸ 	<p>Almost all children and young adolescents have crushes or romantic feelings toward a peer.⁸⁹</p> <p>Half of children who are 8 to 11 years of age report having a boyfriend or girlfriend.⁹⁰ Contrary to adolescents, it is often a case of unrequited love that can be attributed to the limitations of their cognitive development:</p> <ul style="list-style-type: none"> • some mistakenly interpret the friendship of a peer as a romantic feeling and report this relationship as romantic involvement.⁹¹ • others may believe that having these romantic feelings is enough to be considered as being involved in a romantic relationship. <p>The approach taken in Elementary Cycle Two should:</p> <ul style="list-style-type: none"> • help students understand the competencies needed for interpersonal relationships,⁹² including managing any conflicts they may face.⁹³ • foster the development of social skills, including empathy,⁹⁴ in order to increase their ability to be involved in reciprocal emotional relationships. 	<p>Because the production of hormones is primarily responsible for the timing and progression of sexual development, some young people may experience an earlier and even stronger impulse toward sexual interests and behaviours than others.⁹⁵</p> <p>At approximately 10 or 11 years old, children:</p> <ul style="list-style-type: none"> • view friendship as involving intimacy, trust and loyalty⁹⁶ as well as a sharing of similar interests; they also have an increased interest in others and are capable of mutual support. • gradually progress from same-sex groups of friends toward opposite-sex groups of friends, have greater interest in a romantic partner, and increasingly confide in their peers.⁹⁷ • experience sexual desire, increased masturbation and sexual fantasies⁹⁸ as a result⁹⁹ of hormonal surges that are responsible for the biological maturation at this age and that vary among young people. <p>The approach taken in Elementary Cycle Three should:</p> <ul style="list-style-type: none"> • take into account the gradual onset of puberty and the emergence of romantic feelings. • help students better understand the signs of romantic and sexual awakening and reassure them about the range of feelings that can be associated with it. 			

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SEXUAL ASSAULT						
LEARNING CONTENT	<p>1) Recognize situations involving sexual assault and ways of protecting yourself</p> <ul style="list-style-type: none"> · Sexual assault <ul style="list-style-type: none"> ○ Committed by someone you know ○ Committed by someone you do not know well ○ Committed by a stranger · Self-protection skills <ul style="list-style-type: none"> ○ Do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc. · Self-defence skills <ul style="list-style-type: none"> ○ E.g. Say no, scream, run away · Reporting an incident <ul style="list-style-type: none"> ○ Talking about a situation if you are unsure about what is happening or has happened (knowing that you can talk to someone if you do not feel comfortable with a situation) ○ Being familiar with the network of resources that can help you ○ Asking for help until an adult listens and helps <p>2) Become aware of the feelings that could arise when faced with sexual assault</p>		<p>1) Recognize the different forms of sexual assault</p> <ul style="list-style-type: none"> · Forms of sexual assault <ul style="list-style-type: none"> ○ Sexual contact or inviting sexual touching ○ Exhibitionism and voyeurism ○ Forced exposure to pornography <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-defence skills <ul style="list-style-type: none"> ○ E.g. assert yourself, say no, scream, run away, look for help · Seeking solutions <ul style="list-style-type: none"> ○ Difficulty applying safety rules in certain situations ○ Strategies to help yourself apply safety rules ○ Identifying the people you could confide in · Reporting the situation to an adult who will listen to you, believe you and help you <p>☞ ☹</p>		<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 very well or not at all <ul style="list-style-type: none"> ○ Recreational activities, outings, activities with friends ○ Public places, etc. · Situations in cyberspace <ul style="list-style-type: none"> ○ Someone you know and spend time with ○ Someone you do not know or have never met ○ Using the Internet with friends <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 <ul style="list-style-type: none"> ○ Identifying strategies used by aggressors ○ Determining what information can be safely shared in the real or virtual world ○ Avoiding meeting with someone you do not know, whether in the real or virtual world ○ Reacting against sexual solicitation, whether in the real or virtual world ○ Other 	

Relevant to:  Fighting homophobia  Promoting egalitarian relationships  Preventing sexual assault  Preventing violence  Promoting a healthy body image  Respecting sexual diversity  Being aware of the sexualization of public space

