

MORAL AND CIVIC EDUCATION (EMC) AT LYCEE LEVEL

Baccalauréat classes

Seconde class

The purpose of moral and civic education is to enable pupils to grasp the moral and civic aspects of belonging to a Legal State which guarantees individual and collective liberties and the equality of all citizens. In *Seconde* classes, pupils will consider the principles of liberty, equality, justice and the means of reconciling the general interest and individual rights with the contradictions that can result. For each theme, ethical and civic issues are linked, and none of these aspects should be overlooked. Knowledge is approached with reference to the competencies to be acquired. Suggestions for class practical work are merely guidelines. However, three approaches for implementing this teaching are favoured, with every discipline making its own contribution: reasoned debate, interdisciplinary projects (of a TPE/group research nature) and partnerships.

The individual and the Legal State

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none"> Identifying and stating the applicable ethical values and civic principles. Making use of the required knowledge. Developing personal expression, reasoned argument and a critical approach. Taking part in team work. 	<ul style="list-style-type: none"> The Legal State and individual and collective liberties (the legal institutions of the State, the place of law, and the hierarchy of legal norms). Separation of powers. How justice operates: <ul style="list-style-type: none"> - <u>criminal justice</u> (investigation, trial, defence rights, decision-making); - <u>administrative justice</u> (protection of citizens against abuses of power); - <u>civil justice</u>. The rights and responsibilities of school pupils and of the education community. The principles and various forms of solidarity. The question of individual responsibility. 	<ul style="list-style-type: none"> Study of actual or fictional situations (from current affairs, history, literature, etc.) in order to analyse the contradictions between legal and moral obligations and the relationships between individuals and the State (desirable interdisciplinary project). Meeting parties involved in the justice system via courts and judges of industrial tribunals or juvenile courts (PJJ). Using situations drawn from the actual lives of pupils, teenagers or young adults, considering the various forms of engagement, in school life (involvement in school democracy) or in everyday life, and their meaning and legitimacy.

Equality and discrimination

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none"> • Identifying and stating the applicable ethical values and civic principles. • Making use of the required knowledge. • Developing personal expression, reasoned argument and a critical approach. • Taking part in team work. 	<ul style="list-style-type: none"> • The concept of equality and its main definitions (equality in law, equality of opportunity, equality of outcomes). • Inequalities and discriminations in everyday life and their respective seriousness with regard to individual rights. • Key anti-discrimination legislation (particularly the Law of 1st July 1972): racial, anti-Semitic, religious, xenophobic, sexist, homophobic, etc. 	<ul style="list-style-type: none"> • An historical analysis to show the links between democracy and the triumph of equality: the abolition of feudalism and slavery, the neutrality of the State in matters of religion, female emancipation, decriminalisation of homosexuality, etc. (desirable interdisciplinary project). • A case study using extracts of judgements showing the diversity of means of discrimination, with an examination of proposed solutions. • Using events observed in the school or pupils' own social environment, a debate may be held to consider the following: <ul style="list-style-type: none"> - the definition of what constitutes discrimination; - a distinction between what is merely discriminatory and what discriminates against or harms human dignity; - non-judicial methods of opposing discrimination.

Première class

The purpose of moral and civic education is to enable pupils to grasp the moral and civic aspects of belonging to a contemporary democratic society. In Première classes, pupils will consider the link between a democratic society and an information society. For each theme, ethical and civic issues are closely linked, and none of these aspects should be overlooked. Knowledge is approached with a view to the competencies to be acquired. Suggestions for class practical work are merely guidelines. However, three approaches for implementing this teaching are favoured, with every discipline making its own contribution: reasoned debate, interdisciplinary projects (of a TPE/group research nature) and partnerships.

