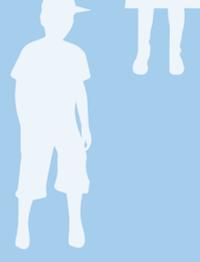


THEMES	PRIMARY Grades 1 to 3	JUNIOR Grades 4 to 6	INTERMEDIATE Grades 7 and 8
<b>I Created and Loved by God</b>	<p><b>Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>explore the gifts of creation, and especially, the gift of people</li> <li>discover that each person is unique and has likes and dislikes</li> <li>learn that all humans have feelings and all humans grow and develop</li> </ul> <p><b>Grade 2 students:</b></p> <ul style="list-style-type: none"> <li>discover some ways in which they are a unique person who God created and loves</li> <li>explore their past growth and development and look ahead to the coming year</li> <li>learn more about feelings and the ways they choose to express those feelings</li> </ul> <p><b>Grade 3 students:</b></p> <ul style="list-style-type: none"> <li>continue to explore what it means to be known and loved by God – known so well that God calls each one of us by name</li> <li>find out more about what it means to be a person – to be unique, but also alike in many ways; to have feelings and to make choices about the way we express them; and to have talents and gifts that need to be developed</li> <li>discover that when talents and gifts are shared with each other, they are sharing themselves</li> </ul>	<p><b>Grade 4 students:</b></p> <ul style="list-style-type: none"> <li>recognize and appreciate the gift of love God has given each person, the gift of our lives</li> <li>continue to explore the value of similarities and differences among people begun in the primary grades</li> <li>learn about the early stages of human development (prenatal, infancy, and childhood) and discuss the need for other people to help with human growth and development</li> <li>examine the impact that words and actions have on others, and the importance of awareness of other people's feelings</li> </ul> <p><b>Grade 5 students:</b></p> <ul style="list-style-type: none"> <li>continue to recognize and appreciate God's everlasting love for them</li> <li>explore the importance of respect for self and for others</li> <li>examine the many ways humans develop during life's journeys, including learning about the end of life journey on earth and the beginning of a new life with God</li> <li>discover that they are connected to many people, both living and dead, through their influence on their family members</li> </ul> <p><b>Grade 6 students:</b></p> <ul style="list-style-type: none"> <li>explore how love is able to transform people's lives and reflect on the way in which God created humans to be people of love</li> <li>recognize the presence of life-giving people in their lives and examine some of the ways in which they can be life givers and make a difference in other people's lives</li> <li>recognize the harm caused by bullying and the need to seek adult help for serious problems</li> </ul>	<p><b>Grade 7 students:</b></p> <ul style="list-style-type: none"> <li>students continue to explore what it means to be a person who is made in God's image</li> <li>examine self-concept, personality traits, and human emotions and learn more about the influence of heredity and environment on individuals</li> <li>explore some of the strengths and limitations that are part of each person and discuss the importance of self-honesty and self-discipline</li> </ul> <p><b>Grade 8 students:</b></p> <ul style="list-style-type: none"> <li>consider the human person as the wonder of creation, made in the image of God and given the powers of human intelligence and free will</li> <li>examine the human abilities to learn, to remember, to reason, to create, to feel, and to act freely</li> <li>explore the concept of character (i.e. the moral self) and discuss the importance of the four cardinal virtues (prudence, justice, fortitude, and temperance) for moral growth</li> </ul>
<b>II Living in Relationship</b>	<p><b>Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>describe their family and the activities their family enjoys together</li> <li>explore the changes in families (a new baby), the strength of family love, and the special place of each person in the family</li> <li>discover more about what it means to be a friend</li> </ul> <p><b>Grade 2 students:</b></p> <ul style="list-style-type: none"> <li>explore the uniqueness of each family, including their own</li> <li>explores signs of love in families, how a change (moving) affects family members, and the relationship between brothers and sisters</li> <li>discover more about friendship, and learn about the meaning of cooperation</li> </ul> <p><b>Grade 3 students:</b></p> <ul style="list-style-type: none"> <li>talk about family names, some family customs, and how family love is open to others, especially when we celebrate special occasions</li> <li>discuss how a family responds to the death of a family member</li> <li>explore different positions in the family (oldest, middle, youngest, only child)</li> <li>discover the importance of learning how to compromise with friends and being friendly and open to others</li> </ul>	<p><b>Grade 4 students:</b></p> <ul style="list-style-type: none"> <li>explore the value of time together, whether enjoying an ordinary family activity or a special occasion</li> <li>examine some of the day-to-day signs of family love</li> <li>begin to examine some of the feelings children experience as a result of separation and divorce</li> <li>learn that families have many responsibilities, and that each member has a special contribution to make</li> <li>discover that learning to be a friend is the way to have friends</li> </ul> <p><b>Grade 5 students:</b></p> <ul style="list-style-type: none"> <li>consider some of the ways that families are both unique and alike</li> <li>examine the purpose of rules, and role of family rules</li> <li>explore some of the ways families change, and discuss the importance of family members helping each other during times of change</li> <li>learn more about the qualities of true friendship, and examine possible solutions to friendship difficulties</li> <li>learn about the responsibility to help those, such as their peers, who are being mistreated</li> </ul> <p><b>Grade 6 students:</b></p> <ul style="list-style-type: none"> <li>explore the need for relationships in their lives, especially with family and friends</li> <li>discuss the