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
	<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  				<ul style="list-style-type: none"> Seeking solutions <ul style="list-style-type: none"> Asking trusted adults for help Protecting your friends by telling an adult about a situation experienced by your friend(s) in the real or virtual world  	
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Children under 11 years old¹⁰⁰ are most often victims of sexual assault by someone they know,¹⁰¹ often in their immediate or extended family (this proportion reaches 50% for children aged 6 and under).¹⁰²</p> <p>Young children:</p> <ul style="list-style-type: none"> have difficulty using their feelings to judge whether a situation involves sexual assault¹⁰³ or whether touching is appropriate or not.¹⁰⁴ have a level of cognitive, moral and social development that may make it difficult for them to understand certain preventive concepts¹⁰⁵ and to believe that someone they know and like or love could touch them in an inappropriate way.¹⁰⁶ are able to recognize sexual assault¹⁰⁷ if they are taught safety rules. <p>Activities aimed at preventing sexual assault should allow children to</p>	<p>Between 6 and 10 years of age:</p> <ul style="list-style-type: none"> children come in contact with an increasingly diverse range of people (the friends they see, the sports and recreation venues they go to) and are left unsupervised for longer periods.¹¹⁰ the number of cases of sexual assault by a family member is on the decline (44% of cases),¹¹¹ while cases involving someone outside the family circle are on the rise¹¹² (e.g. family friend, acquaintance, coach or other authority figure). <p>Activities aimed at preventing sexual assault for this age group should:</p> <ul style="list-style-type: none"> take into account that the students are more able to understand concepts related to prevention.¹¹³ focus on consolidating what students have learned so far so that they can continue learning.¹¹⁴ help students develop a sense of self-efficacy (i.e. feel that they 	<p>Between 10 and 13 years of age:</p> <ul style="list-style-type: none"> young people continue to develop greater independence.¹¹⁵ This means they come into contact with more people and environments,^{116,117} they have more frequent contact with peers,¹¹⁸ longer periods without supervision¹¹⁹ and increased use of the Internet, where some have already engaged in risky behaviours.¹²⁰ <p>More than half of 9- and 10-year-olds have an email account and one third use chat rooms.¹²¹ Children under 12 account for 18% of victims of Internet luring in Québec.¹²²</p> <p>Nonetheless, the majority of cases of sexual assault in this age group do not take place online and continue to be essentially committed by someone known to the victim.¹²³</p>			

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
	develop the ability to: <ul style="list-style-type: none"> · recognize sexual assault through clear and concrete examples. · know when and how to use self-protection¹⁰⁸ and self-defence skills.¹⁰⁹ · identify people they can confide in when they feel their safety may be at risk. 		would be able to deal with a risky situation and react effectively to ensure their safety).		Activities aimed at preventing sexual assault for this age group should: <ul style="list-style-type: none"> · focus on the students' increased ability to recognize risks, understand exceptions and analyze various aspects of this issue.¹²⁴ · continue to build on their sense of self-efficacy by helping them apply the safety rules learned at a younger age in new contexts presenting a risk for sexual assault,¹²⁵ such as the Internet (chatting, protection of personal information). 	

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
PREGNANCY AND BIRTH						
LEARNING CONTENT		1) Understand the phenomenon of conception <ul style="list-style-type: none"> · Organs involved in reproduction <ul style="list-style-type: none"> ○ Men ○ Women · Period of fertility <ul style="list-style-type: none"> ○ Ovulation ○ Sperm production · Fertilization <ul style="list-style-type: none"> ○ Sexual intercourse ○ New human reproductive technologies ○ Union of egg and sperm ○ Embryo · Pregnancy <ul style="list-style-type: none"> ○ First signs of pregnancy ○ Duration 2) Talk about the development of a fetus in the uterus <ul style="list-style-type: none"> · E.g. nourishment, growth, movement, gestation 				
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Children’s knowledge of conception and birth has a positive influence on their future development.¹²⁶</p> <p>Cultural values that promote the transmission of information on sexuality are generally associated with a better comprehension by young children of the phenomenon of conception and of birth.</p> <p>However, young children know little about conception: many children under the age of 7 know that a baby grows in the mother’s uterus, but few of them know how a baby is conceived (penis enters the vagina and the sperm and egg unite).¹²⁷ Children without accurate knowledge about pregnancy and birth will invent their own explanation, often based on myths.¹²⁸</p>					