Exercising citizenship in the French Republic and the European Union

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none"> Identifying and stating the applicable ethical values and civic principles. Making use of the required knowledge. Developing personal expression, reasoned argument and a critical approach. Taking part in team work. 	<ul style="list-style-type: none"> The concept of European citizenship. Voting: citizenship, nationality and grass-roots sovereignty; the right to vote; practicalities of voting; comparative aspects for different democratic systems. Paying taxes; rationale for taxation; the various forms of taxation systems. Engagement: the concept of activism; the major types of involvement in political, union and community association bodies. Defence: structure and issues of national defence: involvement in armed conflicts, international security. 	<ul style="list-style-type: none"> Voting: who should have the right to vote, and why? To vote or not to vote? Is voting a duty? Paying taxes: holding debates on taxes and citizenship, taxes and solidarity, taxes and equality, taxes and ethics. Engagement: examination of works of art, films and literary, philosophical or historical works dealing with issues of engagement (desirable interdisciplinary project). Defence: debate on the ethics and issues underlying conflicts with national defence forces via inter-departmental government committees. Introduction to Defence professions.

Moral and civic issues of the information society

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none"> • Identifying and stating the applicable ethical values and civic principles. • Making use of the required knowledge. • Developing personal expression, reasoned argument and a critical approach. • Taking part in team work. 	<ul style="list-style-type: none"> • The concept of digital identity. • Key ethical questions raised by individual and collective use of digital media. This usage is framed by a number of legal principles. • Specific nature and role of various media and a basic method for the critical comprehension of the information they convey and the reactions they generate (interactive comments, blogs, tweets, etc.). 	<ul style="list-style-type: none"> • Structure of debates covering actual or potential threats to individual freedoms and dignity from certain types of usage of digital media, with an emphasis on the issue of social media. • Work with the transliteracy teacher to compile a dossier about an event and how it is covered in the media (desirable interdisciplinary project).

Terminale class

In *Terminale* classes, moral and civic education is focused partly on one of the basic pillars of a democratic society: the recognition of the diverse nature of belief; and partly on the way in which, in a democratic society, key debates on the ethical issues raised by biology and medicine are structured. For each theme, ethical, social and civic issues are closely linked, and none of these aspects should be overlooked. Knowledge is approached with a view to the competencies to be acquired. Suggestions for class practical work are merely guidelines. However, three approaches for implementing this teaching are favoured, with every discipline making its own contribution: reasoned debate, interdisciplinary projects (of a TPE/group research nature) and partnerships.

Diversity of beliefs and secularism

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none">• Identifying and stating the applicable ethical values and civic principles.• Making use of the required knowledge.• Developing personal expression, reasoned argument and a critical approach.• Taking part in team work.	<ul style="list-style-type: none">• The concept of secularism. Its various meanings. Its historical, political, philosophical and legal aspects. Current legislation in force.• The diversity of religious beliefs and practices in contemporary French society: legal aspects and social issues.• The exercise of liberties and the risks of sectarian influence.	<ul style="list-style-type: none">• Multidisciplinary study of the various ways of understanding relationships between the State and the diverse range of religious beliefs within democratic systems (desirable interdisciplinary project).• Case study based on the circumstances under which the 2004 law was drawn up and the debates within the Stasi commission. Examination of opposing points of view and the ethical and political principles on which they are based.• Drawing on observed situations or various media (literary, philosophical, historical, cinematographic, etc.), a debate may be held to examine to the concept of tolerance and its moral implications, the distinction between tolerance and law, the limits of tolerance, etc.

Biology, ethics, society and environment

Competencies	Knowledge	Examples of situations and implementations
<ul style="list-style-type: none"> • Identifying and stating the applicable ethical values and civic principles. • Making use of the required knowledge. • Developing personal expression, reasoned argument and a critical approach. • Taking part in team work. 	<ul style="list-style-type: none"> • The concept of bioethics. Contemporary bioethics problems (genetic research, GMOs, gene therapies, etc.). The role of the French <i>Haut Conseil des biotechnologies</i> body. • Developments in medical ethics. The issue of patient consent. The role of the French <i>Comité consultatif national d'éthique</i> (CCNE) ethics committee. • Environmental responsibility. The interdependency between humanity and nature. The precautionary principle: its legal reality, applications and limits. 	<ul style="list-style-type: none"> • Case study which has been covered by a CCNE notice or report. Current status of media debate. Ethical explanation. • Reasoned debate on the precautionary principle. • Case study and reasoned debate on an issue relating to medical ethics.