

Moral and civic education programme for primary school and *collège* (cycles 2, 3 and 4)

General principles

Linked to the general educational goals specified by the law of 8 July 2013 of orientation and planning for the re-foundation of the *Ecole de la République*, the key areas of the moral and civic education programme from the *école élémentaire* (infant/junior school) to the *lycée* (upper secondary school) are founded on the principles and values enshrined in the major human rights declarations, the International Convention of the Rights of the Child and in the Constitution of the 5th Republic:

1. Moral education is neither the sole purpose nor the sole responsibility of the school; it begins in the family. Moral and civic education pertains to the principles and values necessary to communal life in a democratic society. It is delivered in a lay context, which is that of the Republic and of the school. This framework imposes an obvious obligation of neutrality on the national education staff, but it should not lead to a reluctance or even abstention in affirming the values transmitted. Rather, teachers and education staff are required to promote these values in all teaching areas and in all aspects of school life.
2. The objective of this teaching area is the transmission and sharing of Republican values that are accepted by all, whatever their convictions, beliefs or personal life choices. These are the values and standards implied by the act of educating as a republican and secular school sets out to do. They presuppose a school that is both demanding and benevolent and which favours pupils' self-esteem and self-confidence; such conditions are essential to the overall formation of their personality. This teaching area requires teachers to demonstrate an attitude that is both understanding and firm. By listening to each pupil, they encourage autonomy, critical spirit and cooperation. They ensure that any discrimination and undervaluation against pupils is avoided.
3. The knowledge and competencies to be acquired are not juxtaposed upon one another. They are incorporated into a culture which gives them meaning and coherence and develops individuals' ability to act morally and in a civic way.
4. The aim of moral and civic education is to foster the development of an ability to live together in an indivisible, lay, democratic and social Republic. It implements four principles: a)- thinking and acting independently and with others and being able to justify one's own positions and choices (principle of autonomy); b)- understanding the soundness of standards and rules governing individual and collective behaviour, respecting them and acting in accordance with them (principle of discipline); c)- recognising the diversity of opinions, convictions, beliefs and lifestyles (principle of the coexistence of liberties); d)- constructing a link between society and politics (principle of the community of citizens).
5. Moral and civic education encourages pupils' involvement in activities. It assumes consistency between its content and its methods (discussion, argumentation, common projects, co-operation etc.). It is also supported by the various bodies which enable pupil expression in the *écoles* (primary schools) and *collèges* (lower secondary schools).
6. Moral and civic education must be allocated its own special place in the timetable. However, it cannot be reduced to mere content to be taught "alongside" other subjects. All teaching areas at all levels must be linked to it with reference to the emancipatory and social aspects of school learning, all supported by the same requirement of humanism. All disciplinary domains contribute to this teaching area, as does school life in general.
7. The knowledge and competencies covered by moral and civic education are gradually developed in conjunction with pupils' growing maturity and psychological and social development. This requires pupils to draw upon previous learning and consolidate the knowledge and skills acquired by following diverse strategies commensurate with the age of the pupils, so that during each cycle, the team can achieve a specified progression based on a number of annual benchmarks.
8. The specific character of moral and civic education assumes the use of group work and cross-disciplinary projects; this teaching is assessed with reference to the knowledge and competencies demonstrated through individual or collective activities, rather than the behaviour of the pupil.

Aims

Far from imposing dogmas or models of behaviour, the aim of moral and civic education is the acquisition of a moral and civic culture and a critical spirit which aim to develop tendencies enabling pupils to become progressively conscious of their responsibilities in their personal and social life. This teaching area links values, knowledge and practices.

Values

The moral values taught at school are civic values with a close link to the principles and values of Republican and democratic citizenship. These values are Liberty, Equality, Fraternity, secularism, solidarity, a belief in justice, respect and the absence of any form of discrimination.

Knowledge

This teaching area requires the acquisition of knowledge (literary, scientific, historic, legal etc.). Moral and civic culture cannot exist without knowledge, which instructs and enlightens the choices and the ethical and civic commitment of individuals.

