



Ministère de l'Éducation et de l'Enseignement supérieur

Detailed content in sexuality education

KINDERGARTEN
& ELEMENTARY



Sexual Growth and Body Image

Kindergarten

Identify the parts of the body

- › External parts: arms, head, buttocks, etc.
- › Internal parts: lungs, heart, stomach, brain, etc.
- › External sexual parts: vulva, breasts, penis, scrotum, testicles
- › Internal sexual parts: ovaries, uterus, vagina
- › Functions of the sexual organs: elimination, reproduction
- › Concept of private parts
- › Differences in people's bodies: shape, size, skin colour, etc.
- › Importance of taking care of your body: hygiene, body appreciation

Give examples of what you can express and feel with your body

- › Feeling: five senses (taste, touch, smell, sight, hearing), emotions, sensations (pleasant or unpleasant)
- › Sharing your needs and wishes with others (e.g. friends, adults in your life, etc.): expressing yourself when sensations and feelings are pleasant or unpleasant; saying no and talking to an adult when you do not like a physical contact or being touched, or when you feel uncomfortable; talking with someone when you are not sure about something or when you feel the need.



4-5 years old

Children who know the parts of their body, including their sexual organs, are more likely to be proud of their bodies¹ and to develop a positive body image.²

Talking about body parts and sexual organs:

- allows children to satisfy their natural curiosity about their bodies and anatomical differences.³
- teaches 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

Pregnancy and Birth

Kindergarten

Explain the steps involved in making a baby

- › Union of an egg and a sperm (the two cells needed for a fetus to develop) and implantation in the uterus, multiple pregnancy
- › Pregnancy: changes that take place in the mother's body, development of the fetus
- › Childbirth and place of birth

Name ways of welcoming a baby into a family

- › Preparing for the baby's arrival
- › Needs of a newborn (eating, sleeping, affection, etc.)
- › Different family models: nuclear families, single parents, same-sex parents, adoptive parents, blended families
- › Welcoming a baby: at birth or at the time of adoption



4-5 years old

Without accurate knowledge about pregnancy and birth, children will invent their own explanation, often based on myths.⁶

Kindergarten students:

- 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

Comprehensive View of Sexuality



Elementary 1 (6-7 years old)	Elementary 3 (8-9 years old)	Elementary 6 (11-12 years old)	Why do students need to learn this?
Understand what sexuality is › With your mind: knowledge and questions about sexuality, self-knowledge and self-affirmation › With your heart: emotions, feelings and how they are expressed › With your body: growth, needs, five senses, hygiene, protection 	Become aware that there are different aspects to sexuality › Within you: mind, body, heart › Around you: interpersonal relationships, awareness of messages in your environment on sexuality, awareness of rules and expectations that can influence your decisions, personal choices, search for adequate information on sexuality 	Become aware that sexuality is experienced and expressed through five dimensions › Biological dimension: puberty, ability to reproduce › Psychoaffective dimension: feelings and emotions, romantic awakening, body image, need for independence › Socio-cultural dimension: norms, rules for living together, expectations, stereotypes › Interpersonal dimension: interpersonal relationships, communication, mutuality › Moral dimension: values, beliefs, choices 	Sexuality encompasses, but is not limited to, genitality and sexual behaviour.¹⁰ It comprises a number of dimensions¹¹ (e.g. biological,¹² affective,¹³ interpersonal,¹⁴ social,¹⁵ psychological,¹⁶ cultural,¹⁷ ethical,¹⁸ moral,¹⁹ physical,²⁰ mental,²¹ emotional²² and economic²³) that are expressed and experienced in different ways depending on a person's age and level of development.²⁴ Sexuality is present right from birth. It is natural and develops throughout our lives, through the different stages involved in the overall development of children, adolescents and adults.²⁵ Students in elementary school have access to different sources of information about sexuality (e.g. peers, family, the media).²⁶ The information conveyed is sometimes contradictory,²⁷ sometimes inaccurate²⁸ and most often related to the genital aspect of sexuality. Children and adolescents therefore need sexuality education that presents them with a positive view²⁹ of sexuality in all its dimensions.³⁰

Children 6 to 8 years old

They are aware that their bodies are changing and discover their bodies' many functions.³³

They are especially curious about conception, pregnancy and birth.³⁴

The approach taken with this age group should:

- › introduce students to the concept of 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).

Children 8 to 10 years old

They recognize that differences exist between genders, in particular physical, emotional, psychological and social differences.³⁵

They have access to numerous sources of information about sexuality that are sometimes contradictory (e.g. peers, the media, family).³⁶

They may experience their first romantic feelings.³⁷

The approach taken with this age group should:

- › help students become aware of the diverse sources of information about sexuality and to exercise critical judgment with regard to these sources.
- › lead students to think about the norms and values related to sexuality.

Children 10 to 12 years old

They start to gradually experience sexual attraction.³⁸ Some are more curious about sexuality, begin puberty, experience their first romantic feelings and sexual interest, while others will go through this phase in secondary school.

The approach taken with this age group should:

- › allow students to develop a better understanding of who they are in the expression of their sexuality.
- › help students make connections between the different subjects covered in sexuality education (dimensions of sexuality).

Accordingly, the approach taken in elementary education should:

- emphasize the positive role that sexuality plays in our lives³¹ and not focus only on the "risks" associated with it or with prevention.³²
- 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.

Sexual Growth and Body Image



ELEMENTARY

Elementary 2 (7-8 years old)	Elementary 4 (9-10 years old)	Elementary 5 (10-11 years old)	Elementary 6 (11-12 years old)
Identify the sexual parts of the body and their functions › Internal sexual parts: ovaries, uterus, Fallopian tubes, vagina, urethra › External sexual parts: vulva, breasts, penis, scrotum, testicles, anus › Functions : reproduction, pleasure, elimination Share your thoughts about the importance of appreciating and taking care of your body › Knowing your body › Appreciating individual differences › Using the correct terms for the parts of the body › Pleasant or unpleasant actions and sensations: moving, dancing, playing, getting hurt, falling, etc. › Bodily needs: hygiene, safety, food, physical activity, sleep, etc. 	Understand that the main changes associated with puberty are part of the process of growing up › Growing up: moving from childhood into adolescence › Main physical and psychological signs of puberty › Individual variations with respect to the timeline of changes Share your feelings about growing up › Positive feelings: pride, excitement, independence › Concerns or negative feelings: unease, embarrassment, shame › Sharing of feelings with people you trust 	Become aware of the physical and psychological changes associated with puberty › Role of hormones › Five stages of physical puberty › The needs of a changing body: hygiene, food, sleep, physical activity › Psychological changes: individuation, need for independence and intimacy, moodiness, exploration of values and norms in your peer group › Feelings about puberty and strategies for coping with these changes Understand the role that puberty plays in the body's ability to reproduce › Growing up: becoming an adult › Fertility: ovulation and menstrual cycle, sperm production › Phenomenon of conception: organs involved, fertility, fertilization 	Discuss the importance of adopting a positive attitude toward your changing body and the diversity of body types › Understanding the changes that will take place throughout puberty › Individual variations in puberty › Individual differences in body types › Factors that determine your appearance: genes, heredity, diet, environment, lifestyle habits 

Why do students need to learn this?

Learning about and appreciating their bodies are part of the developmental tasks of children and adolescents. Puberty is a stage of development³⁹ characterized by physical, emotional and social changes that prepare adolescents for reproductive and sexual functions.⁴⁰ These changes, visible to the people in their lives, may sometimes lead adults to consider them more socially, emotionally or cognitively mature than they actually are⁴¹ and to modify the way they interact with them as well as their expectations of them.⁴²

- Puberty**
- › takes place with individual variations in development,⁴³ depending on sex and ethnic origin.⁴⁴
 - › is an essential step in developing romantic feelings and sexual behaviours:⁴⁵ the production of hormones, which influence when and how fast puberty will take place, results in an early and more intense onset of sexual interest and behaviours in some adolescents.⁴⁶

- The ability to adjust to pubertal changes depends on:**
- when the first changes begin (young people who develop earlier or later than their peers report more negative feelings).⁴⁷
 - the order in which secondary sex characteristics appear (sequence) and the rate of development.⁴⁸
 - social norms that dictate the ideals of beauty: boys who mature early generally have a positive appreciation of their bodies;⁴⁹ however, they may also experience social pressure to achieve the perfect athletic build.⁵⁰ Girls who mature earlier physically more often develop a negative body image, in particular regarding the increase in body fat that often accompanies puberty.⁵¹ Girls also appear to be teased more often by their peers.⁵²