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
GENERAL UNDERSTANDING OF SEXUALITY						
BECOMING AWARE OF THE MULTIDIMENSIONAL NATURE OF SEXUALITY AND DEVELOPING A POSITIVE VIEW OF SEXUALITY						
LEARNING CONTENT	<p>1) Understand what sexuality is</p> <ul style="list-style-type: none"> • With your mind <ul style="list-style-type: none"> ○ You know things: how you were born, the parts of your body (you can name them) ○ You ask questions: to better understand what sexuality is ○ You assert your identity: as a boy, as a girl, through your preferences and interests • With your heart <ul style="list-style-type: none"> ○ Emotions (joy, sadness, grief, anger) and feelings (happiness, pride, disappointment, worry, enthusiasm) ○ You learn to recognize, to express and to manage your emotions and feelings ○ You have likes and dislikes, you can say it, you know how • With your body <ul style="list-style-type: none"> ○ You observe: the characteristics of your girl's or boy's body, differences in body types, differences in how children grow 		<p>1) Become aware that there are different aspects to sexuality</p> <ul style="list-style-type: none"> • Within you (mind, body and heart) <ul style="list-style-type: none"> ○ Mind: what you know, what you would like to know ○ Body: you are changing, you ask questions about your growing body ○ Heart: emotions, way of expressing your feelings to others • Around you: <ul style="list-style-type: none"> ○ You interact: friendships with other girls and boys, feelings experienced in these relationships (affection, friendship, pleasure, pride, conflicts, teasing, rejection) ○ You observe: what the people in your environment (family, friends, other adults) as well as the media (television, video games, books) are saying about sexuality; you observe rules (e.g. what is allowed or not allowed), expectations, prejudices that can affect your choices, your way of being, of thinking ○ You take action: your 			<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

Relevant to:  Fighting homophobia  Promoting egalitarian relationships  Preventing sexual assault  Preventing violence  Promoting a healthy body image  Respecting sexual diversity  Being aware of the sexualization of public space

	ELEMENTARY 1 (6-7 years old)	ELEMENTARY 2 (7-8 years old)	ELEMENTARY 3 (8-9 years old)	ELEMENTARY 4 (9-10 years old)	ELEMENTARY 5 (10-11 years old)	ELEMENTARY 6 (11-12 years old)
	<ul style="list-style-type: none"> ○ You feel: the five senses ○ You express yourself: you run, you move around, you laugh, you cuddle ○ You take care of your body: hygiene, modesty, protection 		<p>choices versus stereotypes, your questions, your strategies for finding answers to your questions</p>			<p>(friends), negotiation, conflict resolution, communication with others</p> <ul style="list-style-type: none"> · Moral dimension: respect and open-mindedness, acceptability or unacceptability, values, beliefs, choices
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Sexuality encompasses, but is not limited to, genitality and sexual behaviour.¹²⁹</p> <ul style="list-style-type: none"> · It comprises a number of dimensions¹³⁰ (e.g. biological,¹³¹ affective,¹³² interpersonal,¹³³ social,¹³⁴ psychological,¹³⁵ cultural,¹³⁶ ethical,¹³⁷ moral,¹³⁸ physical,¹³⁹ mental,¹⁴⁰ emotional¹⁴¹ and economic¹⁴²) that are expressed and experienced in different ways depending on a person's age and level of development.¹⁴³ <p>Sexuality, which is present right from birth, is natural and develops throughout our lives, through the different stages involved in the overall development of children, adolescents and adults.¹⁴⁴</p> <p>Students in elementary school have access to different sources of information about sexuality (e.g. peers, family, the media).¹⁴⁵ The information conveyed is sometimes contradictory,¹⁴⁶ sometimes inaccurate¹⁴⁷ and most often related to the genital aspect of sexuality. Children and adolescents therefore need sexuality education that presents them with a positive view¹⁴⁸ of sexuality in all its dimensions.¹⁴⁹</p> <p>Accordingly, the approach taken in elementary education should:</p> <ul style="list-style-type: none"> · emphasize the positive role that sexuality plays in our lives¹⁵⁰ and not focus only on the "risks" associated with it or the preventive aspect.¹⁵¹ · prepare students for the learning content that will be covered under other themes in sexuality education. · establish a climate of trust that is conducive to sharing and discussions. 					
	<p>Children 6 to 8 years old:</p> <ul style="list-style-type: none"> · are aware that their bodies are developing and discover their bodies' many functions.¹⁵² · are especially curious about conception, pregnancy and birth.¹⁵³ <p>The approach taken with this age group should:</p> <ul style="list-style-type: none"> · introduce students to the concept of sexuality (what is sexuality?). · identify some of the dimensions of sexuality by using concrete examples to show how these dimensions are experienced and expressed in their lives (e.g. with their minds, bodies and hearts: being a girl, being a boy). 		<p>Children 8 to 10 years old:</p> <ul style="list-style-type: none"> · recognize that differences exist between boys and girls, in particular physical, emotional, psychological and social differences.¹⁵⁴ · have access to numerous sources of information about sexuality that are sometimes contradictory (e.g. peers, the media, family).¹⁵⁵ · may experience their first romantic feelings.¹⁵⁶ <p>The approach taken with this age group should allow students to:</p> <ul style="list-style-type: none"> · become aware of the diverse sources of information about sexuality and to exercise critical judgment with regard to these sources. · think about the norms and values related to sexuality. 			<p>Children 10 to 12 years old:</p> <ul style="list-style-type: none"> · start to gradually experience sexual attraction:¹⁵⁷ some are more curious about sexuality, begin puberty, experience their first romantic feelings and sexual interest, while others will go through these phases in secondary school. <p>The approach taken with this age group should:</p> <ul style="list-style-type: none"> · allow students to develop a better understanding of who they are as a girl or boy in the expression of their sexuality. · help students make connections between the different subjects covered in sexuality education (dimensions of sexuality).