Practices

Developing moral and civic tendencies means developing an ability to reason, to take the points of view of others into account, and to act. Moral and civic education is a perfect example of an education which motivates pupils individually and collectively. It is neither a simple edifying call to action, nor an academic transmission of knowledge and values. It is carried out, as far as possible, through practical situations in class and school life, during which pupils experience the value and meaning of this teaching area (student councils, staging of moral dilemmas, role play, moderated debates, etc.).

Architecture

Moral and civic culture comprises four interlinked dimensions: a sensitive dimension, a regulatory dimension, a cognitive dimension and a practical dimension.

Sensitivity

Sensitivity is an essential component of moral and civic life: without an engagement of the emotions, enthusiasm or indignation, there is no moral conscience. The purpose of sensitivity education is to enable pupils to know and identify their feelings and emotions better, to put them into words and to discuss them, and to better understand those of others.

Law and rules

The purpose of education in law and rules is to produce an understanding of the meaning of rules within the class, within the school or the establishment. Its aim is to bring about an understanding of how shared values are embodied within shared rules in a democratic society. It takes account of the fact that the qualities expected of future citizens are intended to be expressed through a legal and regulatory framework which these same citizens may change and develop.

Judgement

Moral judgement education must provide a platform for understanding and discussing the moral choices that everyone encounters in their life. It is the result of education and teaching which requires pupils to understand the points of view of others and the various forms of moral reasoning, and puts them in a situation where they can discuss and debate while being introduced to the complexity of moral problems and having to justify their choices. The pupils are subjects who can only gradually attain autonomy if they have the ability to control the coherence of their thoughts, the impact of their words and the consequences of their actions. The development of moral judgement, delivered in an age-appropriate way, makes particular use of the capacities of analysis, discussion, exchange and comparison of points of view in problematic situations. It requires particular attention to the use of language, in all its written or oral expressions.

Engagement

It is hard to conceive of a teaching area whose goal is to provide personal and citizenship education without considering its practical implementation in a school framework, and more generally in communal life. The school must enable pupils to become involved in their choices, and to participate in the social life of the class and of the establishment of which they are members. The spirit of cooperation must be encouraged, and pupils' responsibility in respect of others must be tested in real life.

Organisation of tables

The various components of moral and civic education are continuously and progressively added from the start of cycle 2 up until the end of cycle 4, building on the foundations established in *école maternelle* (nursery school). The training objectives are thus identical at cycles 2, 3 and 4 for each aspect. The teaching competencies, knowledge, attitudes and objectives shown in the columns specify how pupils' training progresses from one cycle to the next.

Cycle 2

Sensitivity: self and others

Training objectives

1. Identifying and expressing one's emotions and sentiments whilst regulating them.
2. Self-awareness and being capable of listening and of empathy.
3. Sense of belonging to a group.

Knowledge, capacities and attitudes covered

1/a - Identifying and sharing emotions and feelings in various situations covering various subjects: literary texts, works of art, nature, debates pertaining to the life of the class.

Identifying their own positions and expressing themselves while respecting the codes of oral communication, the rules of the discussion and the status of the other speaker.

Taking care of oneself and of others.

2/b - Accepting differences.

3/a - Identifying the symbols of the Republic found in school.

3/b - Learning to co-operate.

Teaching subjects

- Understanding and recognising basic emotions (fear, anger, sadness, joy).
- Understanding and structuring the vocabulary of feelings and emotions.
- Experiencing the diversity of ways to express emotions and feelings.
- Work on the rules of communication.
- Care with language: courteous language.
- Care of the body and of the immediate and more distant environment.
- Care of personal and collective property.
- Integrity of the individual.
- Respecting peers and adults. Personal attacks on others (racism, anti-Semitism, sexism, xenophobia, homophobia, bullying etc.).
- Respecting differences, awareness of others, tolerance.
- Awareness of the diverse nature of beliefs and convictions.
- Knowing the values and recognising the symbols of the French Republic: the flag, the national hymn, the monuments, the national festival (Bastille Day).
- Initiation in the rules of co-operation.