Children 6 to 8 years old

They are curious about the phenomenon of reproduction, anatomy and physiology.⁵³ They are often unfamiliar with the correct terms for the sexual parts of their bodies⁵⁴ and tend to use slang words instead.⁵⁵ They are more often familiar with the correct terms for male sexual organs than for female sexual organs.⁵⁶ They begin to develop stereotypes of body images that affect how they view their growing bodies.⁵⁷ For example, girls are generally more dissatisfied with their bodies and want to be thinner.⁵⁸

The approach taken in Elementary Cycle One should serve as the foundation for future sexuality education⁵⁹ by:

- helping students develop a positive body image and their appreciation for the diversity of body types.⁶⁰
- increasing the effectiveness of interventions to prevent sexual assault.⁶¹
- developing their level of comfort and ability to use to correct terms for the parts of the body, including the sexual organs.⁶²

Children 8 to 10 years old

They 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 14.⁶³ 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 9.⁶⁴

The approach taken in Elementary Cycle Two should:

- familiarize students with the initial changes of puberty⁶⁵ to allow them to become familiar with the bodily changes and new emotions that will arise as they grow up.⁶⁶
- take into account students who mature early, because some children who enter puberty early without being prepared will have a more negative experience of puberty.⁶⁷

Children 10 to 12 years old

They have generally started maturing physically.⁶⁸

- › Girls: budding breasts are the first sign of development, followed by the appearance of pubic hair and their first menstruation (menarche), after a growth spurt (height, weight and body fat).
- › Boys: increase in the size of testicles (11 to 12 years old), followed by the appearance of pubic hair, around age 12. The ability to ejaculate occurs at around 13 to 14 years of age, after which the voice changes and facial hair begins to grow in.

They progress cognitively, developing a greater capacity for abstract thinking, better regulation of their behaviours and improved focus.⁶⁹

The approach taken in Elementary Cycle Three should:

- 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 bodies⁷⁰ as this will promote a positive body image.

Identity, Gender Stereotypes and Roles, and Social Norms



Elementary 1 (6–7 years old)	Elementary 3 (8–9 years old)	Elementary 4 (9–10 years old)	Elementary 6 (11–12 years old)	Why do students need to learn this?
Give examples of gender roles › Gender roles socially associated with girls and boys: activities, interests, personality traits, appearance and temperament › Concept of gender stereotyping Become aware of different ways of being and behaving, beyond gender stereotypes › Observation of the different models of girls, boys, men and women › Individual choices: activities, preferences, interests, etc. › Respect for individual differences	Identify stereotypical representations of femininity and masculinity in your personal and social environments, including the media › Images and messages conveyed by family, peers, and the media regarding attitudes, preferences, appearance and activities › Stereotypes conveyed about girls and boys Make connections between gender stereotypes and the development of your gender identity › Influence of stereotypes on the behaviours to adopt: beliefs about preferences and behaviours to adopt according to gender, conformity with expectations regarding peer acceptance, greater division between genders › Influence of the group of friends › Influence of values and personal preferences	Make connections between gender inequalities and the establishment of harmonious relationships › Signs of gender inequality › Positive attributes associated with each gender › Negative attributes associated with each gender › Double standard associated with gendered attitudes Understand the norms that guide how you express yourself › Personal preferences: tastes, interests, aspirations, etc. › Norms and outside influences: peer relationships and the social environment (e.g. role models, influences, etc.)	Explain how discrimination based on gender identity, gender expression and sexual orientation can affect people › Definition and manifestations of sexism, homophobia and transphobia › Feelings of people who are discriminated against because of their gender or because they do not conform to gender stereotypes Discuss the role that you can play in respecting sexual diversity and differences › Respect for individual differences, rights and freedoms › Ways of respecting or disrespecting someone › Empathy toward others › Concept of equality as a social value › Denouncing discrimination or inequalities by those experiencing or witnessing these incidents⁷¹ › Seeking help and mutual assistance	Becoming aware of and appreciating their gender identity is a vital step in children’s psychosexual development.⁷² Various agents of socialization (e.g. family, peers, significant adults, the media) provide guidelines—in some cases, stereotypes—regarding the gender roles that society associates with boys and girls.⁷³ These guidelines influence children’s views of what is appropriate regarding appearance, attitudes and behaviours for the female and male genders and contribute to constructing their gender identity.⁷⁴ Children develop stereotypical preferences and behaviours based on gender, starting in early childhood.⁷⁵ These stereotypes present the female and male genders as different and binary realities, and as a result drive a wedge between girls and boys, rather than focusing on their many similarities to bring them together.⁷⁶ Besides limiting children in the way they develop and express themselves,⁷⁷ repeated exposure to gender stereotypes perpetuates sexist attitudes and beliefs,⁷⁸ which, in turn, hinder the establishment of harmonious relationships among them. Young people between the ages of 10 and 14 in particular are more likely to conform to gender norms and to the associated inequalities.⁷⁹

Children 5 to 8 years old

They recognize the attributes and activities that are socially associated with girls and boys (sports, academic tasks, occupations⁸⁰) and are drawn toward interests and activities that are socially ascribed to their gender.⁸¹ For example, boys and girls continue to prefer different toys in the earlier years of elementary school.⁸²

They have difficulty recognizing that there can be individual variation in femininity and masculinity⁸³ and have not attained a sufficient level of cognitive development to allow them to question their own stereotypical behaviour.⁸⁴

The approach taken in Elementary Cycle One should:

- › broaden the students’ conception of the ways of being and of expressing themselves, beyond stereotypes,⁸⁵ and foster respect for differences.

Children 8 to 11 years old

They are more flexible regarding gender roles,⁸⁶ but avoid behaviours that do not adhere to what is associated with their gender because they are aware of the pressures from others to conform.⁸⁷ Boys are more likely to be rigidly gender-typing,⁸⁸ especially since stereotypical male attributes (e.g. strength, power) are considered more acceptable than female attributes⁸⁹ (e.g. emotion, passivity).

Those who do not conform to the norms associated with their gender are more at risk of being excluded and victimized by their peers.⁹⁰

They are more aware of the gender inequality caused by stereotypes⁹¹ and the negative nature of certain female stereotypes in society⁹² (especially when attributed to men).

The approach taken in Elementary Cycle Two should:

- › promote awareness of the impacts of stereotypical messages conveyed in the social environment about gender.⁹³
- › promote egalitarian relationships.⁹⁴
- › foster respect for individual differences.⁹⁵

Children 10 to 12 years old

They more easily explore gender roles, regardless of the gender, compared with younger children⁹⁶ and can recognize that it is not socially mandatory to adhere to gender stereotypes.⁹⁷

Those who are aware of the pressure from their peers to conform to gender norms.⁹⁸

Those who deviate from the expectations associated with gender, especially boys, continue to be more often ridiculed and rejected by their peers⁹⁹ and be the target of violence and insults.¹⁰⁰

The approach taken in Elementary Cycle Three should:

- › continue to promote harmonious and egalitarian relationships.
- › contribute to reducing gender-based discriminatory attitudes and behaviours and developing the abilities required to denounce discrimination in any form, including sexism, homophobia and transphobia.¹⁰¹