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- ¹ Wurtele, 1993; Wurtele et al., 1992.
 - ² Wurtele, 1993; Wurtele et al., 1992.
 - ³ MELS, 2008; MELS, 2003; Arcand et al., 1998.
 - ⁴ Wurtele et al., 1992; Wurtele, 1993.
 - ⁵ Kenny and Wurtele, 2008; Boyle and Lutzker, 2005; Croteau et al., 1998; Wurtele and Owens, 1997; Elliot, Browne and Kilcoyne, 1995; Wurtele, 1993; Wurtele et al., 1992.
 - ⁶ Caron and Ahlgrim, 2012.
 - ⁷ Caron and Ahlgrim, 2012; MELS, 2003; American Academy of Pediatrics, 2001.
 - ⁸ Caron and Ahlgrim, 2012.
 - ⁹ Caron and Ahlgrim, 2012.
 - ¹⁰ Graber and Brooks-Gunn, 2010.
 - ¹¹ Miller and Benson, 1999.
 - ¹² Derose, Graber and Brooks-Gunn, 2010.
 - ¹³ Graber and Brooks-Gunn, 1998; Courtois et al., 2000; Waylen and Wolke, 2004.
 - ¹⁴ Graber and Brooks-Gunn, 1998.
 - ¹⁵ Graber and Brooks-Gunn, 1998.
 - ¹⁶ Miller and Benson, 1999.
 - ¹⁷ Miller and Benson, 1999.
 - ¹⁸ Susman and Dorn, 2009; Silbereisen and Kracke, 1997; Derose, Graber and Brooks-Gunn, 2010; Biro and Dorn, 2005.
 - ¹⁹ Susman and Dorn, 2009.
 - ²⁰ Waylen and Wolke, 2004.
 - ²¹ Finne, Bucksch, Lampert and Kolip, 2011.
 - ²² Finne, Bucksch, Lampert and Kolip, 2011; Patton and Viner, 2007; Waylen and Wolke, 2004.
 - ²³ Silbereisen and Kracke, 1997.
 - ²⁴ Gagnon, Tremblay and Bossé, 2006.
 - ²⁵ Kenny and Wurtele, 2008.
 - ²⁶ Gordon, Schroeder and Abrams, 1990.
 - ²⁷ Gordon, Schroeder and Abrams, 1990; Wurtele, 1993; Graber, Nichols and Brooks-Gunn, 2010.
 - ²⁸ Rubin, Martin and Berenbaum, 2006.
 - ²⁹ Rubin, Martin and Berenbaum, 2006.
 - ³⁰ Kenny and Wurtele, 2008.
 - ³¹ Wurtele, 1993.
 - ³² UNESCO, 2009.
 - ³³ WHO, 2010.
 - ³⁴ Derose, Graber and Brooks-Gunn, 2010.
 - ³⁵ Derose, Graber and Brooks-Gunn, 2010.
 - ³⁶ WHO, 2010.
 - ³⁷ Silbereisen and Kracke, 1997.
 - ³⁸ Graber and Brooks-Gunn, 1998.
 - ³⁹ Derose, Graber and Brooks-Gunn, 2010; Waylen and Wolke, 2004.
 - ⁴⁰ Waylen and Wolke, 2004.
 - ⁴¹ WHO, 2010.
 - ⁴² WHO, 2010.
 - ⁴³ MELS, 2003; Ruble et al., 2006.