Sample activities in the classroom, school and institution

- Learning the techniques of "clear messages" in order to express their emotions with regard to their peers.
- Role-playing, mime.
- The languages of art: artistic and literary expression of emotions.
- Student councils.
- Visual arts: portrait and self-portrait (knowledge of oneself and of others).
- Becoming aware of their own bodies and those of others through dance activities.
- Racism: with the media created by foundations and associations approved by the Ministry of National Education.
- Disability and the delivery of inclusive education.
- Visual arts: Marianne and the national flag in works of art.
- Co-operating within a class project.
- Accepting the sharing of tasks in situations involving research (grammar, conjugation, mathematics etc.), co-operation (physical and sporting education, musical education, visual arts etc.) and experimentation (sciences).
- Singing a few couplets of La Marseillaise, showing an understanding of the context of their writing.

Laws and rules: principles for living with others

Training objectives

1. Understanding the reasons for obeying rules and the law in a democratic society.
2. Understanding the principles and values of the French Republic and of democratic societies.

Knowledge, capacities and attitudes covered

1/a - Adapting personal approach, language and behaviour to various different life situations and to different interlocutors.

1/b - Respecting others and the rules of communal life. Participating in formulating shared rules within the appropriate framework.

1/c - Understanding that shared rules may serve to enable as well as to prohibit or to require.

1/d - Understanding personal rights and the means of asserting them.

1/e - Understanding that there is a sliding scale of sanctions and that sanctions are intended to educate (support, restoration, etc.).

2/ - Knowing some founding principles and values of a democratic society.

Teaching subjects

- Initiation to identifying register in language.
- Rules for classroom and school life.
- The rights and responsibilities of the child and of the pupil (school charter on the use of the ordinary techniques of information and communication (B2i-1), the International Convention on the Rights of the Child: art. 2, 6, 9.
- Introduction to the highway code and the rules of prudence, in connection with the road awareness certificate (*attestation de première éducation à la route - Aper*).
- The different contexts of compliance with rules, internal regulations, sanctions.
- Introduction to the vocabulary of rules and law (rules, regulations, law etc.).
- Values: liberty, equality, secularism.
- The equality of rights between women and men.
- Rights and responsibilities: of the person, of the pupil, of the citizen (introduction); the Declaration of the Rights of Man and of the Citizen of 1789 art. 1, 4 and 6.

Sample activities in the classroom, school and institution

- Work with pupils to draw up rules for classroom life.
- Pupil involvement in formulating playground rules.
- Philosophically orientated discussion: pupils' rights and responsibilities.
- Student councils (purpose of rules, rights and responsibilities, purpose of punishments and sanctions).
- Philosophically orientated discussion: the equality of all - pupils or citizens - in the eyes of the law.
- The equality of boys and girls in all situations of school life.

Judgement: thinking independently and with others

Training objectives

- 1. Developing critical reflection abilities: by looking for criteria to assess the validity of moral judgements; by comparing one's judgements to those of others in a discussion or a reasoned debate.**
- 2. Distinguishing one's own personal interest from the general interest.**

Knowledge, capacities and attitudes covered

1/a - Presenting a short argument to express and justify a personal point of view and a personal choice.

1/b - Asserting oneself in a debate without imposing one's point of view on others and accepting the point of view of others.

Teaching subjects

- Choice and its justification.
- Knowledge of some simple rhetorical structures (connectors and lexicon).
- The reasons which cause an action to be considered as good or bad.
- Rules of group discussion (listening, respecting the other's point of view, seeking an agreement etc.). Introduction to the rules of the debate.

Sample activities in the classroom, school and institution

- Approaching the concepts of fairness and unfairness, good and bad from narratives (myths, tales) or situations from classroom life.
- Moral dilemmas appropriate for the age of the children.
- Engaging in philosophically orientated discussion about situations involving personal and collective values and choices, or drawing on imaginary situations.

- Introduction to reasoned argument.
 - Prejudices and stereotypes.
 - Introduction to the differences between thinking, believing and knowing.
 - The concept of the common good in class and in school.
 - Personal and collective values.
 - Approaching prejudices and stereotypes using real-life classroom situations or imaginary situations drawn from narratives, tales or albums of youth literature.
 - Organising moderated debates covering these situations.
 - Considering the concept of secularism using real-life examples or narratives.
 - Values clarification exercises.
 - Expression on the Internet.
- 1/c - Approaching secularism as the freedom to think and believe, or not believe.
- 2/ - Distinguishing one's own personal interest from the general interest.