Emotional and Romantic Life



Elementary 2 (7-8 years old)	Elementary 4 (9-10 years old)	Elementary 6 (11-12 years old)	Why do students need to learn this?
Recognize the various feelings that can be experienced in interpersonal relationships › Range of feelings toward the people in your life: parents, family, friends, others › Positive feelings: love, trust, respect, loyalty, solidarity, etc. › Negative feelings: jealousy, disappointment, sadness, guilt, etc. Discuss the different ways you can express your feelings to those you love › Depending on the person › Depending on the feelings › Actions and attitudes that express feelings	Discuss your representations of love and friendship › Definition and perceptions of friendship and love › Characteristics of a friend and the importance of friendships › Differences between camaraderie, friendship, love, attraction Understand how certain attitudes and behaviours can influence interpersonal relationships¹⁰² › Behaviours that make it easier to get along with one another: acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication, dealing with misunderstandings and conflicts › Behaviours that make it harder to get along with one another: rumours, bullying, jealousy, control › Aspirations for your interpersonal relationships	Become aware of the role that puberty plays in romantic and sexual awakening › Puberty: influence of hormones › Romantic awakening: romantic daydreaming and attraction, changes in interpersonal relationships, first overtures and first dates › Sexual awakening and physiological manifestations: vaginal lubrication, erection, ejaculation Express any questions you have about romantic and sexual awakening › Attitudes and feelings about these new phenomena: individual variations › Images and messages from your social environment and the media	Peer relationships contribute to the development of self-esteem¹⁰³ and provide emotional and social support.¹⁰⁴ Relationships based on reciprocity and mutuality¹⁰⁵ allow children to express their feelings, to define themselves,¹⁰⁶ to develop their capacity for intimacy and to manage conflicts.¹⁰⁷ Most of the social skills acquired by forming ties of friendship are needed to develop romantic relationships¹⁰⁸ and are an indicator of the quality of future romantic relationships.¹⁰⁹ Between 6 and 12 years of age, children's interactions with peers diversify and become more complex.¹¹⁰ Children of this age : › recognize the importance of trust in friendships,¹¹¹ value getting along with peers and become increasingly concerned with peer acceptance.¹¹² › develop their capacity for mutual assistance and cooperation¹¹³ as well as their ability to regulate their emotions around their peers.¹¹⁴ › experiment with new forms of aggression related to bullying or victimization.¹¹⁵ These verbal and psychological aggressions (insults, exclusion, threats, rumours) gradually replace the direct physical aggression of early childhood.¹¹⁶ › mostly interact with peers of the same gender,¹¹⁷ but open up to different types of friendships as they move toward adolescence. In spite of their ability to have romantic feelings for a peer¹¹⁸ it is not until puberty that these feelings are accompanied by an attraction that leads to interaction with a potential partner.¹¹⁹

Children 7 to 8 years old

They 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).

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.¹²⁰

Early on in childhood, positive peer interactions:

- › are a source of entertainment and camaraderie.
- › support the development of social skills and sense of social competence.¹²¹

The approach taken in Elementary Cycle One should:

- guide and support students in recognizing, managing and expressing their emotions in their interpersonal relationships.¹²²

Children 8 to 11 years old

Almost all children and preadolescents have crushes or romantic feelings toward a peer.¹²³

They report having a boyfriend or girlfriend.¹²⁴ Contrary to adolescents, it is often a case of unrequited love that can be attributed to the limitations of their cognitive development:

- › some mistakenly interpret the friendship of a peer as a romantic feeling and report this relationship as romantic involvement.¹²⁵
- › others may believe that having these romantic feelings is enough to be considered as being involved in a romantic relationship.

The approach taken in Elementary Cycle Two should:

- help students understand the skills needed for interpersonal relationships,¹²⁶ including managing any conflicts they may face.¹²⁷
- foster the development of social skills, including empathy,¹²⁸ in order to increase their ability to be involved in reciprocal emotional relationships.

Children 10 to 11 years old

Some young people will develop an earlier and stronger impulse toward sexual interests than others due to their hormone production, which is primarily responsible for the time and progression of sexual development.¹²⁹ They :

- › view friendship as involving intimacy, trust and loyalty¹³⁰ as well as a sharing of similar interests; they also have an increased interest in others and are capable of mutual support.
- › gradually progress toward different types of friendships, have greater interest in a romantic partner, and increasingly confide in their peers.¹³¹
- › may experience sexual desire, experiment with masturbation and have sexual fantasies¹³² as a result¹³³ of hormonal surges that are responsible for the biological maturation at this age and that vary among young people.

The approach taken in Elementary Cycle Three should:

- take into account the gradual onset of puberty and the emergence of sexual and 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.

Theme
Sexual Assault



Elementary 1 (6–7 years old)

Recognize situations of sexual assault and ways of protecting yourself

- › Definition of sexual assault
- › Situations of sexual assault: committed by someone you know, by someone you do not know well or by a stranger
- › Self-protection skills: 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: say no, scream, run away, look for help
- › Reporting an incident: talking 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

Become aware of the feelings that could arise following a situation of sexual assault

- › 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



Elementary 3 (8–9 years old)

Recognize the different forms of sexual assault

- › Definition of sexual assault
- › Forms of sexual assault: sexual contact or inviting sexual touching, exhibitionism and voyeurism, exposure to sexually explicit material

Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- › Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- › Difficulty applying safety rules in certain situations
- › Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- › Reporting an incident: talking 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



Elementary 5 (10–11 years old)

Look at different contexts that involve sexual assault with a view to preventing them

- › Real-world situations involving someone you know well, not very well or not at all (recreational activities, outings or activities with friends, people around you, public places, etc.)
- › Virtual-world situations: someone you know and spend time with, someone you do not know, using the Internet with friends

Become aware that the rules to ensure your personal safety can apply to different contexts

- › Using self-protection and self-defence skills appropriate to the situation: 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 in the real or virtual world, reacting against sexual solicitation in the real or virtual world
- › Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world



Children under 11 years old¹⁵⁴

They are most often victims of sexual assault by someone they know,¹³⁵ and often by someone in their immediate or extended family (this proportion reaches 50% for children aged 6 and under).¹³⁶

Young children have difficulty using their feelings to judge whether a situation involves sexual assault¹³⁷ or whether touching is appropriate or not.¹³⁸

They have a level of cognitive, moral and social development that may make it difficult for them to understand certain preventive concepts¹³⁹ and to believe that someone they know and like or love could touch them in an inappropriate way.¹⁴⁰

They are able to learn to recognize sexual assault¹⁴¹ if they are taught safety rules.

Activities aimed at preventing sexual assault on children of this age should allow children to develop the ability to:

- recognize sexual assault through clear and concrete examples.
- know when and how to use self-protection¹⁴² and self-defence skills.¹⁴³
- identify people they can confide in when they feel their safety may be at risk or when a situation makes them feel uncomfortable.

Between 6 and 10 years of age

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.¹⁴⁴

The number of cases of sexual assault by a family member is on the decline (44% of cases),¹⁴⁵ while cases involving someone outside the family circle are on the rise¹⁴⁶ (e.g. family friend, acquaintance, coach or other authority figure).

Activities aimed at preventing sexual assault for this age group should:

- consider that the students are more able to easily understand concepts related to prevention.¹⁴⁷
- focus on consolidating and building on what students have learned so far.¹⁴⁸
- help students develop a sense of self-efficacy (i.e. feel that they would be able to deal with a risky situation and react effectively to ensure their safety).

Between 10 and 13 years of age

Children continue to develop greater independence.¹⁴⁹ This means they come into contact with more people and environments,^{150, 151} they have more frequent contact with peers,¹⁵² longer periods without supervision¹⁵³ and increased use of the Internet, where some have already engaged in risky behaviours.¹⁵⁴

More than half of 9- and 10-year-olds have an email account and one-third use chat rooms.¹⁵⁵ Children under 12 account for 18% of victims of Internet luring in Québec.¹⁵⁶

Nonetheless, the majority of cases of sexual assault in this age group do not take place online, but are rather committed by someone known to the victim.¹⁵⁷

Activities aimed at preventing sexual assault for this age group should:

- focus on the students' increased ability to recognize risks and analyze various aspects of this issue.¹⁵⁸
- 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,¹⁵⁹ such as the Internet (chatting, protection of personal information).

Pregnancy and Birth

Elementary 2 (7-8 years old)

Understand the phenomenon of conception

- › Organs that produce the ova (ovaries) and sperm (testicles)
- › Union of the egg and the sperm: sexual intercourse, assisted reproduction
- › Implantation in the uterus

Discuss fetal development in the uterus

- › First signs of pregnancy
- › Duration of pregnancy
- › Development and needs of the fetus: nourishment, growth, movement



Why do students need to learn this?

Children’s knowledge of conception and birth has a positive influence on later sexual development.¹⁶⁰

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.

However, young children know little about conception: many children under the age of 7 know that a baby grows in the mother’s uterus or stomach, but few of them know how a baby is conceived (penis enters the vagina and the sperm and egg unite).¹⁶¹ Children without accurate knowledge about pregnancy and birth will invent their own explanation, often based on myths.¹⁶²

ELEMENTARY

References for content in elementary school

1. Wurtele, 1993; Wurtele, Melzer, and Kast, 1992.

2. Wurtele, 1993; Wurtele, Melzer, and Kast, 1992.

3. MELS, 2008; MELS, 2003; Arcand et al., 1998.

4. Wurtele, Melzer, and Kast, 1992; Wurtele, 1993.

5. Kenny and Wurtele, 2008; Boyle and Lutzker, 2005; Croteau, Hébert and Lavoie, 1998; Wurtele and Owens, 1997; Elliot, Browne, and Kilcoyne, 1995; Wurtele, 1993; Wurtele, Melzer, and Kast, 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. Schroeder, 2009; UNESCO, 2010; INSPQ, 2010.