importance of family histories and customs</li> <li>examine some day-to-day stresses that all families experience and consider strategies to manage them</li> <li>learn about common communications problems and ways to overcome them</li> <li>analyze how friendships change as they grow up and learn more about how to handle stressful situations with friends</li> </ul>	<p><b>Grade 7 students:</b></p> <ul style="list-style-type: none"> <li>explore three aspects of relationships: intimacy, choice, and quality</li> <li>discuss the importance of communication in their relationships with family members and friends</li> <li>examine the experience of living in a family from the perspective of family structure, the birth order of children, and challenges that are part of being a family</li> <li>explore the relationship of friendship, including what they learn from it, the qualities of healthy relationships, and the challenges that are part of all relationships</li> </ul> <p><b>Grade 8 students:</b></p> <ul style="list-style-type: none"> <li>consider the significance of human relationships and the unique contribution they make in each person's life</li> <li>examine the importance of families and their contribution to providing children with secure roots for their lives</li> <li>explore some of the challenges of adolescence for both parents and young people and the need to resolve conflicts in a respectful way</li> <li>discuss the qualities of true friendship and consider some attitudes and behaviours that cause friendship difficulties</li> <li>reflect on the virtue of mercy, which is essential for living in relationship with others</li> </ul>
<b>III Created Sexual: Male &amp; Female</b>	<p><b>Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>discover that husbands and wives share their love by becoming parents</li> <li>learn about the development of babies before birth and about the care and love they need after they are born</li> <li>learn that God made boys and girls physically different</li> </ul> <p><b>Grade 2 students:</b></p> <ul style="list-style-type: none"> <li>discover more about the development of babies before birth and especially how the baby breathes and receives nourishment in the uterus</li> <li>learn about the importance of respect and care for the body, which is a gift from God</li> </ul> <p><b>Grade 3 students:</b></p> <ul style="list-style-type: none"> <li>learn more about life before birth, and how all of a baby's needs are met in the uterus</li> <li>discover that life begins at the moment of conception as a single cell</li> <li>explore the amazing growth and development of babies in their first year of life</li> </ul> 	<p><b>Grade 4 students:</b></p> <ul style="list-style-type: none"> <li>learn that husbands and wives participate in God's power to create new life</li> <li>explore some of the gifts they receive at conception as well as the gift after birth of ongoing love and care from family, friends, and others</li> <li>discover more about the development and birth of babies, and learn the difference between identical and fraternal twins</li> <li>explore the stages of human development, including adolescence and adulthood</li> </ul> <p><b>Grade 5 students:</b></p> <ul style="list-style-type: none"> <li>explore the idea that they do not have bodies, they are bodies; God created humans as body/spirit persons</li> <li>consider the major systems of the body, and learn that the reproductive system has unique characteristics</li> <li>learn about the adult female and male reproductive systems and human fertility in adult women and men</li> <li>discuss the physical changes of puberty, as well as some of the related emotional and social changes</li> </ul> <p><b>Grade 6 students:</b></p> <ul style="list-style-type: none"> <li>explore some of the ways in which they learn about sexuality and develop their ideas about what it means to be male or female</li> <li>review the main features of adult female and male fertility</li> <li>learn about the first minutes and days of a new human life, the development of the new life during each trimester of a pregnancy, and the baby's birth</li> <li>continue to explore the physical, emotional and social changes related to puberty</li> <li>examine how both heredity and environment influence their development as persons and learn about the choices they can make as they develop</li> </ul>	<p><b>Grade 7 students:</b></p> <ul style="list-style-type: none"> <li>examine some aspects of sexuality, including sexual characteristics, sexual identity and sexual roles</li> <li>review the changes of puberty and the development of male and female fertility</li> <li>explore the responsibility of caring for their health, including sexual health, and of developing a realistic body image during adolescence</li> <li>discuss the experience of sexual attraction and feelings, and examine the need for self-discipline and patience to reach the goal of becoming fully mature males and females</li> <li>learn about chastity and the attitudes and behaviours that reflect their virtue and show respect for the gift of sexuality</li> </ul> <p><b>Grade 8 students:</b></p> <ul style="list-style-type: none"> <li>reflect on the gift of sexuality and God's plan for them to be loving and life-giving persons</li> <li>explore the role of sexuality within marriage and for those who are single and reflect on the virtue of chastity, which helps them to honour the gift of sexuality and live according to God's plan</li> <li>review some aspects of adolescence, including changing appearance, moods, stress, and sexual attraction</li> <li>examine some of the pressures on young people to become involved in exclusive male-female relationship at an early age and discuss some serious abuses of sexuality</li> <li>review basic information on sexually transmitted infections and their potential impact on fertility</li> <li>introduce the topic of family planning from the perspective of living in harmony with the gift of fertility</li> <li>complete the strand with a reflection on the meaning of true love as it is expressed in the enduring commitment of marriage</li> </ul>