Engagement: acting individually and collectively

Training objectives

1. **Personal engagement and assuming responsibilities at the school and institutional level.**
2. **Considering aspects of communal life and of the environment and developing a social and ecological citizen conscience.**

Knowledge, capacities and attitudes covered

1/a - Respecting commitments made towards oneself and towards others. Getting involved in school life (actions, projects, school bodies, etc.).

1/b - Producing a collective project (class, school, communal, national project, etc.).

1/c - Co-operating to achieve a shared goal.

1/d - Explaining fraternity and solidarity in simple words.

2/a - Assuming responsibility in the classroom and in school.

2/b - Progressively involving oneself in communal life at various different levels.

Teaching subjects

- Moral commitment: trust, promises, loyalty.

- Co-operation and mutual assistance.

- The values of fraternity and solidarity.

- Democratic participation.
- Responsibility.
- Sustainable development.

- Helping others: sense of discernment, in connection with the "learning to provide help" (*apprendre à porter secours* - APS) scheme.

Sample activities in the classroom, school and institution

- Making pupils aware of certain key male and female figures associated with (scientific, humanitarian etc.) endeavour.

- Involving pupils in devising and implementing projects.

- Engaging pupils in competition projects created by the French education authorities.

- Encouraging mutual assistance, for example mentorship between peers, co-operation, and peer mediation.

- Rewarding initiatives demonstrating responsibility within the class, the school.

- Engaging the class in initiatives to promote solidarity or preserve the environment.

- Favouring altruistic behaviour, notably in the context of the citizenship course.

Cycle 3

Sensitivity: self and others

Training objectives

1. **Identifying and expressing one's emotions and sentiments whilst regulating them.**
2. **Self-awareness and being capable of listening and of empathy.**
3. **Sense of belonging to a group.**

Knowledge, capacities and attitudes covered

1/a - Sharing and regulating emotions and feelings in various situations covering a range of subjects: literary texts, works of art, nature, debates pertaining to the life of the class.

1/b - Using the appropriate expressive vocabulary in this respect.

2/a - Respecting others and accepting differences.

2/b - Showing respect for others through one's own language and attitude.

3/a - Understanding the meaning of symbols of the Republic.

3/b - Co-operating.

Teaching subjects

- Wide range of expressions of feelings and emotions in various different works (written, musical, fine arts, etc.).

- Mastery of the rules of communication.

- Understanding and structuring the vocabulary of feelings and emotions.

- Respecting others and their diversity: personal attacks on others (racism, anti-Semitism, sexism, xenophobia, homophobia, bullying etc.).

- Respecting differences, tolerance.

- Respect for the diversity of beliefs and convictions.

- Assistance to others.

- Care in choosing language: awareness of others through language, especially politeness.

- Care of the body and of the immediate and more distant environment.

- Care of personal and collective property.

- Integrity of the individual.

- Values and symbols of the French Republic and the European Union.

- Being able to work in accordance with the rules of co-operation.

Sample activities in the classroom, school and institution

- Drama, mime.

- Role playing.

- Language activities: situational language, evocative language.

- The languages of art: artistic and literary expression of feelings and emotions.

- Respect for one another's bodies between girls and boys in sports lessons and all school activities, in association with PSHE education.

- How bullying happens and its consequences.

- Philosophical discussion on the topic of tolerance or teasing.

- Tolerance (in conjunction with the history programme).

- Studying the diversity of cultures and religions in various different disciplinary areas.

- The "learning to provide help" (*apprendre à porter secours* - APS) certificate.

- Various ways of performing the Marseillaise (music lessons).

- Artistic representations of Republican symbols.

- Sharing tasks in situations involving research (grammar, conjugation, mathematics etc.), co-operation (physical and sporting education, musical education, visual arts etc.) and experimentation (sciences).

- Co-operating in the classroom and school.

Laws and rules: principles for living with others

Training objectives

1. Understanding the reasons for obeying rules and the law in a democratic society.
2. Understanding the principles and values of the French Republic and of democratic societies.

Knowledge, capacities and attitudes covered

1/a - Understanding the concepts of rights and responsibilities, accepting and applying them.