11. UNESCO, 2010; WHO, 2010; Schroeder, 2009; INSPQ, 2010; MELS, 2003; MELS, 2008; Desaulniers, 1990; Hedgepeth and Helmich, 1996.

12. INSPQ, 2010; MELS, 2003.

13. INSPQ, 2010; MELS, 2003.

14. MELS, 2003.

15. Goldfarb, 2009; INSPQ, 2010; MELS, 2003.

16. Goldfarb, 2009; INSPQ, 2010; MELS, 2003.

17. MELS, 2003.

18. INSPQ, 2010.

19. INSPQ, 2010; MELS, 2003.

20. Goldfarb, 2009.

21. Goldfarb, 2009.

22. Goldfarb, 2009.

23. Goldfarb, 2009.

24. WHO, 2010.

25. WHO, 2010; Goldfarb, 2009.

26. UNESCO, 2010; Hecht and Eddington, 2003.

27. UNESCO, 2010; Hecht and Eddington, 2003.

28. Hecht and Eddington, 2003.

29. INSPQ, 2010; Goldfarb, 2009; Hecht and Eddington, 2003; Hedgepeth and Helmich, 1996.

30. Elia and Eliason, 2009; Schroeder, 2009; Goldfarb, 2009; WHO, 2010; UNESCO, 2010; INSPQ, 2010; Desaulniers, 1990; Hecht and Eddington, 2003; Hedgepeth and Helmich, 1996.

31. Goldfarb, 2009.

32. INSPQ, 2010; Goldfarb, 2009.

33. MELS, 2003.

34. MELS, 2003.

35. UNESCO, 2010; Hecht and Eddington, 2003.

36. MELS, 2003.

37. MELS, 2003.

38. Graber and Brooks-Gunn, 2010.

39. Miller and Benson, 1999.

40. DeRose, Graber and Brooks-Gunn, 2010.

41. Graber and Brooks-Gunn, 1998; Courtois, Bariaud, and Turbat, 2000; Waylen and Wolke, 2004.

42. Graber and Brooks-Gunn, 1998.

43. Graber and Brooks-Gunn, 1998.

44. Miller and Benson, 1999.

45. Miller and Benson, 1999.

46. Susman and Dorn, 2009; Silbereisen and Kracke, 1997; DeRose, Graber and Brooks-Gunn, 2010; Biro and Dorn, 2005.

47. Susman and Dorn, 2009.

48. Waylen and Wolke, 2004.

49. Finne et al., 2011.

50. Finne et al., 2011; Patton and Viner, 2007; Waylen and Wolke, 2004.

51. Silbereisen and Kracke, 1997.

52. Gagnon, Tremblay and Bossé, 2006.

53. Kenny and Wurtele, 2008.

54. Gordon, Schroeder and Abrams, 1990.

55. Gordon, Schroeder and Abrams, 1990; Wurtele, 1993; Graber, Nichols and Brooks-Gunn, 2010.

56. Ruble, Martin and Berenbaum, 2006.

57. Ruble, Martin and Berenbaum, 2006.

58. Kenny and Wurtele, 2008.

59. UNESCO, 2009.

60. Wurtele, 1993.

61. WHO, 2010.

62. DeRose, Graber and Brooks-Gunn, 2010.

63. DeRose, Graber and Brooks-Gunn, 2010.

64. WHO, 2010.

65. Silbereisen and Kracke, 1997.

66. Graber and Brooks-Gunn, 1998.

67. DeRose, Graber and Brooks-Gunn, 2010; Waylen and Wolke, 2004.

68. Waylen and Wolke, 2004.

69. WHO, 2010.

70. WHO, 2010.

71. MELS, 2003; Ruble, Martin and Berenbaum, 2006.

72. Luecke-Aleksa et al., 1995; Ruble, Martin and Berenbaum, 2006; Harter, 2006.

73. Graber, Brooks-Gunn and Galen, 1998; Harter, 2006; PAHO, 2005.

74. Poulin-Dubois and Serbin, 2006.

75. Ruble, Martin and Berenbaum, 2006.

76. Gaborit, 2009; Crooks and Baur, 2003.

77. Papadopoulos, 2010.

78. Kågesten et al., 2016.

79. Ruble, Martin and Berenbaum, 2006.

80. Ruble, Martin and Berenbaum, 2006; Poulin-Dubois and Serbin, 2006.

81. Golombok et al., 2012.

82. Ruble, Martin and Berenbaum, 2006.

83. Harter, 2006.

84. PAHO, 2005.

85. Ruble, Martin and Berenbaum, 2006.

86. Brinkman et al., 2016.

87. Clemans et al., 2010; Ruble, Martin and Berenbaum, 2006.

88. Neff et al., 2007; Ruble, Martin and Berenbaum, 2006.

89. Zosuls et al., 2016.

90. Neff et al., 2007; Galambos, Berenbaum, and McHale, 2009.

91. Neff et al., 2007.

92. Ruble, Martin and Berenbaum, 2006.

93. UNESCO, 2018.

94. UNESCO, 2018.

95. PAHO, 2005.

96. Neff et al., 2007.

97. Brinkman et al., 2014.

98. Ruble, Martin and Berenbaum, 2006.

99. Clemans et al., 2010.

100. UNESCO, 2018.

101. UNESCO, 2009.

102. Bouchard and Fréchette, 2011.

103. Rubin, Bukowski and Parker, 2006.

104. Bouchard and Fréchette, 2011.

105. Bouchard and Fréchette, 2011.

106. Claes, 2003.

107. Furman and Simon, 1999.

108. Connolly, Furman, and Konarski, 2000, cited in Rubin, Bukowski and Parker, 2006.

109. Rubin, Bukowski and Parker, 2006; Bouchard and Fréchette, 2011.

110. Bouchard and Fréchette, 2011.

111. Rubin, Bukowski and Parker, 2006; Underwood, Mayeux and Galperin, 2006.

112. Rubin, Bukowski and Parker, 2006.

113. Underwood, Mayeux and Galperin, 2006.

114. Rubin, Bukowski and Parker, 2006.

115. Rubin, Bukowski and Parker, 2006.

116. Underwood, Mayeux and Galperin, 2006; Ruble, Martin and Berenbaum, 2006.

117. Carlson and Rose, 2007; Hatfield et al., 1988.

118. Connolly and McIsaac, 2009a; Carlson and Rose, 2007.

119. Rubin, Bukowski and Parker, 2006.

120. Bierman and Erath, 2004.

121. Royer and Coutu, 2010, cited in Bouchard and Fréchette, 2011.

122. Miller and Benson, 1999.

123. Carlson and Rose, 2007; Hatfield et al., 1988.

124. Carlson and Rose, 2007.

125. UNESCO, 2009.

126. Claes, 2003.

127. Carlson and Rose, 2007.

128. Miller and Benson, 1999.

129. Berndt, 1981, in Brooks-Gunn and Paikoff, 1997.

130. Waylen and Wolke, 2004.

131. Breakwell, 1997, in Claes 2003.

132. Morris, 1992.

133. Aucoin, 2005; MSP, 2011.

134. Aucoin, 2005.

135. Aucoin, 2005.

136. Boyle and Lutzker, 2005; Croteau, Hébert, and Lavoie, 1998; Wurtele, 1998.

137. Wurtele, 1998.

138. Boyle and Lutzker, 2005.

139. Croteau, Hébert, and Lavoie, 1998; Tutty, 1994.

140. Boyle and Lutzker, 2005; Wurtele, 2002; Wurtele and Owens, 1997; Wurtele, 1998; Croteau, Hébert, and Lavoie, 1998.

141. Boyle and Lutzker, 2005; Wurtele, 2002; Wurtele and Owens, 1997; Wurtele, 1998; Croteau, Hébert, and Lavoie, 1998.

142. Boyle and Lutzker, 2005; Wurtele, 1998; Croteau, Hébert, and Lavoie, 1998.

143. Aucoin, 2005.

144. Aucoin, 2005.

145. Aucoin, 2005.

146. Tutty, 2000.

147. Casper, 1999, cited in Croteau, Hébert, and Lavoie, 1998.

148. INSPQ, 2017.

149. Ogrodnik, 2010.

150. Ogrodnik, 2010.

151. INSPQ, 2017.

152. MSP, 2010.

153. Blaya, 2013.

154. Environics Research Group, 2010.

155. MSP, 2010.

156. Rotenberg, 2017.

157. Tutty, 1994.

158. INSPQ, 2001-2018.

159. Caron and Ahlgrim, 2012.

160. Gordon, Schroeder and Abrams, 1990.

161. Caron and Ahlgrim, 2012.

References – Content in sexuality education in preschool, elementary and secondary

American Academy of Pediatrics. 2001. *Talking With Your Young Children*. Healthychildren.org.