<b>IV Growing in Commitment</b>	<p><b>Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>examine how they depend on their families and what it means to be dependable</li> <li>discover that 'promise' is a special word that has to be used with care</li> <li>begin to explore how they make choices and the meaning of consequences</li> </ul> <p><b>Grade 2 students:</b></p> <ul style="list-style-type: none"> <li>learn more about being dependable by exploring the commitments of community workers</li> <li>examine what it means to keep their word and why it is important</li> <li>analyze situations that involve making decisions</li> </ul> <p><b>Grade 3 students:</b></p> <ul style="list-style-type: none"> <li>learn more about the commitments that all families have, and how important it is for people to keep their commitments</li> <li>discover that they have to think before they make a decision</li> <li>continue to analyze situations involving a decision, and learn that other people can help them when they are making decisions</li> </ul>	<p><b>Grade 4 students:</b></p> <ul style="list-style-type: none"> <li>continue to explore the meaning of commitment</li> <li>identify some of their commitments</li> <li>explore the process of making a commitment and consider the questions that have to be answered before making a commitment</li> <li>examine the pleasures and difficulties of keeping a commitment and recognize the value of keeping commitments</li> </ul> <p><b>Grade 5 students:</b></p> <ul style="list-style-type: none"> <li>discover the importance of accepting responsibility for their actions, and of recognizing that actions have consequences for themselves and others</li> <li>learn that to make a commitment to themselves means to make a commitment to be the person God created them to be</li> <li>examine the commitments they have that involve other people: families, friends, being a student and a classmate, special activities, and their communities</li> </ul> <p><b>Grade 6 students:</b></p> <ul style="list-style-type: none"> <li>continue to explore the meaning of commitment and how they learn to be committed persons</li> <li>examine the qualities and accomplishments of people, both famous and unrecognized, who are models of commitment</li> <li>explore commitments in their own lives and reflect on the rewards and difficulties of becoming a committed person</li> </ul> 	<p><b>Grade 7 students:</b></p> <ul style="list-style-type: none"> <li>discuss some of the feelings they have about growing up and examine the relationship between freedom and responsibility</li> <li>analyze and practice the process of making decisions</li> <li>explore the connection between commitments and responsibilities</li> <li>reflect on what it means to be authentic people and to create balance in their lives</li> </ul> <p><b>Grade 8 students:</b></p> <ul style="list-style-type: none"> <li>examine the meaning of commitment as a choice to be involved, to give themselves to other people and to their activities</li> <li>explore their commitments to others, especially family members and friends</li> <li>consider the meaning of a commitment to the future, the challenges of meeting their commitments, and the significance of moral development as they grow</li> </ul> 
<b>V Living in the World</b>	<p><b>Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>explore the world as an amazing place to be and to learn about</li> <li>learn about some of the ways people care for God's creation and discover some of the kinds of work that adults do to contribute to making the world a good place to be</li> </ul> <p><b>Grade 2 students:</b></p> <ul style="list-style-type: none"> <li>explore aspects of the world that make it a good place for them</li> <li>learn about some natural resources of the world, which are gifts of creation</li> <li>discover some of the work that people do to transform God's gifts for our use</li> </ul> <p><b>Grade 3 students:</b></p> <ul style="list-style-type: none"> <li>explore some of the differences and similarities of people from all over the world, and recognize how much they have in common, no matter where they live</li> <li>discover more about human work and its importance for human society</li> <li>learn that doing good work requires effort and patience</li> </ul>	<p><b>Grade 4 students:</b></p> <ul style="list-style-type: none"> <li>learn to consider the world as their home and discover the importance of being good caretakers of their earthly home</li> <li>explore the contribution of human work and recognize that people participate in building God's world, their home, through their work</li> </ul> <p><b>Grade 5 students:</b></p> <ul style="list-style-type: none"> <li>explore the meaning of community through the example of the family</li> <li>discuss examples of strong communities and identify some of the signs that are present in good communities: respect, communication, sharing resources, and depending on each other</li> <li>explore the common needs of all people and the importance of using their gifts to make the world a better place</li> </ul> <p><b>Grade 6 students:</b></p> <ul style="list-style-type: none"> <li>analyze the human capacity to influence others and to be influenced by others</li> <li>explore the meanings of values and virtues</li> <li>examine the influence of television, advertising, and stereotypes on values</li> <li>discuss human influence on the natural and social environment of the world and the responsibility to be a positive influence</li> </ul> 	<p><b>Grade 7 students:</b></p> <ul style="list-style-type: none"> <li>examine the social nature of persons, which motivates people to join together in groups, both small and large</li> <li>explore four significant reasons for gathering with others: to celebrate; to support each other in times of difficulty; to create needed changes in responsibilities as members of groups, including the creation of a sense of community that respects and appreciates the uniqueness of each person</li> </ul> <p><b>Grade 8 students:</b></p> <ul style="list-style-type: none"> <li>discuss a common project, shared by all people, to build a society that reflects human dignity and value</li> <li>examine the characteristics of just behaviour, the meaning of social justice, and the necessary qualities and skills to do the work of social justice</li> <li>reflect on the virtue of solidarity, which is commitment to the common good of all people</li> <li>analyze two issues related to social justice: poverty and respect for life</li> </ul> 

