



ST. GABRIEL SCHOOL
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Dear parents:

The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche is undertaking a pilot project to formalize learning content related to sexuality education in elementary and secondary schools. We are pleased to announce that our school is one of the schools chosen for the pilot project. Students will receive from 5 to 15 hours of sexuality education every year.

Québec schools have exercised their responsibility with respect to sexuality education for almost 40 years:

- from the 1980s to 2000, through the Personal and Social Education program taught by teachers
- from 2000 on, sexuality education has been provided by teachers and non-teaching professionals using a variety of means

The pilot project is a continuation of sexuality education in Québec's schools. What is new is that the Ministère has defined specific learning content for each level of elementary and secondary education.

Sexuality education is essential to the overall development of adolescents. The learning content takes into account contemporary issues, for example, easy access to images and messages about sexuality in the public space and use of social media.

The learning content defined by the Ministère is tailored to the students' ages and level of development, and is in line with the recommendations of experts from the World Health Organization and UNESCO. The content will be taught by school personnel in collaboration with partners chosen by the school (e.g. health network, community organizations).

Three themes will be covered with students in the **Transition from SEEDS** class, namely:

- **NOVEMBER: Puberty:** Becoming aware of the psychological and physical changes associated with puberty.
Discussions about the importance of adopting a positive attitude toward one's changing body and diverse body types.

- **FEBRUARY: Healthy Relationships:** Discussions of representations of love and friendship. Identifying how certain attitudes and behaviours can positively or negatively influence interpersonal relationships.
- **APRIL: Gender Stereotypes and Roles, and Social Norms:** Making connections between gender inequalities and the establishment of harmonious relationships between boys and girls; understanding the norms that guide gender expressions; explanation of how sexism and homophobia can affect those targeted.

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

For more information, please visit <http://www.education.gouv.qc.ca/en/parents-and-guardians/sexuality-education/>.

Feel free to contact us if you have any questions.

Andrea Truffa
Teacher