Arcand, Lyne et al. 1998. *Les compétences essentielles liées à la santé et au bien-être à intégrer au curriculum des enfants de l'éducation préscolaire et des jeunes du primaire et du secondaire au Québec*. Groupe de travail interministériel sur les curriculums, Volet santé et bien-être. Québec: Ministère de la Santé et des Services sociaux et Ministère de l'Éducation.

Aubin, Jacinthe et al., eds. 2002. *Enquête social et santé auprès des enfants et des adolescents québécois 1999*. Collection la santé et le bien-être. Québec: Institut de la statistique du Québec.

Aucoin, Kathy. 2005. *Children and Youth as Victims of Violent Crime*. Ottawa: Statistics Canada.

Balter, Lawrence, and Catherine S. Tamis-LeMonda. 2006. *Child Psychology: A Handbook of Contemporary Issues*. 2nd ed. Oxford: Psychology Press.

Berndt, Thomas J. 1981. "Age Changes and Changes Over Time in Prosocial Intentions and Behavior Between Friends." *Developmental Psychology* 17 (4): 408-416.

Bierman, Karen L., and Stephen A. Erath. 2004. "Prevention and Intervention Programs Promoting Positive Peer Relations in Early Childhood." *Encyclopedia on Early Childhood Development*.

Biro, Frank and Lorah Dom. 2006. "Puberty and Adolescent Sexuality." *Psychiatric Annals* 36 (10): 777-784.

Blais, Martin, et al. 2009. "La sexualité des jeunes Québécois et Canadiens: Regard critique sur le concept d'hypersexualisation." *Globe: Revue internationale d'études québécoises* 12 (2): 23-46.

Blaya, Catherine. 2013. *Les ados dans le cyberspace: Prises de risques et cyberviolence*. Collection Pédagogies en développement. Belgique: Deboeck Supérieur.

Boislard-Pépin, Marie-Aude, and François Poulin. 2011. "Individual, Familial, Friends-Related and Contextual Predictors of Early Sexual Intercourse." *Journal of Adolescence* 34 (2): 289-300.

Boislard-Pépin, Marie-Aude, and Melanie J. Zimmer-Gembeck. 2011. "Sexual Subjectivity, Relationship Status and Quality, and Same-Sex Sexual Experience Among Emerging Adult Females." *Journal of Educational and Developmental Psychology* 1 (1): 54-64.

Boislard-Pépin, Marie-Aude, et al. 2002. "L'impact du style interpersonnel du partenaire sur la compétence, la motivation et la satisfaction sexuelles." *Revue québécoise de psychologie* 23 (3): 105-121.

Boislard-Pépin, Marie-Aude, et al. 2009. "A Longitudinal Examination of Risky Sexual Behaviors Among Canadian and Italian Adolescents: Considering Individual, Parental, and Friend Characteristics." *International Journal of Behavioral Development* 33 (3): 265-276.

Bouchard, Caroline, and Nathalie Fréchette. 2011. *Le développement global de l'enfant de 6 à 12 ans en contexte éducatif*. Québec: Presses de l'Université du Québec.

Boyle, Cynthia L., and John R. Lutzker. 2005. "Teaching Young Children to Discriminate Abusive From Nonabusive Situations Using Multiple Exemplars in a Modified Discrete Trial Teaching Format." *Journal of Family Violence* 20 (2): 55-69.

Breakwell, G. M. 1997. "La sexualité à l'adolescence." In *Regards actuels sur l'adolescence*, edited by H. Rodriguez-Tomé, S. Jackson and F. Bariaud, 179-206. Paris: Presses Universitaires de France.

Brennan, Shannon, and Andrea Taylor-Butts. 2008. *Sexual Assault in Canada 2004 and 2007*. Ottawa: Statistics Canada.

Brinkman, B. G., et al. 2004. "Children's Gender Identity Development: The Dynamic Negotiation Process Between Conformity and Authenticity." *Youth & Society* 46 (6): 835-852.

Brooks-Gunn, Jeanne, and Roberta Paikoff. 1997. "Sexuality and Developmental Transitions During Adolescence." In *Health Risks and Developmental Transitions During Adolescence*, edited by John Schulenberg, Jennifer L. Maggs and Klaus Hurrelmann, 190-219. New York: Cambridge University Press.

Brown, B. Bradford. 1999. "You're Going Out With Who? Peer Group Influences on Adolescent Romantic Relationships." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown and Candice Feiring, 291-329. New York: Cambridge University Press.

Brown, B. Bradford, and James Larson. 2009. "Peer Relationships in Adolescence." In *Contextual Influences on Adolescent Development: Handbook of Adolescent Psychology*, vol. 2, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 74-103. Hoboken, New Jersey: Wiley and Sons.

Carlson, Wendy, and Amanda J. Rose. 2007. "The Role of Reciprocity in Romantic Relationships in Middle Childhood and Early Adolescence." *Merrill-Palmer Quarterly* 53 (2): 262-290.

Caron, Sandra L., and Carie Jo Ahlgrim. 2012. "Children's Understanding and Knowledge of Conception and Birth: Comparing Children From England, the Netherlands, Sweden, and the United States." *American Journal of Sexuality Education* 7 (2): 16-36.

Casper, Ruth. 1999. "Characteristics of Children Who Experience Positive or Negative Reactions to a Sexual Abuse Prevention Program." *Journal of Child Sexual Abuse* 7 (4): 97-112.

Cazale, Linda, and Pascale Leclerc. 2010. "Comportements sexuels et usage de la contraception." In *Enquête québécoise sur la santé de la population, 2008: Pour en savoir plus sur la santé des Québécois*, 73-187. Québec: Institut de la statistique du Québec.

Claes, Michel. 2003. *L'univers social des adolescents*. Montréal: Les Presses de l'Université de Montréal.

Clemans, Katherine H., et al. 2010. "Gender in Adolescence: Applying a Person-in-Context Approach to Gender Identity and Roles." In *Handbook of Gender Research in Psychology*, edited by Joan C. Chrisler and Donald R. McCreary, 527-557. New York: Springer Science.

Collins, W. A., and L. A. Sroufe. 1999. "Capacity for Intimate Relationships: A Developmental Construction." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown, and Candice Feiring, 125-147. New York: Cambridge University Press.

Connolly, Jennifer A., Wyndol Furman, and R. Konarski. 2000. "The Role of Peers in the Emergence of Heterosexual Romantic Relationships in Adolescence." *Child Development* 71 (5): 1395-1408.

Connolly, Jennifer A., and Adele Goldberg. 1999. "Romantic Relationships in Adolescence: The Role of Friends and Peers in Their Emergence and Development." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown and Candice Feiring, 266-290. New York: Cambridge University Press.

Connolly, Jennifer A., and Caroline McIsaac. 2009a. "Romantic Relationships in Adolescence." In *Contextual Influences on Adolescent Development: Handbook of Adolescent Psychology*, vol. 2, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 104-151. Hoboken, New Jersey: Wiley and Sons.

Connolly, Jennifer A., and Caroline McIsaac. 2009b. "Romantic Dissolutions in Adolescence: Problems With Independence and Interdependence." *Journal of Adolescence* 32: 1209-1223.

Côté, James E. 2009. "Identity Formation and Self-Development in Adolescence." In *Individual Bases of Adolescent Development: Handbook of Adolescent Psychology*, vol. 1, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 266-304. Hoboken, New Jersey: Wiley and Sons.

Courtois, Robert, Françoise Bariaud, and Jacqueline Turbat. 2000. "Relation entre la maturation pubertaire et la sexualité chez des adolescentes." *Archives Pédiatriques* 7 (10): 1129-1131.

Crooks, Robert L., and Karla Baur. 2003. *Psychologie de la sexualité*. Montréal: Édition Modulo.

Croteau, Pascale, Martine Hébert, and Francine Lavoie. 1998. "L'évaluation des programmes de prévention des abus sexuels au préscolaire." *Revue Sexologique* 6 (2): 9-32.

DeRose, Laura M., Julia A. Graber, and Jeanne Brooks-Gunn. 2010. "Psychological Effects of Precocious and Delayed Puberty." In *Cognitive and Behavioral Abnormalities of Pediatric Diseases*, edited by Ruth Nass and Yitzchak Frank, 121-127. New York: Oxford University Press.