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- ⁴⁴ Luecke-Aleksa et al., 1995; Ruble et al., 2006; Harter, 2006.
- ⁴⁵ Graber, Brooks-Gunn and Galen, 1998; Harter, 2006; PAHO, 2005.
- ⁴⁶ Poulin-Dubois and Serbin, 2006.
- ⁴⁷ Gaborit, 2009.
- ⁴⁸ Ruble et al., 2006.
- ⁴⁹ Gaborit, 2009; Crooks and Baur, 2003.
- ⁵⁰ Papadopoulos, 2010.
- ⁵¹ Ruble et al., 2006.
- ⁵² Ruble et al., 2006; Poulin-Dubois and Servin, 2006.
- ⁵³ Golombok et al., 2012.
- ⁵⁴ Ruble et al., 2006.
- ⁵⁵ Harter, 2006.
- ⁵⁶ PAHO, 2005.
- ⁵⁷ Ruble et al., 2006.
- ⁵⁸ Clemans et al., 2010; Ruble et al., 2006.
- ⁵⁹ Neff et al., 2007; Ruble et al., 2006.
- ⁶⁰ Neff et al., 2007; Galambos et al., 2009.
- ⁶¹ Neff et al., 2007.
- ⁶² Ruble et al., 2006.
- ⁶³ PAHO, 2005.
- ⁶⁴ Neff et al., 2007.
- ⁶⁵ Ruble et al., 2006.
- ⁶⁶ Clemans et al., 2010.
- ⁶⁷ UNESCO, 2009.
- ⁶⁸ Bouchard and Fréchette, 2011.
- ⁶⁹ Rubin, Bukowski and Parker, 2006.
- ⁷⁰ Bouchard and Fréchette, 2011.
- ⁷¹ Bouchard and Fréchette, 2011.
- ⁷² Claes, 2003.
- ⁷³ Furman and Simmon, 1999.
- ⁷⁴ Connolly et al., 2000, cited in Rubin, Bukowski and Parker, 2006.
- ⁷⁵ Rubin, Bukowski and Parker, 2006; Bouchard and Fréchette, 2011.
- ⁷⁶ Bouchard and Fréchette, 2011.
- ⁷⁷ Rubin, Bukowski and Parker, 2006; Underwood, Mayeux and Galperin, 2006.
- ⁷⁸ Rubin, Bukowski and Parker, 2006.
- ⁷⁹ Underwood, Mayeux and Galperin, 2006.
- ⁸⁰ Rubin, Bukowski and Parker, 2006.
- ⁸¹ Rubin, Bukowski and Parker, 2006.
- ⁸² Underwood, Mayeux and Galperin, 2006; Ruble, Martin and Berenbaum, 2006.
- ⁸³ Ruble, Martin, and Berenbaum, 2006.
- ⁸⁴ Carlson and Rose, 2007; Hatfield, Schmitz, Cornelius and Rapson, 1988.
- ⁸⁵ Connolly and McIsaac, 2009; Carlson and Rose, 2007.
- ⁸⁶ Rubin, Bukowski and Parker, 2006.

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- ⁸⁷ Bierman and Erath, 2004.
- ⁸⁸ Royer and Coutu, 2010, cited in Bouchard and Fréchette, 2011.
- ⁸⁹ Miller and Benson, 1999.
- ⁹⁰ Carlson and Rose, 2007; Hatfield, Schmitz, Cornelius and Rapson, 1988.
- ⁹¹ Carlson and Rose, 2007.
- ⁹² UNESCO, 2009.
- ⁹³ Claes, 2003.
- ⁹⁴ Carlson and Rose, 2007.
- ⁹⁵ Miller and Benson, 1999.
- ⁹⁶ Berndt, 1981, in Brooks-Gunn and Paikoff, 1997.
- ⁹⁷ Waylen and Wolke, 2004.
- ⁹⁸ Breakwell, 1999, in Claes 2003.
- ⁹⁹ Morris, 1992.
- ¹⁰⁰ MSP, 2011.
- ¹⁰¹ Statistics Canada, 2008.
- ¹⁰² Statistics Canada, 2005.
- ¹⁰³ Boyle and Lutzker, 2005; Croteau et al., 1998; Wurtele, 1998.
- ¹⁰⁴ Wurtele, 1998.
- ¹⁰⁵ Boyle and Lutzker, 2005.
- ¹⁰⁶ Croteau et al., 1998; Tutty, 1994.
- ¹⁰⁷ Boyle and Lutzker, 2005; Wurtele, 2002; Wurtele and Owens, 1997; Wurtele, 1998; Croteau et al., 1998.
- ¹⁰⁸ Boyle and Lutzker, 2005; Wurtele, 2002; Wurtele and Owens, 1997; Wurtele, 1998; Croteau et al., 1998.
- ¹⁰⁹ Boyle and Lutzker, 2005; Wurtele, 1998; Croteau et al., 1998.
- ¹¹⁰ Statistics Canada, 2005.
- ¹¹¹ Statistics Canada, 2005.
- ¹¹² Statistics Canada, 2005.
- ¹¹³ Tutty, 2000.
- ¹¹⁴ Casper, 1999, cited in Croteau et al., 1998.
- ¹¹⁵ Statistics Canada, 2008.
- ¹¹⁶ Statistics Canada, 2008.
- ¹¹⁷ Statistics Canada, 2005; Statistics Canada, 2008.
- ¹¹⁸ Statistics Canada, 2005; Statistics Canada, 2008.
- ¹¹⁹ MSP, 2010; Statistics Canada, 2005.
- ¹²⁰ Statistics Canada, 2005.
- ¹²¹ Environics Research Group, 2001.
- ¹²² MSP, 2010
- ¹²³ Statistics Canada, 2008.
- ¹²⁴ Tutty, 1994.
- ¹²⁵ Statistics Canada, 2005; Statistics Canada, 2008.
- ¹²⁶ Caron and Ahlgrim, 2012.
- ¹²⁷ Gordon, Schroeder and Abrams, 1990.
- ¹²⁸ Caron and Ahlgrim, 2012
- ¹²⁹ Schroeder, 2009; UNESCO, 2010; INSPQ, 2010.

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- ¹³⁰ UNESCO, 2010; WHO, 2010; Schroeder, 2009; INSPQ, 2010; MELS, 2003; MELS, 2008; Desaulniers, 1990; Hedgepeth and Helmich, 1996.
- ¹³¹ INSPQ, 2010; MELS, 2003.
- ¹³² INSPQ, 2010; MELS, 2003.
- ¹³³ MELS, 2003.
- ¹³⁴ Goldfarb, 2009; INSPQ, 2010; MELS, 2003.
- ¹³⁵ Goldfarb, 2009; INSPQ, 2010; MELS, 2003.
- ¹³⁶ MELS, 2003.
- ¹³⁷ INSPQ, 2010.
- ¹³⁸ INSPQ, 2010; MELS, 2003.
- ¹³⁹ Goldfarb, 2009.
- ¹⁴⁰ Goldfarb, 2009.
- ¹⁴¹ Goldfarb, 2009.
- ¹⁴² Goldfarb, 2009.
- ¹⁴³ WHO, 2010.
- ¹⁴⁴ WHO, 2010; Goldfarb, 2009.
- ¹⁴⁵ UNESCO, 2010; Hetch and Eddington, 2003.
- ¹⁴⁶ UNESCO, 2010; Hetch and Eddington, 2003.
- ¹⁴⁷ Hetch and Eddington, 2003.
- ¹⁴⁸ INSPQ, 2010; Goldfarb, 2009; Hetch and Eddington, 2003; Hedgepeth and Helmich, 1996.
- ¹⁴⁹ Elia and Eliason, 2009; Schroeder, 2009; Goldfarb, 2009; WHO, 2010; UNESCO, 2010; INSPQ, 2010; Desaulniers, 1990; Hetch and Eddington, 2003; Hedgepeth and Helmich, 1996.
- ¹⁵⁰ Goldfarb, 2009.
- ¹⁵¹ INSPQ, 2010; Goldfarb, 2009.
- ¹⁵² MELS, 2003.
- ¹⁵³ MELS, 2003.
- ¹⁵⁴ MELS, 2003.
- ¹⁵⁵ UNESCO, 2010; Hetch and Eddington, 2003.
- ¹⁵⁶ MELS, 2003.
- ¹⁵⁷ MELS, 2003.



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