Teaching subjects

- Rights and responsibilities: of individuals, children, pupils and citizens.

- The highway code: introduction to the highway code and the rules of prudence, in connection with the

Sample activities in the classroom, school and institution

- Sports lessons: group games and sports.

- Student councils, democratic debates.

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| | basic road awareness certificate (<i>attestation de première éducation à la route - Aper</i>). | - Formulating and discussing rules for debating or for student councils in class. |
| | - Vocabulary of rules and law (law, duty, rule, regulation, law etc.). | - Student councils (purpose of rules, rights and responsibilities, purpose of punishments and sanctions). |
| | - The various contexts of compliance with rules, internal regulations, sanctions. | - Disability: philosophical discussion. The 2005 disability law. |
| 1/b - Respecting others, including applying the principles of male/female equality. | - Equality between girls and boys. | - Philosophical discussion on values and norms. |
| | - Co-education. | - Values ranking and clarification exercises. |
| | - Equal rights and the concept of discrimination. | - Examination of selected sexual stereotypes using examples taken from manuals, children's literature or the cinema. |
| 2/a - Understanding the principles and values of the French Republic and the European Union. | - The principles of representative democracy in France and Europe. | |
| | - Values: liberty, equality, secularism. | - Municipal citizenship: understanding the various areas of local involvement. |
| 2/b - Recognising the characteristics which constitute the French Republic. | - The vocabulary of institutions. | - Examination and discussions of articles 1, 4, 6, 9 and 11 of the 1789 Declaration of the Rights of Man and of the Citizen. |
| | - The basis of law and the major declarations of rights. | - International Convention on the Rights of the Child. |
| | - The concept of national and European citizenship (the legal identify of an individual). | - The right to education. |
| | | - Institutions as seen through their founding documents and history. |

Judgement: thinking independently and with others

Training objectives

- Developing critical reflection abilities: by looking for criteria to assess the validity of moral judgements; by comparing one's judgements to those of others in a discussion or a reasoned debate.**
- Distinguishing one's own personal interest from the general interest.**

Knowledge, capacities and attitudes covered

1/a - Taking part in a discussion, debate or dialogue: expressing oneself in front of others, listening to others, formulating and learning to justify a point of view.

Teaching subjects

- Choice and its justification.
- Understanding and recognising various types of expression (narrative, reporting, testimony).
- Rules of group discussion (listening, respecting the other's point of view, seeking an agreement etc.).
- First steps in reasoned argument.
- Reasoned debate.
- Introduction to democratic debate.
- Criteria for moral judgement: right

Sample activities in the classroom, school and institution

- Exercising critical judgement: using events from classroom life and from inside/outside school with a view to fighting prejudices (racism, sexism, homophobia, etc.).
- An introduction to the concept of "stereotypes" based on classroom situations or imaginary situations drawn from narratives, tales or albums of youth literature.
- Organising moderated debates into these situations.
- Media education, including participation in the *Semaine de la presse et des médias* (Press and

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| 1/b - Subtly adjusting one's point of view to take the views of others into account. | and wrong, fair and unfair. | Media week, <i>Clémi</i>). |
| 1/c - Understanding that secularism gives everyone equal rights to the free exercise of their own judgement, and demands that others respect this right. | <ul style="list-style-type: none"> - Prejudices and stereotypes (racism, anti-Semitism, sexism, homophobia). - Secularism as freedom of thought and belief (or non-belief) through the school <i>Charte de la laïcité</i>. | <ul style="list-style-type: none"> - Range of different views of childhood across space and time. - Examination of facts, comparison of ideas, using problem resolution and investigation strategies (e.g. in sports, science and art lessons). |
| 1/d - Appreciating the civic issues raised by the use of digital media and the Internet, and adopting a critical attitude to the results obtained. | <ul style="list-style-type: none"> - The difference between beliefs and opinions. - Critical judgement: information processing and media education. - Promoting the responsible use of digital technology in association with the charter on the use of the ordinary techniques of information and communication. | <ul style="list-style-type: none"> - Training in reasoned argument and debate: mastery of language, mastery of connectors and vocabulary. - Values clarification exercises to examine the common good and one's own personal interest. |
| 2/ - Distinguishing one's own personal interest from the common interest. | <ul style="list-style-type: none"> - The concept of the common good in the class and in the school. - Personal and collective values. - Values and institutions: the Republican motto (Liberty, Equality, Fraternity). - The Republican definition of the nation. - Fundamental liberties. - Secularism. - The values of the European Union. | <ul style="list-style-type: none"> - Examination of the common good and personal interest using stories presenting heroes from literature, history or mythology. - Place and role of various male or female characters in history. - Work on an age-appropriate version of the <i>Charte de la laïcité</i> (secular charter). |

Engagement: acting individually and collectively

Training objectives

1. **Personal engagement and assuming responsibilities at the school and institutional level.**
2. **Taking charge of aspects of communal life and of the environment and developing a social and ecological awareness as a citizen.**

Knowledge, capacities and attitudes covered

1/a - Being involved in producing a collective project (class, school, communal, national project, etc.).

1/b - Being able to explain one's own decisions and actions.

Teaching subjects

- Moral commitment (trust, promises, loyalty, mutual assistance, solidarity).
- Helping others: taking initiatives, in connection with the "learning to provide help" (*apprendre à porter secours* - APS) scheme and certificate.
- The highway code: awareness of the concept of responsibility, in connection with the basic road awareness certificate (*attestation de première éducation à la route* - Aper).
- The responsibility of the individual and the citizen with respect to environment and health.

Sample activities in the classroom, school and institution

- Debate on the role of trust and respect in one's personal commitments in social life.
- The principles of democratic voting in student councils.
- Engagement: raising pupils' awareness of some major male and female figures of (scientific, humanitarian etc.) endeavour.
- Study of the prologue to the 1946 Constitution.
- Work on the role of associations.

2/a - Being able to participate and take a place in a group.

- Democratic participation.

- Voting.

- Local agents and citizenship.

2/b - Explaining fraternity and solidarity in simple terms.

- Individual and collective solidarity.

- Fraternity in the Republican motto.

Cycle 4

Sensitivity: self and others

Training objectives

1. Identifying and expressing one's emotions and sentiments whilst regulating them.
2. Self-awareness and being capable of listening and empathy.
3. Sense of belonging to a group.

Knowledge, capacities and attitudes covered

1/a - Expressing moral feelings using a variety of topics and media, and comparing them with the feelings of others (near or far).

2/a - Understanding that personal aspirations towards liberty assume the recognition of the liberty of others too.

3/a - Understanding the diversity of feelings of civic, social, cultural and religious belonging.

3/b - Understanding the principles, values and symbols of French and European citizenship.

Teaching subjects

- Understanding and recognising feelings.

- Understanding and structuring the vocabulary of moral feelings.

- Self-awareness and respect for others, in association with emotional and sexual education.

- Personal identity; legal identity.

- The issue of addiction.

- Literary and artistic expressions and historical understanding of aspirations towards liberty.

- Francophony.

- Sense of belonging to the common destiny of humanity.

- French and European citizenship: principles, values, symbols.

Sample activities in the classroom, school and institution

- Discussions of various forms of racism and discrimination: drawing on a discussion of the Defender of Rights, a fictional narrative OR everyday life, role playing, documentary research, artistic works, or physical/sporting education activity.

- School mediation: starting with a situation of classroom tension, a task led by the teacher and the chief educational advisor (CPE) with the group of pupils in question, then a shared discussion with the class (classroom issues session), then pupil written OR oral work.

- Study of an activity to promote social solidarity or sustainable development.

Laws and rules: principles for living with others

Training objectives

1. Understanding the reasons for obeying rules and the law in a democratic society.
2. Understanding the principles and values of the French Republic and of democratic societies.

Knowledge, capacities and attitudes covered

1/a - Explaining the key principles of justice (right to fair trial, right to a defence) and their links with internal rules and institutional life.

Teaching subjects

- The role of justice: principles and practice.

- Institutional rules and legislation structuring educational life.

Sample activities in the classroom, school and institution

- From the duel to the trial, using historical and literary examples.

- The use of the Internet in social and political life.

1/b - Identifying the key stages in a law's progress through the legislature of the French Republic.

- The law and representative democracy. How they are linked to the Constitution and international treaties.

- Awareness of the risk of mental influence.

2/a - Defining the key components of the major human rights declarations.

- The various different human rights declarations.

- Proposals for devising/modifying internal regulations,

- The legal status of the child.

- Changes in the perception of the place of children in history.

- The issue of doping using several themes drawn from physiology, the analysis of social practices and the legal question.

- Attendance of court hearings.

Judgement: thinking independently and with others

Training objectives

1. **Developing critical reflection abilities: by looking for criteria to assess the validity of moral judgements; by comparing one's judgements to those of others in a discussion or a reasoned debate.**
2. **Distinguishing one's own personal interest from the general interest.**

Knowledge, capacities and attitudes covered

1/a - Explaining the various dimensions of equality, distinguishing between inequality and discrimination.

1/b - Understanding the issues of secularism (freedom of belief and equality of all citizens).

2/a - Understanding the key characteristics of a democratic State.

2/b - Understanding that there can be a conflict between two of the Republic's values (liberty and equality).

Teaching subjects

- The various aspects of
- The various forms of discrimination (racial, anti-Semitic, religious, xenophobic, sexist, homophobic, etc.).

- The principles of secularism.

- The principles of a democratic State and how they are enshrined in democratic political systems (e.g. the institutions of the French Fifth Republic).

- Basic freedoms (freedoms of belief, expression, association, press) and basic individual rights.

- Problems of peace and war in the world, and causes of conflicts.

Sample activities in the classroom, school and institution

- Study of the influence of opinion polls in public debate.

- The issue of the media: as part of a *Semaine de la presse* (press week), conduct a study into the role and various forms of the media in social and political life, and on the issues of freedom of the press.

- Work on the Secular Charter.

- Equality and non-discrimination: time and space perspectives, the biological aspect of human diversity, its cultural aspect, the literary portrayal of inequality and injustice, the role of law and education in compliance with laws.

- Face-to-face debating exercise.

Engagement: acting individually and collectively

Training objectives

1. **Personal engagement and assuming responsibilities at the school and institutional level.**
2. **Taking charge of aspects of communal life and of the environment and developing a social and ecological awareness as a citizen.**

Knowledge, capacities and attitudes covered

1/a - Explaining the link between engagement and responsibility,

Teaching subjects

- Individual and collective responsibilities in the face of major threats.
- The security of individuals and

Sample activities in the classroom, school and institution

- Citizenship Week for the election of student representatives: applications process, drafting of mission statements, voting rules.

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| 2/a - Explaining the purpose and importance of individual and collective commitment of citizens in a democracy. | <p>property: structures and problems.</p> <ul style="list-style-type: none"> - Exercising citizenship in a democracy (gradual attainment, rights and responsibilities of citizens, role of voting, progress in the rights of women in history and the world, etc.). | <ul style="list-style-type: none"> - Participative bodies where student representatives meet, - Citizens faced with natural threats: using examples of earthquakes, conduct work on the respective importance of natural hazards, social and political contexts, and individual/collective responsibilities. |
| 2/b - Understanding the major social rights. | <ul style="list-style-type: none"> - Involvement in politics, unions, associations, humanitarian work: reasons, practicalities and problems. | <ul style="list-style-type: none"> - While surveying 15-year-old pupils, explain the purpose of this process, its link with the <i>Journée défense et citoyenneté</i> (Defence and Citizenship Day) and the role played by citizens in National Defence. |
| 2/c - Understanding the relationship between citizens' involvement in their own town and pupils' involvement in their own school. | <ul style="list-style-type: none"> - The role of opinion in democratic debate. - Joint co-operative involvement in France: international co-operation work and development assistance, | <ul style="list-style-type: none"> - Examining a military activity conducted under the umbrella of the UN. |
| 2/d - Understanding the key principles underlying National Defence. | <ul style="list-style-type: none"> - The "Defence and Citizenship" day. - Citizens and National Defence, threats to the population's liberty and democracy, France's European and international involvements. | <ul style="list-style-type: none"> - Creating and running a club or association in the school, participating in the school community centre and the sports association. |