Dhariwal, Armit, et al. 2009. "Adolescent Peer Relationships and Emerging Adult Romantic Styles: A Longitudinal Study of Youth in an Italian Community." *Journal of Adolescent Research* 24 (5): 579-600.

Diamond, Lisa M., and Ritch C. Savin-Williams. 2009. "Adolescent Sexuality." In *Individual Bases of Adolescent Development: Handbook of Adolescent Psychology*, vol. 1, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 479-523. Hoboken, New Jersey: Wiley and Sons.

Diamond, Lisa M., Ritch C. Savin-Williams, and Eric M. Dubé. 1999. "Sex, Dating, Passionate Friendships, and Romance: Intimate Peer Relations Among Lesbian, Gay, and Bisexual Adolescents." In *Contemporary Perspectives on Adolescent Romantic Relationships*, edited by Wyndol Furman, Candice Feiring, and B. Bradford Brown, 175-210. New York: Cambridge University Press.

Eccles, Jacquelynne, and James Bryan. 1994. "Adolescence: Critical Crossroad in the Path of Gender-Role Development." In *Gender Roles Through the Lifespan: A Multidisciplinary Perspective*, edited by Michael R. Stevenson, 111-147. Muncie, Indiana: Ball State University Press.

Eisenberg, Nancy, ed. 2006. *Social, Emotional and Personality Development: Handbook of Child Psychology*, vol. 3. 6th ed. Hoboken, New Jersey: Wiley and Sons.

Elia, J. P., and M. J. Eliason. 2009. "Values-Free Sexuality Education: Myth or Reality." In *History and Foundations; Sexuality Education: Past, Present, and Future*, vol. 1. Praeger Perspectives: Sex, Love, and Psychology Collection, edited by E. Schroeder and J. Kuriansky, 174-198. Westport, CT: Praeger Publishers/Greenwood Publishing Group.

Elliott, Michele, Kevin Browne, and Jennifer Kilcoyne. 1995. "Child Sexual Abuse Prevention: What Offenders Tell Us." In *Child Abuse & Neglect* 19 (5): 579-594.

Environics Research Group. 2001. *Young Canadians in a Wired World: The Students' View*. Media Awareness Network.

Environics Research Group. 2005. *Young Canadians in a Wired World. Phase II: Student Survey*. Media Awareness Network.

Feiring, Candice. 1999. "Gender Identity and the Development of Romantic Relationships in Adolescence." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown and Candice Feiring, 211-232. New York: Cambridge University Press.

Fernet, Mylène. 2002. "La violence subie par les adolescents et adolescentes dans le contexte des relations amoureuses: Une revue des écrits." Literature In *Une conceptualisation dynamique et ancrée de la violence subie en situation de couple par des adolescents*. A thesis submitted as a partial requirement for the PhD program in public health. Montréal: Université de Montréal.

Fernet, Mylène, Monique Imbleau, and François Pilote. 1999. "Sexualité et mesures préventives contre les MTS et la grossesse." In *Enquête sociale et de santé auprès des enfants et des adolescents québécois*, 273-291. Québec: Institut de la statistique du Québec.

Fernet, Mylène, Hélène Manseau, and Johanne Otis. 2005. "L'amour au risque de violences: Analyse qualitative des expériences amoureuses de jeunes femmes." In *Jeunesse à risque: Rite et passage*, edited by Denis Jeffrey, David Le Breton and Joseph J. Lévy, 93-118. Sainte-Foy, Québec: Presses de l'Université Laval.

Finne, Emily, et al. 2011. "Age, Puberty, Body Dissatisfaction, and Physical Activity Decline in Adolescents: Results of the German Health Interview and Examination Survey (KiGGS)." *International Journal of Behavioral Nutrition and Physical Activity* 8 (1): 119.

Fortenberry, J. Dennis, et al. 2010. "Sexual Behaviors and Condom Use at Last Vaginal Intercourse: A National Sample of Adolescents Ages 14 to 17 Years." *Journal of Sexual Medicine* 7 Supplement 5: 305-314.

Friedlander, Laura J., et al. 2007. "Biological, Familial, and Peer Influences on Dating in Early Adolescence." *Archives of Sexual Behavior* 36: 821-830.

Furman, Wyndol, B. Bradford Brown, and Candice Feiring, eds. 1999. *The Development of Romantic Relationships in Adolescence*. New York: Cambridge University Press.

Furman, Wyndol, and Valerie A. Simon. 1999. "Cognitive Representations of Adolescent Romantic Relationships." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown and Candice Feiring, 75-98. New York: Cambridge University Press.

Gaborit, Pascaline. 2009. "Les stéréotypes de genre." In *Les stéréotypes de genre: Identité, rôles sociaux et politiques publiques*, edited by Pascaline Gaborit, 15-41. Paris: L'Harmattan.

Gagnon, Mélanie M., Claudia Tremblay, and Marie-Andrée Bossé. 2006. "La sexualité des enfants: Comment bien la traiter en respectant leurs besoins." In *La bientraitance en situation difficile*, edited by Jean-Pierre Pourtois and Huguette Desmet, 93-108. Paris: L'Harmattan.

Galambos, N. L., S. A. Berenbaum, and S. M. McHale. 2009. "Gender Development in Adolescence." *Individual Bases of Adolescent Development: Handbook of Adolescent Psychology*, vol. 1, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 305-357. Hoboken, New Jersey: Wiley and Sons.

Garriguet, Didier. 2005. "Early Sexual Intercourse." *Health Reports* 16 (3): 11-21. Cited by Christine Lacroix and Richard Cloutier in "Sexual Health: Protect it!" *The SexEducator Magazine* #4b (Spring 2010).

Goldfarb, E. S. 2009. "A Crisis in Identity of Sexuality Education in America: How Did We Get Here and Where Are We Going?" In *History and Foundations; Sexuality Education: Past, Present, and Future*, vol.1. Praeger Perspectives: Sex, Love, and Psychology Collection, edited by E. Schroeder and J. Kuriansky, 8-30. Westport, CT: Praeger Publishers/Greenwood Publishing Group.

Golombok, Susan, et al. 2012. "Continuity in Sex-Typed Behavior From Preschool to Adolescence: A Longitudinal Population Study of Boys and Girls Aged 3-13 Years." *Archives of Sexual Behavior* 41 (3): 591-597.

Gordon, Betty N., Carolyn S. Schroeder, and J. Michaels Abrams. 1990. "Age and Social-Class Differences in Children's Knowledge of Sexuality." *Journal of Clinical Child Psychology* 19 (1): 33-43.

Graber, Julia A., and Jeanne Brooks-Gunn. 1998. "Puberty." In *Behavioral Medicine and Women: A Comprehensive Handbook*, edited by Elaine A. Blechman and Kelly D. Brownell, 51-58. New York: The Guilford Press.

Graber, Julia A., Jeanne Brooks-Gunn, and Britt R. Galen. 1998. "Betwixt and Between: Sexuality in the Context of Adolescent Transitions." In *New Perspectives on Adolescent Risk Behavior*, edited by Richard Jessor, 270-316. New York: Cambridge University Press.

Graber, Julia A., Tracy R. Nichols, and Jeanne Brooks-Gunn. 2010. "Putting Pubertal Timing in Developmental Context: Implications for Prevention." *Developmental Psychobiology* 52 (3): 254-262.

Harter, Susan. 2006. "The Self." In *Social, Emotional, and Personality Development: Handbook of Child Psychology*, vol. 3, edited by Nancy Eisenberg, 6th ed., 505-570. Hoboken, New Jersey: Wiley and Sons.

Hatfield, Elaine, et al. 1988. "Passionate Love: How Early Does It Begin?" *Journal of Psychology and Human Sexuality* 1 (1): 35-52.

Hecht, M. and E. N. Eddington. 2003. "The Legal Foundations of Adolescents' Education." In *Sexuality Education: What Adolescents' Rights Require*, edited by Roger J.R. Levesque, 3-23. Hauppauge, NY: Nova Science Publishers, Inc.

Hedgepeth, E. M. and J. Helmhich. 1996. *Teaching About Sexuality and HIV: Principles and Methods for Effective Education*. New York: New York University Press.

Kägesten, A. et al. 2016. "Understanding Factors that Shape Gender Attitudes in Early Adolescence Globally: A Mixed-Methods Systematic Review." *PloS One* 11 (6): e0157805.

Kelly, Marguerite, Melanie J. Zimmer-Gembeck, and Marie-Aude Boislard-Pépin. 2012. "Identity, Intimacy, Status and Sex Dating Goals as Correlates of Goal-Consistent Behavior and Satisfaction in Australian Youth." *Journal of Adolescence* 35 (6):1441-1454.

Kenny, Maureen C., and Sandy K. Wurtelle. 2008. "Preschoolers' Knowledge of Genital Terminology: A Comparison of English and Spanish Speakers." *American Journal of Sexuality Education* 3 (4): 345-354.

Kirby, Douglas. 2007. *Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

Kirby, Douglas, B. A. Laris, and Lori Rollieri. 2006. *Sex and HIV Education Programs for Youth: Their Impact and Important Characteristics*. Research Triangle Park, NC: Family Health International.

Lacroix, Christine, and Richard Cloutier. 2010. "Sexual Health: Protect It!" *The SexEducator Magazine* #4b (Spring 2010).

References – Content in sexuality education in preschool, elementary and secondary

Lagrange, Hugues, and Brigitte Lhomond, eds. 1997. *L'entrée dans la sexualité: Le comportement des jeunes dans le contexte du sida*. Collection Recherches. Paris: Éditions La Découverte.

Lavoie, Francine. 2000. "La prévention de la violence dans les relations de couple à l'adolescence." In *Les problèmes externalisés: Prévention des problèmes d'adaptation chez les enfants et les adolescents*, vol. 2, edited by Frank Vitaro and Claude Gagnon, 405-460. Sainte-Foy, Québec: Presses de l'Université du Québec.

Lavoie, Francine and Lucie Vézina. 2001. "Violence dans les relations amoureuses à l'adolescence." In *Enquête sociale et de santé auprès des enfants et des adolescents québécois 1999*. Under the direction of J. Aubin et al., 471- 484. Québec: Institut de la statistique du Québec.

Luecke-Aleksa, Diane, et al. 1995. "Gender Constancy and Television Viewing." *Developmental Psychology* 31 (5): 773-780.

Maticka-Tyndale, Eleanor. 2008. "Sexuality and Sexual Health of Canadian Adolescents: Yesterday, Today and Tomorrow." *The Canadian Journal of Human Sexuality* 17, (3): 85-95.

Médico, Denise, and Joseph J. Lévy. 2008. "Baiser." In *Questions de sexualité au Québec*, edited by Joseph J. Lévy and André Dupras, 27-31. Montréal: Liber.

Miller, Brent C., and Brad Benson. 1999. "Romantic and Sexual Relationship Development During Adolescence." In *The Development of Romantic Relationships in Adolescence*, edited by Wyndol Furman, B. Bradford Brown and Candice Feiring, 99-121. New York: Cambridge University Press.

Morris, N. M. 1992. "Determinants of Adolescent Initiation of Coitus." *Adolescent Medicine: State of the Art Reviews* 3 (2): 165-180. Cited by Brent C. Miller and Brad Benson in *The Development of Romantic Relationships in Adolescence*, 99-121. New-York: Cambridge University Press, 1999.

National Guidelines Task Force. 2004. *Guidelines for Comprehensive Sexuality Education, Kindergarten Through 12th Grade*, 3rd Edition. New York: Sexuality Information and Education Council of the United States.

Neff, Kristin D., et al. 2007. "Children's and Adolescents' Developing Perceptions of Gender Inequality." *Social Development* 16 (4): 682-699.

Ogrodnik, Lucie. 2010. *Child and Youth Victims of Police-Reported Violent Crime*, 2008. Ottawa: Canadian Centre for Justice Statistics.

Otis, Joanne. 1996. *Santé sexuelle et prévention des MTS et de l'infection au VIH: Bilan d'une décennie de recherche au Québec auprès des adolescents et adolescentes et des jeunes adultes*. Québec: Ministère de la Santé et des Services sociaux, Direction générale de la planification et de l'évaluation.

Otis, Joanne, Denise Médico, and Joseph J. Lévy. 2000. "La prévention des maladies transmissibles sexuellement et de l'infection par le VIH chez les adolescents." In *Les problèmes externalisés: Prévention des problèmes d'adaptation chez les enfants et les adolescents*, vol. 2, edited by Frank Vitaro and Claude Gagnon, 493-556. Sainte-Foy, Québec: Presses de l'Université du Québec.

Pan American Health Organization (PAHO). 2005. *Youth: Choices and Change; Promoting Healthy Behaviors in Adolescents*. Scientific and Technical Publication, no. 594. Washington, D.C.: PAHO.

Papadopoulos, Linda. 2010. *Sexualisation of Young People Review*. London: Home Office Publication.

Patton, George C., and Russell Viner. 2007. "Pubertal Transitions in Health." *The Lancet* 369 (9567): 1130-1139.

Poulin-Dubois, Diane, and Lisa A. Serbin. 2006. "La connaissance des catégories de genre et des stéréotypes sexués chez le jeune enfant." *Enfance* 58 (3): 283-292.

Pourtois, Jean-Pierre, and Huguette Desmet, eds. 2006. *La bientraitance en situation difficile*. Paris: L'Harmattan.

Québec. Institut national de santé public du Québec (INSPQ). 2017. *Le développement des enfants et des adolescents dans une perspective de promotion de la santé et de prévention en contexte scolaire*. Québec: INSPQ, Direction du développement des individus et des communautés.

Québec. Institut national de santé publique du Québec (INSPQ). 2010. *Réussite éducative, santé, bien-être: Agir efficacement en contexte scolaire: Synthèse des recommandations*. Québec: INSPQ.

Québec. Institut national de santé publique (INSPQ). 2001-2018. "Individual and Relationship Strategies: Preventing Sexually Aggressive Behaviour." *Media Kit on Sexual Assault*. Québec: INSPQ. <https://www.inspq.qc.ca/en/sexual-assault/prevention/individual-and-relationship-strategies>

Québec. Institut national de santé publique (INSPQ). 2001. "Réussite éducative, santé, bien-être: agir efficacement en contexte scolaire. Synthèse des recommandations." Québec: INSPQ.

Québec. Ministère de l'Éducation, du Loisir et du Sport (MELS). 2008. *Sex Education in Schools: Yes, But How?* Québec: MELS.

Québec. Ministère de l'Éducation, du Loisir et du Sport (MELS). 2003. *Sex Education in the Context of Education Reform*. Québec: MELS.

Québec. Ministère de la Sécurité publique (MSP). 2007. *Statistiques 2006 sur les agressions sexuelles au Québec*. Québec: MSP.

Québec. Ministère de la Sécurité publique (MSP). 2010. *Statistiques 2008 sur les agressions sexuelles au Québec*. Québec: MSP.

Québec. Ministère de la Sécurité publique (MSP). 2011. *Statistiques 2009 sur les agressions sexuelles au Québec*. Québec: MSP.

Québec. Ministère de la Santé et des Services sociaux (MSSS). 2011. *Portrait des infections transmissibles sexuellement et par le sang (ITSS) au Québec, Années 2010 (et projection 2011)*. Collection analyses et surveillance. Québec: MSSS.

Québec. Ministère de la Santé et des Services sociaux (MSSS). 2010. *L'épidémie silencieuse: Les infections transmissibles sexuellement et par le sang. Quatrième rapport national sur l'état de la population du Québec*. Québec: MSSS.

Riberdy, Hélène, and Marc Tourigny. 2009. *Violence et fréquentations amoureuses au secondaire: Coup d'œil à Montréal*. Enquête sur le bien-être des jeunes Montréalais. Rapport thématique n° 3. Montréal: Direction de la santé publique, Agence de la santé et des services sociaux de Montréal.

Roberts, Donald F., Lisa Henriksen, and Ulla G. Foehr. 2009. "Adolescence, Adolescents, and Media." In *Contextual Influences on Adolescent Development: Handbook of Adolescent Psychology*, vol. 2, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 314-344. Hoboken, New Jersey: Wiley and Sons.

Rondeau, Lorraine, et al. 2008. *Les relations amoureuses des jeunes: Ecouter pour mieux accompagner*. Montréal: Direction de santé publique, Agence de la santé et des services sociaux de Montréal.

Rotenberg, Cristine. 2017. "Police-Reported Sexual Assaults in Canada, 2009-2014: A Statistical Profile." *Juristat* 85-002-X. Ottawa: Statistics Canada, Canadian Centre for Justice Statistics.

Rotermann, Michelle. 2005. "Sex, Condoms and STDs Among Young People." *Health Reports* 16 (3): 39-45. Ottawa: Statistics Canada. Cited by Christine Lacroix and Richard Cloutier in "Sexual Health: Protect It!" *The SexEducator Magazine* #4b (Spring 2010).

Rotermann, Michelle. 2008. "Trends in Teen Sexual Behaviour and Condom Use." *Health Reports* 19 (3). Ottawa: Statistics Canada.

Rotermann, Michelle. 2012. "Sexual Behavior and Condom Use of 15- to 24-Year-Olds in 2003 and 2009/2010." *Health Reports* 23 (1). Ottawa: Statistics Canada.

Royer, Nicole, and Sylvain Coutu. 2010. "Se découvrir et s'affirmer à la maternelle." In *Intervenir à l'éducation préscolaire pour favoriser le développement global*, edited by Carole Raby and Annie Charron, 50-56. Montréal: CEC.

Rubin, Kenneth H., William M. Bukowski, and Jeffrey G. Parker. 2006. "Peer Interactions, Relationships and Groups." In *Social, Emotional, and Personality Development: Handbook of Child Psychology*, vol.3, edited by Nancy Eisenberg, 6th ed., 571-645. Hoboken, New Jersey: Wiley and Sons.

Ruble, D. N., C. L. Martin, and S. A. Berenbaum. 2006. "Gender Development." In *Social, Emotional, and Personality Development: Handbook of Child Psychology*, vol. 3, edited by Nancy Eisenberg, 6th ed., 858-932. Hoboken, New Jersey: Wiley and Sons.

Savin-Williams, Ritch, C. 2005. *The New Gay Teenager*. Cambridge: Harvard University Press. Cited by Lisa M. Diamond and Ritch C. Savin-Williams in "Adolescent Sexuality." In *Individual Bases of Adolescent Development: Handbook of Adolescent Psychology*, vol. 1, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 479-523. Hoboken, New Jersey: Wiley and Sons.

Schroeder, E. 2009. "The Future of Sexuality Education in the Twenty-First Century and Beyond." In *Emerging Techniques and Technologies: Sexuality Education: Past, Present, and Future*, vol.4. Praeger Perspectives: Sex, Love, and Psychology Collection, edited by E. Schroeder and J. Kuriansky, 255-265. Westport, CT: Praeger Publishers/Greenwood Publishing Group.

Schulenberg, J., J. L. Maggs, and Klaus Hurrelmann. 1997. *Health Risks and Developmental Transitions During Adolescence*. Cambridge: Cambridge University Press.

Silbereisen, Rainer K., and Bärbel Kracke. 1997. "Self-Reported Maturational Timing and Adaptation in Adolescence." In *Health Risks and Developmental Transitions During Adolescence*, edited by J. Schulenberg et al., 85-109. Cambridge: Cambridge University Press.

Stulhofer, Aleksandar, et al. 2012. "Adolescent Exposure to Pornography and Relationship Intimacy in Young Adulthood." *Psychology and Sexuality* 3 (2): 95-107.

Susman, Elizabeth J., and Laura D. Dorn. 2009. "Puberty: Its Role in Development." In *Individual Bases of Adolescent Development: Handbook of Adolescent Psychology*, vol. 1, edited by Richard M. Lerner and Laurence Steinberg, 3rd ed., 116-151. Hoboken, New Jersey: Wiley and Sons.

Thériault, Jocelyne. 1995. "Réflexion sur la place de l'intimité dans la relation érotique et amoureuse." *Revue sexologique* 3 (1): 59-79.

Tutty, Leslie M. 1994. "Developmental Issues in Young Children's Learning of Sexual Abuse Concepts." *Child Abuse & Neglect* 18 (2): 179-192.

Tutty, Leslie M. 2000. "What Children Learn From Sexual Abuse Prevention Programs: Difficult Concepts and Developmental Issues." *Research on Social Work Practice* 10 (3): 275-300.

Underwood, Marion K., Lara Mayeux, and Mikal Galperin. 2006. "Peer Relations During Middle Childhood: Gender, Emotions, and Aggression." In *Child Psychology: A Handbook of Contemporary Issues*, edited by Lawrence Balter and Catherine S. Tamis-LeMonda, 2nd ed., 241-261. New York: Psychology Press.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2009. *International Technical Guidance on Sexuality Education: An Evidence-Informed Approach for Schools, Teachers and Health Educators*. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2010. "The Rationale for Sexuality Education." In *International Technical Guidance on Sexuality Education: An Evidence Informed Approach for Schools, Teachers and Health Educators*, vol.1. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2018. *International Technical Guidance on Sexuality Education: An Evidence Informed Approach for Schools, Teachers and Health Educators*. Paris: UNESCO.

Vitaro, Frank, Claude Gagnon, and Richard E. Tremblay. 1992. "Liens d'amitié et fonctionnement social chez les enfants rejetés." *Enfance* 45 (1-2): 113-127.

Waylen, Andrea, and Dieter Wolke. 2004. "Sex 'n' Drugs 'n' Rock 'n' Roll: The Meaning and Social Consequences of Pubertal Timing." *European Journal of Endocrinology* 151, Supplement 3: 151-159.

World Health Organization (WHO). 2010. *Standards for Sexuality Education in Europe: A Framework for Policy Makers, Educational and Health Authorities and Specialists*. Cologne: Federal Centre for Health Education (BZgA) and WHO Regional Office for Europe.

Williams, Trish, Jennifer A. Connolly, and R. Cribble. 2008. "Light and Heavy Heterosexual Activities of Young Canadian Adolescents: Normative Patterns and Differential Predictors." *Journal of Research on Adolescence* 18: 145-178.

Wolak, Janis, David Finkelhor, and Kimberly Mitchell. 2004. "Internet-Initiated Sex Crimes Against Minors: Implications for Prevention Based on Findings From a National Study." *Journal of Adolescent Health* 35 (5): 424-433.

Wolak, Janis, Kimberly Mitchell, and David Finkelhor. 2006. *Online Victimization of Youth: Five Years Later*. National Center for Missing and Exploited Children Bulletin. Alexandria, Virginia.

Wurtele, Sandy K. 1993. "Enhancing Children's Sexual Development Through Child Sexual Abuse Prevention Programs." *Journal of Sex Education and Therapy* 19 (1): 37-46.

Wurtele, Sandy K. 1998. "School-Based Child Sexual Abuse Prevention Programs: Questions, Answers, and More Questions." In *Handbook of Child Abuse Research and Treatment*, edited by John R. Lutzker, 501-516. New York: Plenum Press.

Wurtele, Sandy K. 2002. "School-Based Child Sexual Abuse Prevention." In *Preventing Violence in Relationships: Interventions Across the Life Span*, edited by Paul A. Schewe, 9-25. Washington, DC: American Psychological Association.

Wurtele, Sandy K., A. M. Melzer, and L. C. Kast. 1992. "Preschoolers' Knowledge of and Ability to Learn Genital Terminology." *Journal of Sex Education and Therapy* 18, (2): 115-122.

Wurtele, Sandy K., and J. S. Owens. 1997. "Teaching Personal Safety Skills to Young Children: An Investigation of Age and Gender Across Five Studies." *Child Abuse & Neglect* 21 (8): 805-814.

Zimmer-Gembeck, Melanie J. 1999. "Stability, Change and Individual Differences in Involvement With Friends and Romantic Partners Among Adolescent Females." *Journal of Youth and Adolescence* 28 (4): 419-438.

Zimmer-Gembeck, Melanie J., et al. 2011. "A Prospective Study of Young Females' Sexual Subjectivity: Associations With Age, Sexual Behavior, and Dating." *Archives of Sexual Behavior* 40 (5): 927-938.

Zosuls, K. M. et al. 2016. "Developmental Changes in the Link Between Gender Typicality and Peer Victimization and Exclusion." *Sex Roles* 75 (5-6):243-256.

Coordination and content:

Ministère de l'Éducation et de l'Enseignement supérieur
Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé
Direction générale des services de soutien aux élèves

Title of original document: *Contenus détaillés en éducation à la sexualité – Préscolaire et primaire*

English version:

Direction des services à la communauté anglophone | Services langagiers
Ministère de l'Éducation et de l'Enseignement supérieur
An electronic version of this document is available on the Ministère's website at: www.education.gouv.qc.ca

© Gouvernement du Québec
Ministère de l'Éducation et de l'Enseignement supérieur
ISBN:978-2-550-82542-5 (PDF)

Legal deposit - Bibliothèque et Archives nationales du Québec, 2018