## FAMILY LIFE EDUCATION CURRICULUM IN SECONDARY SCHOOLS

### GRADE 9

- By the end of the course, students will:
- examine intellectual growth and ways of learning
  - explain how a wide range of emotions can influence personal decisions, actions, and relationships
  - evaluate emotions in the light of good or evil actions
  - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses
  - recognize and compare the signs of healthy and unhealthy relationships (e.g. bullying)
  - explain the difference between forgiveness and reconciliation in relationships
  - examine the meaning of the word 'love' in light of the Gospel meaning and its use in society
  - define chastity and understand why it is a Christian virtue
  - analyze sexual decision-making in relation to the meaning of chastity
  - demonstrate a respect for the human body, in light of the sacredness of human life created by God
  - recognize authentic authority as worthy of honour and respect
  - describe the Christian family as the basis of society and as domestic Church
  - describe symptoms, treatments, and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life

### GRADE 10

- By the end of the course, students will:
- describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence
  - demonstrate awareness of the experience of anger, its expression, management strategies and sources of help
  - describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours
  - explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of premarital sexual activity
  - explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death) as well as the impact on families of premature death, separation or divorce, and the situation of blended families
  - demonstrate an understanding of the skills needed to resolve conflict in a Gospel-centred manner
  - articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality
  - evaluate healthy and unhealthy attitudes to the human body and physical appearance
  - define and discuss the importance of sexuality and sexual attraction as gifts from God
  - explore the meaning of respect for life from conception until natural death
  - explore the effects of HIV and its potential stages of infection
  - describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of premarital sexual activity
  - explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection

### GRADE 11

- By the end of the course, students will:
- examine the role of family within other world religions
  - describe various models of family
  - explore the differentiation between gender roles within Canadian society and the world's major religious traditions
  - analyze the impact of the family on the individual
  - demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality
  - identify the beliefs of the world's major religious traditions that inform their understanding of the dignity of the person and the sacredness of the sexual act
  - critique the depersonalizing attitudes and behaviours associated with sexuality (e.g. masturbation, pornography, promiscuity, prostitution, homophobia)
  - explain the message of the Catholic bishops of the nation and/or the local bishops, concerning HIV/AIDS
  - critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology
  - use various forms of media to create positive images of the person and of human sexuality that reflect a sense of shared values between the major world religious traditions

### GRADE 12

- By the end of the course, students will:
- identify the many facets of humans – rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living
  - describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g. living with a disability, rejection)
  - describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood
  - examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage
  - articulate a Christian understanding of the family as domestic Church and the manner in which it participates in and contributes to a healthy and just society
  - identify the elements of a strong family
  - describe the impact of secularism on a contemporary understanding of family (e.g. decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues)
  - describe the role Church encyclicals and letters play in teaching about and guiding Family Life concerns
  - demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting
  - describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility)
  - research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide