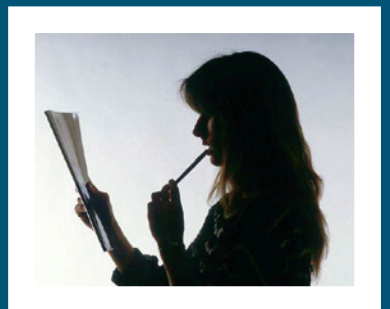
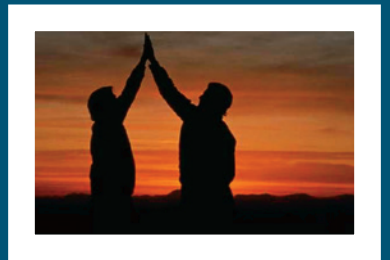
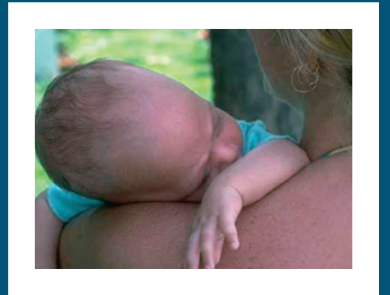
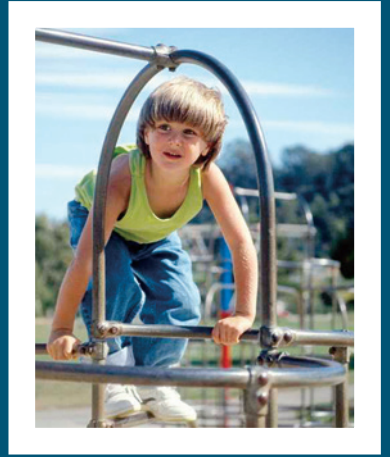


Growing Together in Life and Love

A Teaching Resource
for Catholic Primary Schools



Leading and supporting Catholic schools

Growing Together in Life and Love

A Teaching Resource
for Catholic Primary Schools

Catholic Education Office
Archdiocese of Melbourne

Acknowledgments

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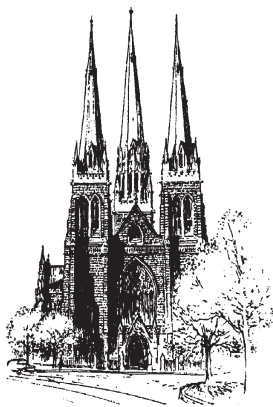
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July 2009

Foreword

Dear Principals and Teachers in Catholic schools

It is with great pleasure that I commend to you *Growing Together in Life and Love*. This resource for Catholic primary schools has been prepared in accordance with the Catholic Archdiocese of Melbourne *Directives for Christian Education in Sexuality*.

The Directives state:

Assisting children to understand and appreciate themselves as emerging men and women, loved and capable of loving, in accordance with God's plan and teaching of Jesus, is a most important task for their own happiness and salvation. It is a task belonging first and foremost to parents.

In our times, there is a need for parents and teachers to achieve a high level of collaboration given the strength of influence of the media in ways that are neither formative of chastity nor supportive of family life (p. iii).

Catholic schools welcome a strong partnership involvement with parents and recognise that the values taught in Catholic schools are those that strengthen Catholic teaching about Christian sexuality.

Growing Together in Life and Love will assist schools to ensure that the areas of the curriculum which relate to Christian education in sexuality are respectful of the dignity of the human person, promote life-giving choices and are understanding of the importance of developing loving relationships.

'Positive and Prudent' ... 'Clear and Delicate'

The most recent Vatican directive for Christian education in human sexuality is *The Truth and Meaning of Human Sexuality, Guidelines for Education within the Family*, published by the Pontifical Council for the Family. Parents and all who may assist them, such as teachers, are bound by specific principles in these Guidelines.¹ To ensure conformity to *The Truth and Meaning of Human Sexuality*, the Pontifical Council for the Family evaluated *Growing Together in Life and Love* prior to its publication.

While *Growing Together in Life and Love* is offered to Catholic primary schools in the Archdiocese of Melbourne, this resource is not classroom 'sex education'. By contrast, *Growing Together in Life and Love* helps the school support parents in their duty of

¹ See Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, 1995, chapter 7.

² Vatican Council II, Declaration on Christian Education, *Gravissimum Educationis*, n. 1.

³ Pope John Paul II, Apostolic Exhortation, *Familiaris Consortio*, n. 37.

providing Christian education in human sexuality at home, a work of personal formation. The Second Vatican Council described such education as 'positive and prudent'.² Pope John Paul II taught that it is to be 'clear and delicate'.³

Helping Parents Meet a Challenge

However, in our society we are confronted by a serious problem. Through television, the Internet etc., children have easy access to premature, even explicit, sex information. They do not have the maturity to comprehend, let alone interpret, this material. Particularly in the case of younger children, premature sex information can cause harm. This is one reason why some parents have requested support from the Catholic school. On their part, parents need to be constantly alert to what their children see and read.

Growing Together in Life and Love always respects the primary rights of parents as the first natural educators of their children.⁴ No parent is obliged to accept *Growing Together in Life and Love*. Parents have the right to withdraw their children at any time from formation derived from this resource. This should be unlikely, bearing in mind the moderate and prudent approach taken in *Growing Together in Life and Love*. In a multi-ethnic society, cultural variations also need to be respected.⁵ But the school can offer assistance by laying foundations for the more intimate details that parents may impart at home, in a one-to-one dialogue, at the time when they judge that each child is ready.⁶

A Value-centred Way

Growing Together in Life and Love is characterised by such a gradual approach. It focuses on loving relationships in marriage, on the dignity of the person created as male and female, on the gift of human life, above all on moral principles and values. Morality is not something to be tacked onto sex information. This information is best provided within a deeper moral and spiritual context. Self-respect and respect for others, the virtue of chastity, provides the moral context within which information may be gradually imparted as personal formation. For this reason 'value-free' secular 'sex education' courses and resources are not to be used in Catholic schools.⁷ Other resources or programs, even if apparently religious in origin, should not be used in Catholic primary schools in this Archdiocese without the approval of the Catholic Education Office Melbourne (CEOM).

Under the prayerful care of Mary, Mother of Fair Love, may your assistance to parents in this work of formation help the children in our schools to enjoy the abundant life offered us by Christ the Lord.

Throughout 2010 professional learning opportunities will be offered to principals and staff in schools to support them in the use of the *Growing Together in Life and Love* curriculum document. These activities will be provided by members of the CEOM Student Wellbeing staff, along with staff from the John Paul II Institute for Marriage and the Family.



Most Rev. Peter J. Elliott DD
Episcopal Vicar for Religious Education

⁴ Cf. *The Truth and Meaning of Human Sexuality*, 41–7

⁵ *Ibid.*, 143–4.

⁶ *Ibid.*, on timing and readiness, 64–76.

⁷ *Ibid.*, 'Methods and Ideologies to Avoid', 135–42

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Introduction

Growing Together in Life and Love is a resource designed for use in Catholic primary schools in conjunction with parents who are the first educators of their children in the ways of faith. The resource encompasses the area of human sexuality in a way which understands sexuality as an integral dimension of what it means to be a human person. In this regard much material has been drawn on the positive and personalist understanding of the human person as presented by Pope John Paul II in his work, the Theology of the Body. In addition, the Old and New Testaments and the rich tradition of the Catholic Church provide a context and backdrop for the teacher. Practical suggestions for teaching and learning activities have been provided by parents and teachers in the field and clear aims and indicators are provided to ensure that a rich, diverse and authentic teaching is offered.

The *Growing Together in Life and Love* resource is designed for Catholic school staff (principal and teachers) in developing their own school-based program which, in line with the universal teaching of the Church, should be based on the particular character of the local community, and always including partnership with parents and/or guardians of students – hence the emphasis on ‘together’.

Parents have the primary duty of nurturing their children’s spiritual and physical lives within the context of their mutual relationship. The loving relationship between parents is usually the first encounter of a child’s sense of the nature of womanhood and manhood. This is the child’s first introduction to living in community.

Directives for Christian Education in Sexuality, Archdiocese of Melbourne, p. 2

Catholic schools have a critical role in supporting and helping parents to educate their children and it is in this context that *Growing Together in Life and Love* is offered to Catholic school communities.

Structure

Growing Together in Life and Love has four **units** which are closely inter-related and each is connected to the Christian vision of the human person. Each unit also attempts to integrate the health and wellbeing areas of the curriculum. The following units comprise the resource:

- Unit 1: The Dignity of the Human Person
- Unit 2: Human Sexuality
- Unit 3: Growing in Relationships
- Unit 4: Life-giving Choices

Each of the units begins with a theological introduction which draws on the Scriptures, the Tradition of the Catholic Church and the Theology of the Body as presented by Pope John Paul II. This section is meant for teacher background material and professional learning. These sections should be read carefully by teachers in preparation for teaching in this area.

Following the introductory material, each unit contains individual **topics** and **goals** applicable to the whole unit. This is followed by aims and indicators for junior, middle and senior primary classes. The topic, aims and indicators are specific to particular year levels and are broken into Prep–Year 2, Years 3–4 and Years 5–6. They are designed to meet the age-appropriate and developmental stage of students and will be useful for assessment and evaluation. Accompanying each of the three levels are suggested teaching and learning activities which will assist teachers in achieving the aims of the unit.

A guide to the involvement of parents and/or guardians is included in the introductory

section of this material. At the end of the suggested teaching and learning activities in Years 3–4 and 5–6 in the Unit on Human Sexuality, a group of activities is included for use for teachers at a parent–child evening. These activities are not suitable for classroom use alone and should only be conducted when parents are present. The nature of these activities highlights the partnerships that are necessary and need to be respected in discovering the truth and meaning of human sexuality.

Integrated, cross-curriculum influences

The resource materials draw first upon the teaching of the Catholic Church (cf. Pontifical Council for the Family *The Truth and Meaning of Human Sexuality*), and on current literature and evidence-based research in the area of student wellbeing, including *Mindmatters: A Whole School Approach to Mental Health*, *BeyondBlue*, and the *Road Beyond the Gatehouse Project*.

They are also closely linked to the *Victorian Essential Learning Standards* (VELS) through the Physical, Personal and Social Learning strand. The relevant domains that explore health knowledge and promotion as well as building social relationships are Health and Physical Education and Interpersonal Development.

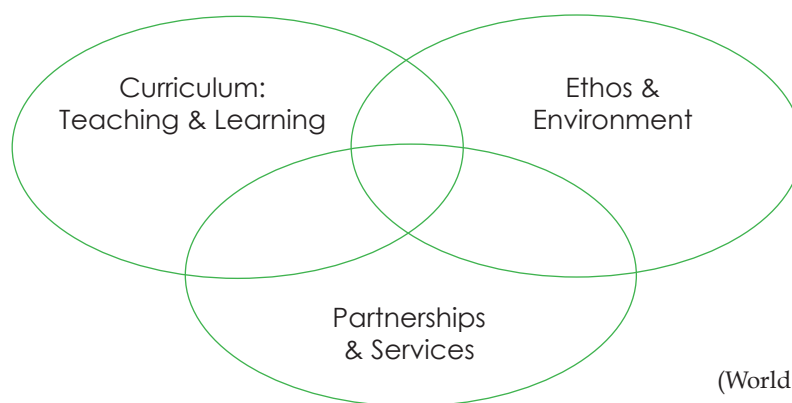
The knowledge, skills and behaviours are evident in the focus on maintaining good health and living a healthy lifestyle as part of the Health domain. The Interpersonal domain shows that in a highly connected and interdependent world, students need to learn to build positive social relationships, to work in groups and to manage and resolve conflicts.

To a lesser extent, but still relevant, is the focus on knowledge, skills and behaviours to participate in society and understanding identity and roles in the community, as outlined in the Civics and Citizenship domain.

Learning Standards are designed to be used for whole school curriculum planning. In appendix 3, teachers will find the learning focus and standards levels 1–4 outlined for their use in developing their program and designing suitable accountability frameworks.

The resource has also been influenced in its design by the **Health Promoting Schools** framework. This framework is a broad one that builds upon contemporary educational practices. It presents a whole-school approach to curriculum, teaching and learning where the ethos and environment of the school are overlapped with community partnerships and services, particularly partnership with parents. These links between school and community ensure continuity of care for all young people.

Health Promoting Schools Framework



(World Health Organisation)

The Framework includes the following three dimensions:

Curriculum: Teaching and Learning

The area of curriculum and learning is concerned with:

- what is taught in the formal curriculum and what would best be done in conjunction with parents because of their role as the first teachers of children in the ways of faith
- the teaching and learning strategies employed
- the classroom climate established by teachers
- the consideration given to the diverse learning needs of students
- teachers' access to professional development.

School Ethos and Environment

The school ethos is affected by the policies, procedures, practices and organisational structures as well as the attitudes and values within the school and its community. Important components include:

- the provision of a safe and supportive learning and social environment
- welfare and behaviour management strategies
- the provision of ongoing opportunities for students to participate in meaningful activities that promote positive relationships, a sense of belonging, pride and self-worth.

Partnerships and Services

Partnerships and services refer to links between the families, school, community members and service providers. It entails ongoing communications and consultation with teachers, students, parents, community members and community agencies. Building effective partnerships with parents, neighbouring schools, leisure groups, health practitioners and the local parish and diocese are critical in supporting the growth and wellbeing of students.

To conclude ...

Growing Together in Life and Love is designed to strengthen the Christian understanding of the human person in all the various dimensions that make up the human person. Human sexuality is not treated in isolation but together with parents as an essential dimension of being human. It is expected that a positive understanding of human sexuality can be supported and advanced by this resource.

Partnership with Parents

The primary role of parents

The Church constantly affirms the role of parents as the first educators of their children. In its document *The Truth and Meaning of Human Sexuality* the Pontifical Council for the Family once again affirms and promotes the role of parents:

In giving life, parents cooperate with the creative power of God and receive the gift of a new responsibility – not only to feed their children and satisfy their material and cultural needs, but above all to pass on to them the lived truth of the faith and to educate them in love of God and neighbour. This is the parents' first duty in the heart of the 'domestic church'.

The Truth and Meaning of Human Sexuality. The Pontifical Council for the Family, No. 5

Four principles are outlined for parents and educators in *The Truth and Meaning of Human Sexuality*, Part VI, Learning Stages. These principles, in conjunction with respect for the early years of innocence, have been adhered to in the formation of the *Growing Together in Life and Love* resource.

- 65.1. Each child is a unique and unrepeatable person and must receive individualised formation. Since parents know, understand and love each of their children in their uniqueness, they are in the best position to decide what the appropriate time is for providing a variety of information, according to their children's physical and spiritual growth. No one can take this capacity for discernment away from conscientious parents.
- 68.2. The moral dimension must always be part of their explanations. Parents should stress that Christians are called to live the gift of sexuality according to the plan of God who is Love.
- 70.3. Formation in chastity and timely information regarding sexuality must be provided in the broadest context of education for love. It is not sufficient, therefore, to provide information about sex together with objective moral principles. Constant help is also required for the growth of children's *spiritual life*, so that the biological development and impulses they begin to experience will always be accompanied by a growing love of God, the Creator and Redeemer, and an ever greater awareness of the dignity of each human person and his or her body.
- 75.4. Parents should provide this information with great delicacy, but clearly and at the appropriate time. Parents are well aware that their children must be treated in a personalised way, according to the personal conditions of their physiological and psychological development, and taking into due consideration the cultural environment of life and the adolescent's daily experience.

Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*

The importance of the formative role of the family environment is also explicit in this document.

The Christian family is capable of offering an atmosphere permeated with that love for God that makes an authentic reciprocal gift possible. Children who have this experience are better disposed to live according to those moral truths that they see practised in their parents' life. They will have confidence in them and will learn about the love that overcomes fears – and nothing moves us to love more than knowing that we are loved. In this way, the bond of mutual

love, to which parents bear witness before their children, will safeguard their affective serenity. This bond will refine the intellect, the will and the emotions by rejecting everything that could degrade or devalue the gift of human sexuality. In a family where love reigns, this gift is *always understood as part of the call to self-giving in love for God and for others*.

The Truth and Meaning of Human Sexuality, No. 52

The supportive role of school

Given the central role of parents, the school then places a pivotal role in the support of parents and/or guardians of children.

Strategies for developing effective partnerships with parents in the area of human sexuality include:

- Recognise the rights and responsibilities of parents by involving them in the program.
- Provide a clear statement about the nature of the partnership (*Directives for Christian Education in Sexuality*, pp. 2–3).
- Know the parents' expectations, capabilities and limitations.
- Communicate and negotiate in relation to the activities of the school program.
- Offer choices for the different needs of families.
- Inform parents so that they are empowered and able to participate more fully in the growth and development of their children, e.g. hold a parent information night, make copies of the program available to all parents, continue to inform during the course of the program through school newsletters, folders of student work.
- Provide structured opportunities for parents to discuss issues of concern with each other and the school.
- Help families establish home environments to support effective communication and learning, e.g. provide literature, resources, information on parenting programs, hints on how to talk with their children, activities that can be done at home related to the school program, involve a home/school liaison person.
- Provide background on the age and stage of aspects of development, so parents know what to expect.
- Enlist the support of parents with particular skills, e.g. new parents with baby, nurse, doctor.

Catholic Education Office Melbourne

Conducting a Parent–Child evening

Rationale

Parents are the primary educators of their children. Schools support and provide opportunities for parents and children to discuss together human growth and sexuality. Such an evening is totally optional, as parents may judge.

A parent–child component in teaching about human sexuality is an essential contributor to developing relationships and is a protective factor in helping to build resilience in young people.

Communication in an environment in which explicit values and attitudes can be articulated has a more powerful formative influence than the mere passing on of information and knowledge.

Aims

- Enhancing communication between parents and children about human sexuality in a faith community in accordance with the teaching of the Catholic Church
- Enabling parents and children to participate in a range of activities together to come to a catholic understanding of human growth and sexuality
- Providing opportunities for children to develop a range of skills that build resilience and connectedness to school and family
- Strengthening partnerships between the school and families with respect to the primary role of parents

Planning

- Choose a time that best suits the community, when an optimum number of parents can attend with their child(ren)
- Consider starting time for parents to arrive after work commitments and finishing times so that children will not be kept out late
- Be aware that some parents will not be able to attend eg single parents, shift workers. How will these be catered for?
- Check if it is necessary to use interpreters on the night for culturally and linguistically diverse groups of parents
- Invitations should be sent home well ahead of time – children writing individually to invite their parents and school newsletters are two ways this could be done
- Prepare a ‘user-friendly’ room where both parents and children feel comfortable eg will there be small groups, seats in a circle, parents sitting with their children
- A balanced presentation of input and activities should be planned, with activities being chosen from the suggested Parent-Child evening section
- Choose a suitable reflection to begin the evening
- Decide whether the program will include any take home sheets or tips for parents
- Let parents know if child minding/transport is available

Follow-up

The Parent Child evening should ideally be placed after some Orientation activities have been conducted in the classroom. This ensures that the children have had an introduction to the topic consonant with parental expectations and are ready for the next stage of information and activities to be conducted with their parents.

Further Development activities may be followed up in the classroom. Parents should be made aware of these and when they will be taught. Parents always retain the right to remove their child from class discussion if, after discussion with the teacher, they determine their child is not prepared for further activities.

Opportunities for parents to discuss any of the activities and teaching strategies should be made available.

Evaluation

An Evaluation Form for parents and one for children is an important way to check the usefulness of the evening and obtain feedback on how it might be improved in the future.

See Appendix 2 for sample evaluation forms for parents and students.

Pastoral issues

It is possible that in discussing these issues with children, matters of a personal and sensitive nature may be brought up by individual students.

The professional obligation of all teachers in relation to the issue of child protection needs to be noted at such times. Any disclosures from students which raise concerns for their personal safety should be dealt with in accordance with the school's policy and guidelines around Mandatory Reporting.

Overview: Growing Together in Life and Love

Growing Together in Life and Love draws on key Church documents (such as the documents of Vatican II, *The Catechism of the Catholic Church* and the documents of the Pontifical Council for the Family), Scripture, Tradition, and current literature on health and wellbeing .

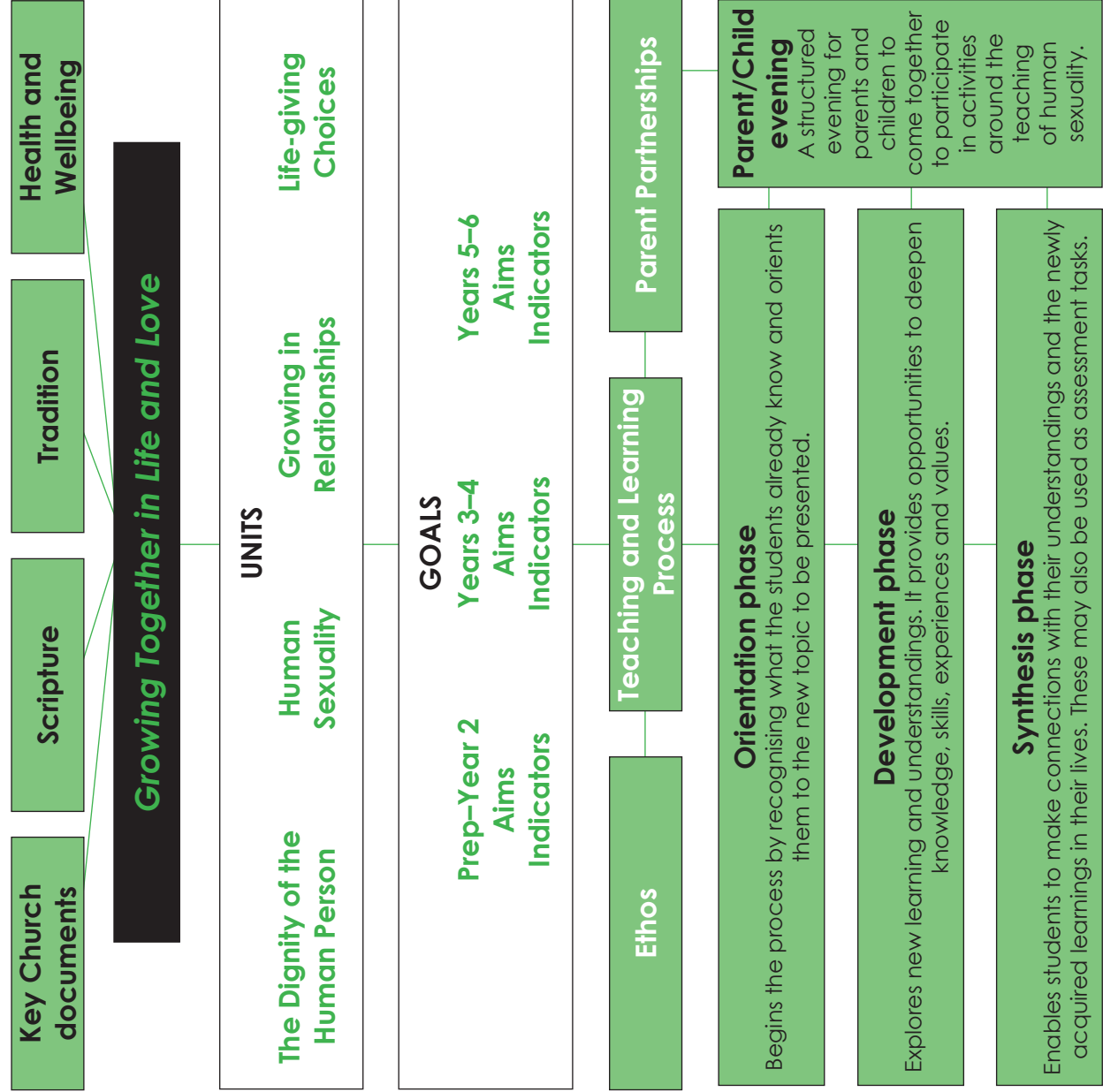
The content of the resource is presented in four UNITS. Each unit has three developmental stages: Prep–Year 2, Years 3–4, Years 5–6. TOPICS at these stages contain a brief synopsis of the key learnings for the unit.

The GOALS provide broad understandings and underpin the aims and indicators in each topic.

At each level there are specific AIMS to guide the teaching and learning process. INDICATORS provide examples of how students can demonstrate their level of understanding and competence.

The teaching and learning process is based on the *Health Promoting Schools* framework, where the partnership link between family and school is evident.

The suggested TEACHING & LEARNING ACTIVITIES are divided into three sections: Orientation, Development and Synthesis.



Topics in the Units of Growing Together in Life and Love

	The Dignity of the Human Person	Human Sexuality	Growing in Relationships	Life-giving Choices
Prep – Year 2	Loved by God God loves each human person. People who love and care for us are an expression of God's constant and ever-present love.	Discovering God gives new life to each person. We receive the gift of body, mind and soul and become part of a family. There are differences of gender and family structures.	Belonging Each person belongs to particular groups: family, school, year level, parish. Love, care and wellbeing are experienced through positive interaction among all members of each group.	Choices Gifted with human freedom, each person has the capacity to make choices. Choices have an impact on personal wellbeing and the wellbeing of others.
Years 3–4	Created by God As Christians, we recognise that life is a special gift that God shares with us. Part of healthy growth means developing a positive regard for all human persons, beginning with the self.	Developing Human life has distinct stages of development, which involve growth and change.	Relating As Christians, we are called to live in relationship. Developing positive relationships requires generosity, respect and forgiveness.	Freedom As human beings made in the image and likeness of God, we have the freedom to make choices. Our choices have consequences and we are called to respect the rights of self and others in all our choices.
Years 5–6	Created in the image of God We are created in the image and likeness of God. Our identity is shaped by influences in our family and society. As Christians we are called to demonstrate reverence for self, others and the whole of creation.	Changing Males and females develop in different ways. Puberty is a time of radical change. Understanding this change and appreciating one's sexual identity is critical for developing as a mature person.	Connecting Christians live their baptism as members of the Body of Christ, caring for one another and for the whole human family. As single people, religious, priests or as a married couple, all members of God's family are called to grow in relationship and to show God's love to all.	Responsibility Gifted with human freedom, each person has the capacity to make choices. The formed conscience enables a person to make responsible choices that are based on the Gospel and formed within the Catholic tradition.

The Goals of Growing Together in Life and Love

	The Dignity of the Human Person	Human Sexuality	Growing in Relationships	Life-giving Choices
The GOALS are implemented through the learning UNITS outlined above.	The Dignity of the Human Person A. To develop respect for each human person according to the teaching of the Catholic Church. B. To develop values, attitudes, skills and behaviours related to self-respect and respect for others. C. To identify factors influencing the development of a positive self-regard. D. To develop responsibility for the physical, emotional and spiritual wellbeing of self and others.	Human Sexuality A. To understand and be guided by the teachings of the Catholic Church regarding human sexuality. B. To recognise sexuality as integral to the human person. C. To identify the stages of human development. D. To develop clear and accurate understandings about male and female, sexuality, puberty, human personal growth and human reproduction. E. To inspire appropriate respect for sexuality and for sensitivity to the involvement of puberty.	Growing in Relationships A. To understand and appreciate that God is revealed to us in and through relationships with family, friends and community. B. To foster attitudes of belonging, loving commitment and social responsibility within relationships. C. To identify how the development of independence brings rights and responsibilities within family relationships and friendships. D. To develop an understanding of the human family.	Life-giving Choices A. To develop an understanding of the processes in Christian decision-making in accordance with the teaching of the Catholic Church. B. To develop responsibility for personal choices. C. To identify how actions have consequences for self and others. D. To identify the role of the Commandments, the natural law and Catholic Church teaching in decision-making.

Unit One

The Dignity of the Human Person

Loved by God (Prep–Year 2)

Created by God (Years 3–4)

Created in the image of God (Years 5–6)



Theological Background

Central to any Christian reflection on the human person is the belief that we are created by God, and reflect the image and likeness of God. It is Jesus Christ who makes known to us the mystery of God and the fullness of our human life. Vatican II expressed this clearly in the *Dogmatic Constitution on Divine Revelation* (DV) when it stated that Jesus Christ is 'both the mediator and the sum total of Revelation' (DV2). It is from Jesus Christ therefore that we come to know our identity as persons, in relationship to God, in all its aspects: physical, spiritual, social and sexual.

It is this vision which is the source of our Christian understanding of the fundamental dignity of the human person. Human dignity does not rest on foundations such as race, social status, achievements, or personal effort and endeavour. Rather than being something we *give* to one another it is something we *recognise* in one another.

'By his incarnation the Son of God has united himself in some fashion with every human being'. This saving event reveals to humanity not only the boundless love of God who 'so loved the world that he gave his only Son' (Jn 3:16), but also the incomparable value of every human person.

Pope John Paul II, *Evangelium Vitae*, No. 2

Persons are not things or objects to be used or manipulated but are rather to be recognised as the expression of the mystery of our being and of our destiny.

Scripture

In the image and likeness of God (Genesis 1:26-27)

The account of creation in the first chapter of Genesis is a biblical reflection on the nature of the human person as one who shares a likeness to God and reflects the image of God. Each human being is unique and is invited to share in the company of God (DV2).

Through this revelation, therefore, the invisible God (Col. 1:15; 1 Tim. 1:17) out of the abundance of His love speaks to men as friends (Ex. 33:11; John 15:14-15) and lives among them (Bar. 3:38), so that He may invite and take them into fellowship with Himself.

Vatican II, *Dogmatic Constitution on Divine Revelation*, No. 2

The 'word became flesh, he lived among us' John 1:14

At the heart of Christian faith is the mystery of the incarnation. God who is one, holy and transcendent, entered into human history in the person of his Son, Jesus Christ. Because of our faith in Jesus Christ, 'Word become Flesh', we must take our own humanity seriously along with the whole of creation. In the gospel we find in Jesus the example of fully human living, and it is in the humanity of Jesus that God brings about the restoration of all that was damaged and distorted in a world created good. All people share in the dignity conferred upon the world, seen above all in the incarnation of Christ.

It is in Christ, 'the image of the invisible God', that man has been created 'in the image and likeness' of the Creator. It is in Christ, Redeemer and Saviour, that the divine image, disfigured in man by the first sin, has been restored to its original beauty and ennobled by the grace of God.

Catechism of the Catholic Church, 1701

The Tradition

In our time Pope John Paul II has brought us to a rich understanding of the human person in which the body is understood as the expression of the person to be loved and respected as the person should be loved and respected. This has not always been the emphasis in our tradition. In fact at times the Church has been understood as negative towards the human body and only interested in the soul or the spiritual dimension of human beings. Let us consider some dimensions of our tradition.

St Augustine (354 AD–430 AD)

St Augustine, Father of the Church and theologian, taught that if humans alone are made to the image of God, that image must be found in that part of the human being which makes them different from animals. He argued that it was the soul and mind that distinguished human beings from animals but he also taught that 'the complete nature of man is made up of spirit, soul, and body' (Augustine, *De anima et ejus origine* IV.13.19). While the human spirit fills all parts of the body and orientates us towards our destiny with God, the human body is not merely an appendage to the soul, but an essential element of God's plan of salvation.

St Thomas Aquinas (1225–1274)

St Thomas Aquinas, the great mediaeval theologian, was critical of the idea that human beings were rational souls inhabiting powerless, material bodies. He saw the human being as a complete union of soul and body, of matter and form.

The Enlightenment 17th–18th Century)

The enlightenment is often characterised by the exaltation of reason above all else. The great industrial and scientific advancements made in this period led to a strong, even exaggerated confidence in human reason alone to drive progress and development. This is one source of the extreme individualism and privatisation of religion in modern society.

The Second Vatican Council

The Second Vatican Council reiterated the goodness and dignity of the human person in many documents but particularly in the *Pastoral Constitution on the Church in the Modern World*.

For Sacred Scripture teaches that man was created 'to the image of God', is capable of knowing and loving his Creator, and was appointed by Him as master of all earthly creatures (Gen. 1:26) that he might subdue them and use them to God's glory (Eccl. 17:3–10). 'What is man that you should care for him? ... You have made him a little less than the angels, you have crowned him with glory and honour: you have given him rule over the works of your hands, putting all things under his feet' (Ps. 8:5–6).

But God did not create man as a solitary. For from the beginning 'male and female he created them' (Gen. 1:27). Their companionship produces the primary form of interpersonal communion. For by his innermost nature man is a social being, and unless he relates himself to others he can neither live nor develop his potential.

Vatican II, *Pastoral Constitution on the Church in the Modern World*, No. 12

Pope John Paul II

In our own time Pope John Paul II proposed a restatement of the Church's teaching on the human person, and especially on the body and human sexuality, in what is popularly referred to as his Theology of the Body. Constant themes in this teaching are the dignity of the human body and the sacredness of sexual love. Like Christian thinkers before him,

Pope John Paul II based his approach on the Genesis insight that we are made in the image and likeness of God. For Pope John Paul II, human experience, including bodily experience can help reveal God (because we are made in God's image), while exploring the mystery of God's life, in turn, reveals to us the meaning of our own lives.

As Pope John Paul II wrote: 'The body, and it alone, is capable of making visible what is invisible, the spiritual and divine. It was created to transfer into the visible reality of the world, the invisible mystery hidden in God from time immemorial, and thus to be a sign of it' (John Paul II, Papal Audience, 20 February 1980).

God created man in His own image and likeness (Gen. 1:26-27): calling him to existence through love, He called him at the same time for love. God is love (1 John 4:8) and in Himself He lives a mystery of personal loving communion. Creating the human race in His own image and continually keeping it in being, God inscribed in the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion (*Gaudium et Spes*, 12). Love is therefore the fundamental and innate vocation of every human being. As an incarnate spirit, that is a soul which expresses itself in a body and a body informed by an immortal spirit, man is called to love in his unified totality. Love includes the human body, and the body is made a sharer in spiritual love.

John Paul II, *Familiaris Consortio*, Part Two, No. 11

Implications for Growing Together

Basis of human rights

Being 'created in the image and likeness of God' means that each human being shares in the life of God. Even those human beings who by their actions and choices appear to have forfeited all their rights can never lose their inherent human dignity nor their right to be treated with care and respect because their dignity derives from who they are rather than from what they have done. Hopefully, from infancy, children are treated with the respect and affection that is their right as children of God. School, in partnership with the family, continues to treat the children with respect, introducing and orientating them to a community broader than that of the family and fostering a sense of the rights of others.

Basis for genuine self-esteem

The fact that we are made 'in the image and likeness of God' is also the basis of any genuine self-regard or self-esteem. Despite the potential for sin which spoils and distorts the image of God in us, we were created good and have been saved in Jesus Christ. This fundamental conviction about human goodness, including the goodness of the body, is the basis on which authentic Christian self-regard is to be built, regardless of any personal attributes, talents and skills or the lack of these.

Basis for holistic education in human sexuality

Finally, convictions about the goodness and dignity of the human person provide the basis for an education in sexuality that is clear, accurate and based on an appreciation of the intrinsic worth of the human body, and its potential to engender and express human love and to be a sign of God's creative love in the world.

LOVED BY GOD

Prep-Year 2

God loves each human person. People who love and care for us are an expression of God's constant and ever-present love.

GOALS

- A. To develop respect for each human person as understood according to the teaching of the Catholic Church.
- B. To develop values, attitudes, skills and behaviours related to self-respect and respect for others.
- C. To identify factors influencing the development of a positive self-regard.
- D. To develop responsibility for physical, emotional and spiritual wellbeing of self and others.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none">1.1 An appreciation of the Christian understanding of what it means to be made in the image and likeness of God.1.2 An understanding that each person is unique.1.3 An understanding that they are special and gifted by God.1.4 An ability to recognise, appreciate and respond appropriately to the people who love and care about them.1.5 An understanding of how culture influences our experiences, beliefs, attitudes and actions.1.6 An understanding that loving and supportive relationships build positive self-regard.1.7 Strategies for looking after the physical, spiritual and emotional self.1.8 An awareness of the people in our community who help to keep us safe and healthy.	<ul style="list-style-type: none">• Complete a wall chart where students draw and paste on the things that God has created.• Contribute to a class chart identifying all members of the class, their characteristics, hobbies and favourite things.• Complete profiles on themselves or another class member, including gifts and talents.• Create a personal book with each page highlighting a person in their life who is special to them. Each page could contain a photo or picture and sentences starting: ---- is special because..., I know ---- cares for me because.... etc.• Identify and compare their family traditions to the traditions of other class members or those represented in picture story books/ videos, especially during special occasions such as Christmas, birthdays, Baptism, Easter. These could then be presented as a Venn diagram or series of pictures.• Complete a concept map with self in the middle, family, friends or special people on the next level, then things we do with those people or things they say that make us feel good.• Complete an action plan of things I can do to look after myself.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Prep–Year 2

ORIENTATION

- Students complete a worksheet about themselves or draw a picture or bring a photo from home. Include their name, age, hair and eye colour.
- Play 'Who Am I?' games such as '20 Questions' and 'Guess Who?'.
- Students make a collage from magazine pictures showing how people care for each other. For example: smile, hug, handshake.
- Show and Tell. Students bring in something to show and talk about that signifies a special achievement. For example: baptism photo, swimming certificate.

DEVELOPMENT

- Retell the Creation Story (Gen 1:1–24). Complete a wall chart where students draw and paste on things that God has created. This could include sun, moon, stars, animals, trees, people.
- Develop a list of all the ways God loves us. Students might cut out examples from magazines to stick next to the suggestions.
- Read the story of Jesus blessing the children (Mk 10:13–16) or Jesus telling the disciples to be like little children (Luke 9:46–48). Reflect with the students on Jesus' love of children and how this shows God's love. Students might re-enact the Gospel story.
- Incorporate quiet reflective times during the day to participate in activities such as guided meditation, reflecting on how God has cared for us today, what has been good (or sad) and how we might give thanks to God.
- Students conduct a survey of students in the class under the headings:
 - things that make me happy
 - things that make me sad
 - my favourite food is
 - my favourite activity is
 - things I am good at
 - where my family comes from (cultural background)

Compile class charts or graphs, building up a picture of the whole class.

- Role play positive ways of responding to others (friends, classmates, family and community.) For example:
 - Offering encouragement
 - Listening to others
 - Making sure everyone is included
 - Thinking about others feelings
 - Thanking people who have helped you.

(Teachers may wish to emphasise cultural differences in communicating.)
Debrief after role plays.

- Brainstorm people who care for us; family, friends, people within the community such as nurse, doctor, priest, policeman, fireman. Discuss what they do for us and our relationship with them. Organise visits from people in the community who help us.
- Complete a concept map with self in the middle, family, friends or people who care for us on the next level, ways they love/help or care for us on the third level.
- Identify and compare family traditions to the traditions of other class members or those represented in picture story books or videos, especially during special occasions such as Christmas, birthdays, Baptism, Easter. Present these as a Venn diagram or series of pictures.
- Brainstorm ways we can now look after ourselves. Record on class charts. Include personal hygiene, road safety, healthy eating, behaving safely.
- Watch appropriate videos about personal safety. Brainstorm places they feel safe or unsafe. Discuss solutions and strategies to deal with feeling unsafe.

SYNTHESIS

- As a class create a prayer to thank God for the gift of Creation and to give thanks to God for the special gifts received each day, including the people who make up the human family.
- Complete profiles on themselves and one other class member, including gifts and talents.
- Create a personal book with each page highlighting a person in their life who is special to them. Each page could contain a photo or a picture and sentences starting:

_____ is special because _____
I know _____ cares for me because _____

- Students make thank you cards for three people who care for them and deliver the cards.
- Complete an action plan of things I can do to look after myself.

CREATED BY GOD

Years 3–4

As Christians, we recognise that life is a special gift that God shares with us. Part of healthy growth means developing a positive regard for all human persons beginning with self.

GOALS

- A. To develop respect for each human person as understood according to the teaching of the Catholic Church.
- B. To develop values, attitudes, skills and behaviours related to self-respect and respect for others.
- C. To identify factors influencing the development of a positive self-regard.
- D. To develop responsibility for physical, emotional and spiritual wellbeing of self and others.

AIMS Students have opportunities to explore and/or develop:	INDICATORS The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ol style="list-style-type: none"> 1.1 An appreciation of the Christian understanding of what it means to be made in the image and likeness of God. 1.2 An understanding of personal identity and the factors that shape it. 1.3 An awareness that life is a special gift that God shares with us. 1.4 A respect for the rights, opinions and feelings of others. 1.5 An understanding that people and events can have both a positive and a negative influence on our own sense of self-regard. 1.6 An awareness of the importance of reflecting on life's challenges as part of building resilience. 1.7 An understanding that good self-regard allows people to function effectively and develop positive relationships. 1.8 Strategies for looking after the physical, spiritual and emotional self. 1.9 An appreciation that rules and laws promote health and safety. 	<ul style="list-style-type: none"> • Complete a reflection identifying how life is a gift from God. • Complete a concept map with self in the middle, characteristics and interests on the next level, with an explanation. • Write a class charter outlining the rights and responsibilities of all class members. • Identify times when students have felt really good or really bad about something. Complete a who, what, where, when and why analysis. Compare experiences with those of others. • Complete an action plan of things I can do to look after myself. • Identify rules and laws that affect students in some way, e.g. school rules, rules at home, road rules, etc. Reflect upon and research if necessary why these rules have been made then complete a PMI chart (plus, minus, interesting/ideas) on some of the rules.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 3-4

ORIENTATION

- Students are asked to identify ten positive statements about themselves.
For example:
I am terrific at ...
I like myself because ...
The subjects I like at school are ...
- Students write a positive word or message about each other. Students share with the class how they felt when they read their messages.
- Possible sentences: Students use the following words in a sentence to illustrate their understanding of each word/concept. This can be used as a pre-assessment task to ascertain student's current understanding of major concepts to be explored during the unit.
 - forgiveness
 - dignity
 - conflict
 - problem solving
 - understanding
 - fairness
 - consequences
 - friendship
 - cooperation
 - respect
 - truthfulness

DEVELOPMENT

- Read, discuss and create a powerpoint which illustrates God's special gift of life to me, using Psalm 139:13-14, or Matthew 6:25ff.
- Model the development of a concept map based on a student in the class, the teacher or a person all students know and can relate to. The concept map would start with self in the middle, characteristics and interests on the next level. Brainstorm with the class possible reasons for these characteristics, modelling the process of inquiry you would use to develop this thinking, e.g. blonde hair – the person's Mum and sister have blonde hair; netball – they started playing because their best friend was in the team.
- Identify some important events in the life of a character such as Charlotte in *Charlotte's Web*. Complete a PMI chart (plus, minus, interesting/ideas) on these events. (This could be done as a class activity.) Discuss some of the things that have happened in the lives of members of the class and how these events have had a positive or negative influence.
- Complete a T chart (two columns) identifying characteristics and attitudes of a person having a good day and a person having a bad day. (These could be related to a character they know such as Alexander in *Alexander and the Terrible, Horrible, No Good, Very Bad*

Day.) Given a scenario such as 'you miss the bus to school, or you have an argument with your best friend', show how each of the two characters might react to this. Reflect on which way of reacting would be better and why.

- Individually and then with a partner:
 - list all the ways students can take care of their health and safety
 - identify people who help students look after themselves, e.g. people who help me look after myself are parents, teachers, godparents, priests, aunties, uncles, parents of friends, religious sisters
 - on each finger of the right hand print the name of someone who can help them look after the five aspects of themselves (physical, emotional, spiritual, social and intellectual)
 - share and discuss the responses
- Collect examples of different people demonstrating positive qualities of self-respect and respect for others. Create a class vocabulary list of these qualities. Students make a book illustrating the class words. Students may bring words from home after discussion with their families and contribute to the book. The book could go home to be shared with families.
- Students create a 'graffiti wall' using butcher paper. Write the rules that are needed to live as a healthy community, demonstrating an understanding that rules are made to protect us. For example:
 - traffic rules
 - respect for property
 - safety
 - respect for people
 - kindness to animals

SYNTHESIS

- As a class read the Creation story from Genesis 1:26–27. Complete a reflection identifying the diversity of the human family and celebrate God's creation of each human person.
- Each student decorates a shoe box to reflect their personality and talks about why they have decorated the box as they have. Each day a different student's box is chosen and each member of the class writes a prayer to place in the box to thank God for a special gift that person has, e.g. Thank you God for Paul's gift of drawing which we enjoy.
- Write a class charter outlining the rights and responsibilities of all class members having been made in the image and likeness of God.
- Identify times in students' lives when they have felt really good or really bad about something. Complete a who, what, where, when and why analysis. Compare experiences with those of others.
- Identify rules and laws that affect them in some way, e.g. school rules, rules at home, road rules. Reflect upon and research if necessary why these rules have been made, then complete a PMI chart on the of rules.
- Complete an action plan of things I can do to look after myself.

CREATED IN THE IMAGE OF GOD

Years 5-6

**We are created in the image and likeness of God.
Our identity is shaped by influences in our family and society.
As Christians we are called to demonstrate reverence for self, others and the whole of creation.**

GOALS

- A. To develop respect for each human person as understood according to the teaching of the Catholic Church.
- B. To develop values, attitudes, skills and behaviours related to self-respect and respect for others.
- C. To identify factors influencing the development of a positive self-regard.
- D. To develop responsibility for the physical, emotional and spiritual wellbeing of self and others.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none">1.1 An appreciation of the Christian understanding of what it means to be made in the image and likeness of God and that God's love is unconditional.1.2 An understanding that the concept of self-image and self-awareness is developed throughout life.1.3 An understanding that all human persons can respect and celebrate their own dignity and that of others.1.4 Ways in which personal and religious identity are shaped by values held to be important.1.5 An ability to recognise the factors that influence the shaping of our identity such as culture, media and peer group.1.6 Strategies for looking after the physical, spiritual and emotional self.1.7 An understanding that responsible behaviour affects health, safety and wellbeing.	<ul style="list-style-type: none">• Compare the two creation stories in Genesis (1:26-27 and 2:18-24).• Create a profile or montage of themselves and how they see their own self-image. Around the outside write the names of people or events that they feel have influenced them in some way.• Divide a circle into three (peace symbol). In one slice draw an image of God, in the next yourself, and in the third a person who loves you unconditionally. Show the similarities and interrelationship among the three.• Create your own 30th birthday speech highlighting the types of things you value about yourself and what is important in your life.• Write a letter to a newspaper editor stating your opinion or point of view about a person or group of people who have not had their rights or dignity respected.• Have a series of value statements on strips of paper. Think, pair, share in order to prioritise the statements in order of importance. Justify the rankings.• Read and view media advertising and critically analyse the way in which it portrays body image. Use this experience to brainstorm other factors (e.g. culture, peer group, family expectations) that may influence the way people see themselves, or how they want to be seen by others.• Create a personal motto or mandala which reflects the values held as most important and the sort of person you are/ want to be.• Complete an action plan of things I can do to look after myself.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 5–6

ORIENTATION

- Students collect photos of people they admire. Discuss the qualities of these people – why are they admired? What contributions have they made to society? Classify these people according to talented sports people/musicians, leaders in the community, politicians, role models.
- Ask students to list five things they like about themselves.
Explore and categorise the various responses into the physical, emotional, spiritual and psychological dimensions of the human person.

DEVELOPMENT

- Listen to a song about images of God. In cooperative groups ask students to draw their image of God. Present the picture to the rest of the class and explain their drawing. Explore with the students how the image of God they have drawn is limited. Explain the infinite and indescribable nature of God. Assist the students in understanding that they have been given a great gift, being made in the image and likeness of God. That being made in God's image and likeness we are created to share in God's blessed life (CCC 1). We can find out a lot about God by exploring and understanding the goodness in others. Then we must respect this dignity given to all humanity by God.
- Brainstorm people who love you no matter what. How do you know they love you unconditionally? Draw one of these people and compare: how are they like God?
- Name the things the school values by identifying what the school does. Visit a local community organisation such as St Vincent de Paul, a nursing home or invite a guest speaker. Discuss what you think these organisations/people value. What statements does the organisation make about the dignity of the human person?
- Invite students to use three positive words to describe themselves. Then ask a teacher, a friend, and family members to describe them using three positive words. Discuss whether any people used the same words.
- Conduct a newspaper search looking for articles about issues where people feel their dignity has not been respected (e.g. refugee issues). As a class analyse the issues using DeBono's Six Thinking Hats.
- Have a series of value statements on strips of paper. Think, pair, share in order to prioritise the statements in order of importance. Justify the rankings.
- Identify the core values of the school's discipline policy, vision statement and United Nations Declaration on the Rights of the Child. Students write their own charter for the rights and responsibilities of students in their class.

- Using media images of people, students discuss and list descriptions of images presented.
 - How are these people presented?
 - If you could ask these people one question, what would it be?
 - How do the media portray the dignity of the human person?
 - Are people valued equally?
 - List the Christian values reflected and discuss how these are reflected in the teaching of the Catholic Church.
- Read and view media advertisements and critically analyse the way in which they portray body image. Use this experience to brainstorm other factors (e.g. culture, peer group, family expectations) that may influence the way people see themselves, or how they want to be seen by others.
- Identify and critically analyse how the media portray issues of health and wellbeing for teenagers. Create a chart with the following headings:
 - what do we already know about keeping ourselves safe and healthy?
 - what is the media portraying about health and safety?
 - what should we be doing about our own health and safety issues?

Keep a diary over a week to record things you do that may have an impact on health and safety including hygiene, nutrition, behaviour, fitness, relaxation, recreation. Compare this to the original chart.

SYNTHESIS

- Work in groups to compare and contrast the two creation stories in the book of Genesis (1:26–27 and 2:18–24). Students gather insights into the teaching in the Scriptures about the nature of the human person – male and female.
- Students create a profile or montage of how they see themselves. This profile should include as many dimensions as possible of the human person. Around the outside students write the names of people or events that they feel have influenced them in some way. Students identify how the gift of God and the love of God has helped them and continues to do so.
- Students reflect on the person of Jesus as presented in the Gospels (John 4:1–30, 46–53; Luke 5:12–14; Mark 9:33–37; Matthew 20:20–33). How did Jesus show respect for the dignity of others?
- Divide a circle into three (peace symbol). In the first slice students draw an image of God, in the second an image of themselves and in the third a person who loves them unconditionally, showing the similarities and interrelationship between God's creative love and the love of human persons for one another.
- Students create their own 30th birthday speech, highlighting the types of things they value about themselves and what they would like people to know about what is important in their lives.
- Write a letter to a newspaper editor stating your opinion or point of view about a person or group of people who have not had their rights or dignity respected.
- Create a personal motto or mandala which reflects the values held as most important and the sort of person you are/want to be. Students could consider adding a text from Scripture that supports these values.
- Complete an action plan of things I can do to look after myself.

The following references provide teachers with more examples of units and outcomes that may assist in developing further teaching and learning opportunities around the goals and aims of the unit, using texts mandatory in the Archdiocese of Melbourne.

Links with Religious Education

To Know, Worship and Love (2005 edition)

Prep/Kindergarten

- 2 The Good Shepherd
- 4 Jesus Washes the Disciples' Feet
- 16 Jesus' Family

Book 1

- 10 Jesus and the Children
- 11 Baptism
- 13 The Kingdom of God
- 17 In the Beginning
- 18 Forgiveness
- 19 Only One Said Thank You

Book 2

- 1 Images of God
- 2 Families
- 3 The Church is Family
- 10 Welcome Home
- 16 My Neighbour

Book 3

- 2 Creation: Created by God, Called to Love
- 3 Human Person and Family: God Calls us to respect ourselves and others
- 10 Sacraments of Initiation: Welcomed into the life of God's Family

- 12 Sacraments of Healing: Forgiveness and strength are gifts of the Lord
- 15 Commandments and Beatitudes: To love God and my neighbour

Book 4

- 2 Creation: God is at work in all of Creation
- 3 Human Person and Family: We are God's work of art
- 10 Sacraments of Initiation: New life in Christ
- 12 Sacraments of Healing: Experiencing God's forgiveness and healing
- 13 Sacraments at the service of Communion: Called by God
- 15 Commandments and Beatitudes: Love one another

Book 5

- 1 God the Creator
- 5 Reconciliation and Healing
- 11 Our Church Community
- 17 Respect Life

Book 6

- 2 Blessed are you!
- 17 Our Christian Mission

Links with Victorian Essential Learning Standards (VELS)

See Appendix 3 for relevant Learning Focus and Standards

Physical, Personal and Social Learning strand

DOMAINS

Health and Physical Education

This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle.

The developmental changes that occur throughout the human lifespan are explored.

The domain promotes effective relationships and ways of managing transitions and changing demands, role and responsibilities.

Concepts, skills and strategies are introduced to assist students develop and refine their critical thinking and problem-solving strategies in order to make informed decisions.

Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by building positive social

relationships, working and learning in groups, managing and resolving conflicts.

It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Building effective social relationships and relating to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions.

Civics and Citizenship

Students need to develop the knowledge, skills and behaviour that enable them to take action as informed, confident members of a diverse and inclusive Australian society. This involves a focus on participating in society and taking responsibility in relation to other citizens.

Unit One: The Dignity of the Human Person

Goals

To develop respect for each human person as understood according to the teaching of the Catholic Church.

To develop values, attitudes, skills and behaviours related to self-respect and respect for others.

To identify factors influencing the development of a positive self-regard.

To develop responsibility for physical, emotional and spiritual wellbeing of self and others.

Aims

Achieved

Prep-Year 2: Loved by God

An appreciation of the Christian understanding of what it means to be made in the image and likeness of God.

☐

An understanding that each person is unique.

☐

An understanding that they are special and gifted by God.

☐

An ability to recognise, appreciate and respond appropriately to the people who love and care about them.

☐

An understanding of how culture influences our experiences, beliefs, attitudes and actions.

☐

An understanding that loving and supportive relationships build positive self-regard.

☐

Strategies for looking after the physical, spiritual and emotional self.

☐

An awareness of the people in our community who help to keep us safe and healthy.

☐

Years 3 & 4: Created by God

An appreciation of the Christian understanding of what it means to be made in the image and likeness of God.

☐

An understanding of personal identity and the factors that shape it.

☐

An awareness that life is a special gift that God shares with us.

☐

A respect for the rights, opinions and feelings of others.

☐

An understanding that people and events can have both a positive and a negative influence on our own sense of self-regard.

☐

An awareness of the importance of reflecting on life's challenges as part of building resilience.

☐

An understanding that good self-regard allows people to function effectively and develop positive relationships.

☐

Strategies for looking after the physical, spiritual and emotional self.

☐

An appreciation that rules and laws promote health and safety.

☐

Years 5 & 6: Created in the Image of God

An appreciation of the Christian understanding of what it means to be made in the image and likeness of God and that God's love is unconditional.

☐

An understanding that the concept of self-image and awareness is developed throughout life.

☐

An understanding that all human persons can respect and celebrate their own dignity and that of others.

☐

Ways in which personal and religious identity is shaped by values held to be important.

☐

An ability to recognise the factors that influence the shaping of our identity such as culture, media and peer group.

☐

Strategies for looking after the physical, spiritual and emotional self.

☐

An understanding that responsible behaviour effects health, safety and wellbeing.

☐

Unit Two: Human Sexuality

Discovering (Prep–Year 2)

Developing (Years 3–4)

Changing (Years 5–6)



Theological Background

Sexuality is a fundamental dimension of the human person. It profoundly affects feelings, self-image, communication with others, the expressing and living out of love (CCC 2332). It is part of the physical, psychological and spiritual realities of the life of the human person. Christians view human sexuality as an integral part of the gift of human personhood, a reminder of our creation in the image and likeness of God. Implicit in this reality is the call to integrate our sexuality into our acknowledgment of our human dignity and all that means for ourselves and others.

Sexuality affects all aspects of the human person in the unity of his body and soul. It especially concerns affectivity, the capacity to love and to procreate, and in a more general way the aptitude for forming bonds of communion with others.

Catechism of the Catholic Church, 2332

Scripture

‘Male and female he created them’

The stories of creation (Genesis Ch. 1–3) provide a basis for the Judaeo-Christian view of sexuality in that they explore the origins of the world and of human beings. These creation stories do not claim to be scientific or historical accounts of how the world was made. They are religious stories which offer an explanation of the origins of all that exists, the meaning of the world, human life and relationships. A brief reflection on the creation stories of Genesis reveals that:

- **the world and everything in it originates in the creative act of God** who brings light out of darkness, order from chaos and life from non-life.
- **man and woman are created in God’s image and likeness.** Created in God’s image they are blessed, sent forth to be fruitful and fill the earth. Thus human sexuality is good and its expression is part of God’s life-giving plan for the world.
- **we share a common human nature but as men and women we are different from each other** (CCC 2335). In the second account of creation in Genesis 2, God fashions man from the dust and woman from the flesh of the man. They are of one substance equal in dignity, partners. The joyful exclamation of recognition ‘this at last is bone of my bone and flesh of my flesh’ reveals the intimacy and mutuality meant to characterise the relationship between man and woman.
- **Sexual union as the full expression of human sexuality is intended for men and women within a life-long, committed and intimate partnership.** Genesis 2 speaks of the man leaving (forsaking) parents and family and joining (cleaving) to the woman. Ties and loyalties to families of origin take second place to the couple as man and woman commit themselves to each other. God’s plan is that in marriage sexual intercourse might both symbolise and bring about love and union between the couple (CCC 2361).

Then God said, ‘Let us make humankind in our image, according to our likeness: and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth’. So God created humankind in his image, in the image of God he created them, male and female he created them.

Genesis 1:26–27

Further on in Genesis, the account of the Fall (Genesis 3) offers an explanation as to why we do not always experience the world as an idyllic garden, why relationships are often characterised by discord and disharmony, and why we are alienated and distanced from God who made us 'in his image and likeness'.

In the gospels, Jesus addresses the break-down of marriage and the distortion of relationships between men and women, particularly the exploitation and disposability of women. He interprets the reading from Genesis for his disciples, emphasising the indissoluble union between husband and wife and their essential belonging to each other. Jesus teaches his disciples that the requirement for a faithful, permanent and exclusive sexual relationship arises not from social conventions but from the nature of man and woman and what they are for each other (Mark 10:2-12, Matthew 19:3-12; 5:31-32).

Jesus said to them, 'But from the beginning of creation, God made them male and female. For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh. Therefore what God has joined together, let no one separate.'

Mark 10: 6-9

The Tradition

Early Christianity encountered both Jewish thought, which understood the human person as a unity, and Greek thought which made a sharp distinction between matter and spirit (dualism). This latter influence led to an association of sexuality with the body (matter) and Godliness with the soul (spirit). Christianity grounded in the conviction that 'the Word became flesh' stood firm against efforts to denigrate the human body but was affected by sentiments which regarded the body as less worthy.

St Augustine taught that sexuality was a part of human nature intended by God but distorted by sin so that it was difficult to control and direct. Sexual intercourse within marriage was both for procreation, and also so that men and women were not at the mercy of temptations they would be unable to withstand.

Later Christian thought valued the friendship between husband and wife as a fruit of a good marriage. In the twentieth century a whole new perspective on the value of sexual love and self-giving in the marriage relationship emerged alongside the long-standing teaching on the need for married love to be open to the possibility of new life. *Humanae Vitae* spoke of the intimacy that is symbolised and deepened by sexual love in marriage and the intrinsic connection between this expression of love and the power to create new life.

Marriage, then, is far from being the effect of chance or the result of the blind evolution of natural forces. It is in reality the wise and provident institution of God the Creator, whose purpose was to effect in man His loving design. As a consequence, husband and wife, through that mutual gift of themselves, which is specific and exclusive to them alone, develop that union of two persons in which they perfect one another, cooperating with God in the generation and rearing of new lives.

Humanae Vitae, No. 8

Theology of the Body

Pope John Paul II taught that our bodies are not separate from ourselves as persons. They are not something we own, but integral to ourselves. He spoke about how male and female are made for each other, describing the nuptial meaning of the body in these words:

When God said, 'It is not good that man should be alone,' (Gn 2:18) he affirmed that 'alone,' man [or woman] does not completely realise this essence (as a person). He [or she] realises it only by existing 'with someone' – and even more deeply and completely – by existing for someone.'

He went on to affirm the self-giving that characterises the love of husband and wife in which neither holds anything back from the other. The total self-giving symbolised by sexual intercourse is the reason why outside the total commitment of marriage it loses its meaning and goodness (*The Theology of the Body According to John Paul II: Human Love in the Divine Plan*, John Paul II).

Implications for Growing Together

Basis for understanding relationships between men and women

The Genesis story portrays the nature of the relationship between man and woman. The creation of the woman from the side of man asserts, not the superiority of the man, but the similarity with woman – they are made of the same substance. They are in harmony. They are not embarrassed or ashamed before each other. They are equal partners. This is the original plan of God for man and woman, one which affects the way we understand relationships in family and in society.

Each of the two sexes is an image of the power and tenderness of God, with equal dignity though in a different way. The *union of man and woman* in marriage is a way of imitating in the flesh the Creator's generosity and fecundity: 'Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh.' All human generations proceed from this union.

Catechism of the Catholic Church, 2335

Basis for teaching about human sexuality in the context of love

Genesis affirms the goodness of sexuality. In the first account of creation (Genesis 1:26–28) God blesses Adam and Eve. This first blessing is one which acknowledges human sexuality: 'be fruitful, multiply, fill the earth'. The second story (Genesis 2:15–24) reflects, within the context of their origin from one body, the yearning man and woman feel for each other.

Human sexuality as an integral dimension to the human person is established prior to the sin of Adam and Eve. In Genesis sexuality is not equated with sin. After the Fall, humans are affected and disordered by sin but it is important to realise that this disorder is not willed by God and that the work of Christ in restoring the world also affects how Christians understand their sexuality. In Christ it is possible to live sexual lives in the integral and gracious way intended by God. Through Christ's mercy and forgiveness, human limitation and shortcomings are redeemed.

It is in Christ, 'the image of the invisible God' that man has been created 'in the image and likeness' of the Creator. It is in Christ, Redeemer and Saviour, that the divine image, disfigured in man by the first sin, has been restored to its original beauty and ennobled by the grace of God.

Basis for teaching about chastity

Jesus' interpretation of the Genesis story (Matthew 19:3–9) and his instructions to his disciples (Matthew 5:27–28) reject treating others as objects of personal pleasure rather than as persons, and emphasise the need for chastity. Chastity is understanding the gift of sexuality and using it well to express affection and regard for others with responsibility and discipline. Chastity for primary school students means learning respect for their own bodies and those of others. Being chaste does not mean repressing natural interest in sexual matters but learning how sexuality affects the whole human person and is most fully expressed in the love of husband and wife.

Chastity has value for and is ordered to each state of life (Lay, Religious, Priest)
All the baptised are called to chastity. The Christian has 'put on Christ', the model for all chastity. All Christ's faithful are called to lead a chaste life in keeping with their particular states of life. At the moment of his Baptism, the Christian is pledged to lead his affective life in chastity.

Catechism of the Catholic Church, 2348

People should cultivate [chastity] in the way that is suited to their state of life. Some profess virginity or consecrated celibacy which enables them to give themselves to God alone with an undivided heart in a remarkable manner. Others live in the way prescribed for all by the moral law, whether they are married or single.

Catechism of the Catholic Church, 2349

Basis for teaching about sexuality and homosexuality

All men and women are called to the right use of sexuality through self-respect and respect for others, and self-control and self-discipline. This is what the virtue of chastity means. Heterosexual and homosexual persons are called to be chaste, called to find fulfilment and commitment in lives of love and service to others (*Catholic Ethical Thinking for Senior Secondary Students*, To Know Worship and Love Series, Engebretson, et al). As confirmed in Catholic teaching:

The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided. These persons are called to fulfil God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition.

Catechism of the Catholic Church, 2358

DISCOVERING

Prep–Year 2

God gives new life to each person. We receive the gift of body, mind and soul and become part of a family. There are differences of gender and family structures.

GOALS

- A. To understand and be guided by the teachings of the Catholic Church regarding human sexuality.
- B. To recognise sexuality as integral to the human person.
- C. To identify the stages of human development.
- D. To develop clear and accurate understandings about gender, sexuality, puberty, human personal growth and human reproduction.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none">2.1 Familiarity with the story of their birth and the welcome into their family and Church family.2.2 A sense of awe and wonder for the gift of new life.2.3 An appreciation of the dignity of the human person while developing an understanding of the physical differences between girls and boys.2.4 An awareness that family structures take many forms.2.5 An understanding that love and life are to be nurtured within the family unit as part of God's plan for creation.	<ul style="list-style-type: none">• Present to the class the story of their arrival into their family and/or Church community.• Write a prayer of praise thanking God for the gift of life.• Recognise physical differences between boys and girls and describe a positive aspect of being a boy or a girl.• Students draw pictures of three different families showing how they are similar yet different.• Make a thank you card for members of their family, telling them what it is they love about them.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Prep–Year 2

ORIENTATION

- Students bring a baby photo to display in the classroom. They take turns to identify the persons. Discuss how they have changed; what aspects have changed the most.
- Students complete a 'Me' brainstorm. Choose one good thing about yourself and make a badge to celebrate.
- Students draw a graph listing family members and friends who are male and those who are female.
- Draw a picture of your family and display it in the classroom.

DEVELOPMENT

- Students conduct a 'My Birth/My Arrival in my Family' interview with a family member. Include statements such as:
 - When was I born?/When did I first meet my family?
 - Date?
 - Time?
 - What time did Mum go into labour?
 - Where was I born?
 - Who delivered me?
 - Who saw me being born?
 - How was my name chosen?
 - When was I baptised?
 - Who are my godparents?
 - Did anything funny happen around that time?
 - What are some special memories of that time?
 - How did you feel when you saw me for the first time?
- Bring photos and discuss major family and religious events with parents and other family members. Create a timeline to reflect your growth and development within the family from birth to now.
- Read a number of picture story books to highlight gender differences and similarities. Discuss the ideas that boys and girls are similar yet different; choose a way to represent this information, e.g. using a Venn diagram.
- It is God's design that people are either men or women/boys or girls. Read or retell the Creation story (there are many fine picture books of the Creation story to help you). Focus especially on how people are created male and female, both made in the image of God, both special, both equal, but both needing each other.
If it seems appropriate continue to talk with the children about their families: fathers/brothers, mothers/sisters. Talk about similarities and differences between male and female members of their families.

- Animals too are male and female. Various Noah's Ark stories and songs reinforce the maleness and femaleness of living things. Sing or play one of these songs, e.g. 'Two by Two'. With the class play Noah's Ark pairing games, puzzles, etc. Can the students suggest why there were two of each animal in the Ark?
- Students sit in a circle and clap their hands to a simple rhythm. Each student makes a simple 'I' statement describing a positive aspect of being a boy or a girl. 'I love being a boy because I can ...'
- Give the students a first-hand experience of new life through one of the following activities:
 - a trip to the Zoo, Museum, Aquarium or farm
 - hatching eggs
 - growing plants
 - video depicting new life

SYNTHESIS

- In small groups the students are given a number of sentence beginnings and endings. They match the sentences, for example:

Beginnings

 - My mother ...
 - My aunty ...
 - My father ...
 - My uncle ...
 - My brother ...
 - My sister ...
 - My grandma ...

Endings

 - ... is having a baby
 - ... takes me to school every day
 - ... plays football
 - ... drives a car
 - ... goes to work
 - ... tells me the stories of Jesus
- Write a prayer of praise to God for the gift of life and for being exactly who we are, whether it be a boy or a girl, or for the men and women in our families.
- Students present the story of their arrival into their family and/or the Church community to the class. This could be done as an oral presentation, a picture chat or a booklet.
- Write a prayer of praise thanking God for the gift of life.
- Make a thank you card for members of your family, telling them what it is you love about them.

GROWING

Years 3-4

Human life has distinct stages of development which involve growth and change.

GOALS

- A. To understand and be guided by the teachings of the Catholic Church regarding human sexuality.
- B. To recognise sexuality as integral to the human person.
- C. To identify the stages of human development.
- D. To develop clear and accurate understandings about gender, sexuality, puberty, human personal growth and human reproduction.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none">2.1 An understanding of the developmental changes that occur from conception to old age.2.2 An understanding of how a foetus grows and develops.2.3 An appreciation of the different needs at different stages of growth and development.2.4 An ability to identify and name parts of the body related to the reproductive system.2.5 An understanding that the things people can do are an expression of who they are.	<ul style="list-style-type: none">• Draw a person or make a clay model of various stages from conception to death. Students place the models in order, showing the development of the human person, and write a sentence about what they can do at each stage.• Complete an explanation using words or pictures to show how the foetus develops within the womb.• After researching or interviewing people from a variety of age groups, students complete a cross-classification chart.• Labelling activity. Students match correct words to the diagram of the reproductive system.• Develop an action plan under the headings: growth in body; growth in mind; growth in spirit. Students complete what they need to do to assist their growth as persons.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 3–4

ORIENTATION

- Complete a magazine search of people from all age groups participating in a range of activities. Sort into different age groups and present as posters.
- Create a concept map about current understandings of the body, body systems and how they work.
- Students fill out a 'Things I know' and 'Things that make me wonder' chart about prenatal development. Discuss and then compile a class list of questions to research with parent/s, teacher or significant adult.

DEVELOPMENT

- Research the needs and characteristics of people of different ages by survey or interview. List the needs and characteristics of each group including what they look like (physical changes), what their needs are (food, sleep, exercise), what they might do, who they might live with, what they believe, what leisure activities they undertake.
- All humans start their life as tiny beings within their mother's womb. A tiny baby like this is called first of all an *embryo* and later a *foetus*. God knows and loves us right from this beginning and even before that. This is what a person in Psalm 139 says to God – we could learn this prayer too.

*It was you who created my being,
knit me together in my mother's womb.
I thank you for the wonder of my being,
for the wonders of all your creation.*

On cards state things the unborn baby can do as it develops in the womb, for example:

- hear
- turn somersaults
- curl up
- drink
- pull faces
- suck thumb
- respond to outside noises
- register fear and pain
- see light and dark
- perform 1,000 movements a day

Students discuss and estimate the approximate stage of development when the foetus can perform these tasks. Sort the above cards into the appropriate order.

SYNTHESIS

- Draw a person or make a clay model of various stages from conception to death, e.g.
 - before they were born
 - at one-year-old
 - at five-years-old
 - at ten-years-old
 - at fifteen-years-old
 - an adult
 - who is elderly

Students place models in order, showing the development of the human person, and write a sentence about what they can do at each stage.

- Complete a cross-classification chart from the findings of the research into the needs and characteristics of persons of different ages.
- Discuss the things that students can do now which they were unable to do previously. Discuss how their growth in mind (language and reflection skills), body (hand-eye coordination) and spirit (reconciliation and first communion) has assisted them to achieve these things.

Under each of these headings develop an action plan of things they can do to assist their growth as persons.

PARENT-CHILD EVENING

The aim of such an evening is for parents and their children to come together in a supportive school environment, for facilitated discussion led by the classroom teacher, about human growth and reproduction.

The introduction to the meeting ought to include references to the aim of *Growing Together in Life and Love*. What we hope will be the outcome of the school program is the formation of mature young people, boys and girls who understand themselves and others and who are capable of living with their growing minds, bodies, emotions and feelings in a positive and chaste way until they are ready for the commitment of life-long love and the formation of a new family or the choice of a single life or religious vocation. The presenter should refer to the theological background to prepare simple remarks to remind parents and students about God's creation of human sexuality, about its intrinsic goodness, about its purpose in expressing love and creating new life, and about the context of sexual love: that is, within the mutual, committed, life-long relationship of marriage.

Teachers should refer to page 5 and 6 of this resource about the rationale, aims and planning for Conducting a Parent-Child evening.

There is also information in Appendix 1 for teacher use in preparing activities for parents and children. This includes 'The growth of the baby in the womb', 'Male and female reproductive systems'.

- In small groups parents and children could draw what a baby (foetus) looks like when it is inside the mother's womb at the beginning, middle and final stages. This gives parents the opportunity to talk with their children in the environment of a faith community, about God's gift of new life.

- Brainstorm vocabulary used to name parts of the body. Children, supported by parents, list the words they know with their parents. Emphasis on the correct name should be discussed.
- Teachers could prepare a chart where parents and children complete an explanation using words or pictures to show how the foetus develops within the womb.
- On a prepared chart, showing the outline of the male and female reproductive systems, parents and children could work in groups to place labels in the correct position. Discussion around correct terminology should be encouraged.
- Show charts that label parts of the male and female body, focussing on body systems. Discuss how each different system has a role in the body's function, including the reproductive system. Families could write a prayer of praise thanking God for the gift of life.

DEVELOPING

Years 5–6

Males and females develop in different ways. Puberty is a time of development. Understanding this development and appreciating one's sexual identity is critical for developing as a mature person.

GOALS

- A. To understand and be guided by the teachings of the Catholic Church regarding human sexuality.
- B. To recognise sexuality as integral to the human person.
- C. To identify the stages of human development.
- D. To develop clear and accurate understandings about gender, sexuality, puberty, human personal growth and human reproduction.
- E. To inspire appropriate respect for sexuality and for sensitivity to the evolvment of puberty.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
2.1 An understanding and appreciation of the teachings of the Catholic Church on love and human sexuality.	• Explore the Gospel commandment of Jesus to love one another (John 15:12).
2.2 An understanding and respect for the sanctity of human life from conception to natural death.	• Prepare and participate in a prayer using key Scriptural passages related to love and popular songs which highlight Christian love.
2.3 A recognition of the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty.	• Create graffiti charts with the headings: physical change, social change, emotional change, intellectual change and spiritual change. Students contribute to the charts recording their thoughts and reflections about the changes that occur during puberty.
2.4 A respectful attitude towards self and others as changes occur during puberty.	• Complete a diagram and explanation of the male and female reproductive systems and how they work.
2.5 A basic understanding of the female and male reproductive systems.	• Students identify a married couple they know whom they believe to be a great role model. Interview each person regarding what it is about their partner they admire and love. Define the qualities and characteristics of this couple. Present orally or visually.
2.6 A respect for and understanding of gender differences.	

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 5–6

ORIENTATION

- Recall earlier discussions about pre-natal life, childhood, etc. As a stimulus to class discussion, ask the question: 'Are you the same person you were when you were one week old?' or 'Will you still be you when you are 25 years old?' Topics like these lead to a consideration of what is constant and what changes in human beings. Puberty is an important stage which moves us from being children to adults. Our bodies, minds, feelings change, but we remain always children of God and mysteriously ourselves.
- Discuss with students what comes to mind when they hear the word 'puberty'. (Think, pair, share.) Collate responses on a chart.
- Brainstorm images that the media portray about male and female adolescents. Find pictures from magazines to make a collage. Discuss – is this what it is really like to be an adolescent?

DEVELOPMENT

- Students sort statements, for example:
 - Boys and girls start puberty at the same time.
 - Only males grow taller during puberty.
 - Hormones are responsible for the beginning of puberty.
 - The only changes during puberty are physical.
 - Menstruation, or periods begin during puberty.
 - Puberty is the time in your life when you change from a child to an adult.
 - Peers become more important during puberty.

They place these onto a True/False/Not Sure Venn diagram. Discuss the ones the students are not sure about.

Ask the students why all these changes happen in puberty. After accepting and discussing their responses, suggest that the key reason is that their bodies are maturing and getting ready for the task of expressing love and producing the next generation of people. There is a particular relationship, which is also a sacrament, in which this happens.

Unscramble this word – GAMIRER.

Reassure the students that much needs to happen to them before they are adults, falling in love and deciding about marriage; that marriage is the context in which God intends people to give themselves entirely to one another in love and to have children.

- There are many people, ways and means to help us find out about ourselves during this time of puberty. Who/what are they? Build a mind map with the students. Examine what the following sources provide and what the 'pluses' and 'minuses' of each source of information about growing in life and love might be:
 - parents, older brothers and sisters, friends, Church, advertisements, extended family, school, television, magazines, books.

Discuss the kinds of messages each of these sources gives. Are some of them more important or more valuable than others? Which are likely to be most useful? Which are likely to be most influential? Which are most likely to help them to be good, happy and well-balanced adolescents?

- Invite the class to reflect on some Catholics' attitudes about love either by telling the stories of a couple of people, e.g. Damien of Molokai, Mother Teresa, Caroline Chisholm, Frederic Ozanam, whose lives illustrate Christian love, or by asking them to nominate and describe people they see around them whose lives exemplify Christian love. List the characteristics of this love.
- Listen to some popular songs about love and compare these ideas to those of the Scriptures. Which ones reflect Christian values?
- Set aside time at the end of each instructional session to allow students to reflect on their thoughts, feelings and questions and to write in their journals. Encourage them to feel free to share this with their parents and invite parent response.
- Critically analyse media texts such as magazines, advertisements and teenage soapies in order to identify stereotypes portrayed and techniques used to promote these stereotypes. Identify the ways in which students are positively and negatively influenced by the media portrayal of adolescents.
- Explore the rites of the baptism of a child and the Christian rites surrounding death and burial. Identify the actions, symbols and words which highlight the respect and dignity given to the human person at those moments.
- Create a 'cause and effect' flow chart identifying the impact of physical changes on health and cleanliness, and ways in which students can respond, e.g. development of underarm hair, increase in perspiration, unpleasant odour, use of effective deodorant. (It may be helpful to separate boys and girls for this class.)

SYNTHESIS

- Students identify a married couple they know whom they believe to be a great role model. Interview each person regarding what it is about their partner they admire and love. Define the qualities and characteristics of this couple. Present orally or visually.
- Prepare and participate in a prayer using key Scriptural passages (John 15:12) related to love, and popular songs which highlight Christian love.
- Create graffiti charts with the headings: physical change, social change, emotional change, intellectual change, and spiritual change. Students record their thoughts and reflections about the changes that occur during puberty.
- Compose a jingle with the focus on taking care of our bodies and personal hygiene.
- Create a Venn diagram showing the similarities and differences between the 'favourite things' of boys and girls researched through earlier surveys.

PARENT-CHILD EVENING

The introduction to the meeting ought to include references to the aim of *Growing Together in Life and Love*. What we hope will be the outcome of the school program is the formation of mature young people, boys and girls who understand themselves and others and who are capable of living with their growing minds, bodies, emotions and feelings in a positive and chaste way until they are ready for the commitment of life-long love and the formation of a new family or the choice of a single life or religious vocation. The presenter should refer to the theological background to prepare simple remarks to remind parents and students about God's creation of human sexuality, about its intrinsic goodness, about its purpose in expressing love and creating new life, and about the context of sexual love: that is, within the mutual, committed, life-long relationship of marriage.

The aim of such an evening is for parents and their children to come together in a supportive school environment, for facilitated discussion led by the classroom teacher, about puberty and human growth and reproduction.

Teachers should refer to page 5 and 6 of this resource about the rationale, aims and planning for Conducting a Parent–Child evening.

There is also information in Appendix 1 for teacher use in preparing activities for parents and children. This includes ‘The growth of the baby in the womb’, ‘Male and female reproductive systems’, ‘Puberty and the menstrual cycle’.

- A facilitated discussion between parents and children could be set up by sitting together and using statement stems where information regarding puberty and the menstrual cycle is presented, e.g.
 - I think puberty is confusing ...
 - Some things I know about puberty are ...
 - Girls talk about puberty more than boys...
 - Healthy body images are portrayed in the media...
- Children could interview their parents about what it was like for them when they were growing up, e.g.
 - What did you like most about your body during puberty? What did you like least?
 - Did you get teased about your body changes? How did you feel?
 - What was the best experience you had during puberty?
 - What was the most awkward experience?
- Teachers could prepare a puberty quiz from the information provided in the appendix. Children could mark the statements as true or false and check with parents to engender discussion.
- On a prepared chart showing the outline of the male and female reproductive systems, parents and children could work in groups to place labels in the correct position. This ensures that parents have the opportunity in the environment of a faith community to talk with their children.
- Teachers could prepare a ‘Fill in the missing words’ sheet for parents and children to work together around understanding the male and female reproductive system.
- In groups, parents and children could place prepared statements about the growth of a baby in the womb (see appendix 1) on large sheets of paper labelled 1–9 months.

The following references provide teachers with more examples of units and outcomes that may assist in developing further teaching and learning opportunities around the goals and aims of the unit, using texts mandatory in the Archdiocese of Melbourne.

Links with Religious Education

To Know, Worship and Love (2005 edition)

Prep/Kindergarten

- 3 The Good Shepherd

Book 1

- 11 Baptism
- 13 The Kingdom of God
- 14 And it grew and grew
- 17 In the beginning ...
- 21 Jesus is born

Book 2

- 1 Images of God
- 2 Families
- 3 The Church is Family
- 12 The Wonder of Creation

Book 3

- 2 Creation: Sharing in the loving life of God
- 3 Human Person and Family: God calls us to respect ourselves and others
- 10 Sacraments of Initiation: Welcomed into the life of God's family

Book 4

- 3 Human Person and Family: We are God's work of art

Book 5

- 1 God the Creator
- 11 Our Church Community
- 17 Respect Life

Book 6

- 14 Marriage – the Covenant of Love

Links with Victorian Essential Learning Standards (VELS)

See Appendix 3 for relevant Learning Focus and Standards

Physical, Personal and Social Learning strand

DOMAINS

Health and Physical Education

This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle.

The developmental changes that occur throughout the human lifespan are explored.

The domain promotes effective relationships and ways of managing transitions and changing demands, role and responsibilities.

Concepts, skills and strategies are introduced to assist students develop and refine their critical thinking and problem-solving strategies in order to make informed decisions.

Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by building positive social

relationships, working and learning in groups, managing and resolving conflicts.

It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Building effective social relationships and relating to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions.

Civics and Citizenship

Students need to develop the knowledge, skills and behaviour that enable them to take action as informed, confident members of a diverse and inclusive Australian society. This involves a focus on participating in society and taking responsibility in relation to other citizens.

Unit Two: Human Sexuality

Goals

- To understand and be guided by the teachings of the Catholic Church regarding human sexuality.
- To recognise sexuality as integral to the human person.
- To identify the stages of human development.
- To develop clear and accurate understandings about gender, sexuality, puberty, human personal growth and human reproduction.
- To inspire appropriate respect for sexuality and for sensitivity to the evolvment of puberty.

Aims

Achieved

Prep–Year 2: Discovering

- | | |
|--|--------------------------|
| Familiarity with the story of their birth and the welcome into their family and Church family. | <input type="checkbox"/> |
| A sense of awe and wonder for the gift of new life. | <input type="checkbox"/> |
| An appreciation of the dignity of the human person while developing an understanding of the physical differences between girls and boys. | <input type="checkbox"/> |
| An awareness that family structures take many forms. | <input type="checkbox"/> |
| An understanding that love and life are nurtured within the family unit as part of God's plan for creation. | <input type="checkbox"/> |

Years 3–4: Developing

- | | |
|---|--------------------------|
| An understanding of the developmental changes that occur from conception to old age. | <input type="checkbox"/> |
| An understanding of how a foetus grows and develops. | <input type="checkbox"/> |
| An appreciation of the different needs at different stages of growth and development. | <input type="checkbox"/> |
| An ability to identify and name parts of the body related to the reproductive system. | <input type="checkbox"/> |
| An understanding that the things people can do are an expression of who they are. | <input type="checkbox"/> |

Years 5–6: Changing

- | | |
|--|--------------------------|
| An understanding and appreciation of the teachings of the Catholic Church on love and human sexuality. | <input type="checkbox"/> |
| An understanding and respect for the sanctity of human life from conception to natural death. | <input type="checkbox"/> |
| A recognition of the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty. | <input type="checkbox"/> |
| A respectful attitude towards self and others as changes occur during puberty. | <input type="checkbox"/> |
| An understanding of the female and male reproductive systems. | <input type="checkbox"/> |
| A respect for and understanding of gender differences. | <input type="checkbox"/> |

Unit Three: Growing in Relationships

Belonging (Prep–Year 2)

Relating (Years 3–4)

Connecting (Years 5–6)



Theological Background

From the time of conception we grow and develop. In a particular way from birth we grow and develop, recognising, responding, initiating, imagining and reasoning. We begin to recognise and differentiate ourselves from our parents and gradually appreciate the mystery of being alive, being unique, and also the ups and downs of relationships. From infantile preoccupation with self, a child grows in the ability to give and receive love, firstly within the family group and then beyond it in the world of the school, the local community, the wider world and indeed with God in whose life every human being participates because from the beginning we are made in God's image and destined for union with God.

The human person needs to live in society. Society is not for him an extraneous addition but a requirement of his nature. Through the exchange with others, mutual service and dialogue with his brethren, man develops his potential; he thus responds to his vocation.

Catechism of the Catholic Church, 1879

Scripture

In the gospels the (re) establishment of relationships is a key motif. It has been pointed out that in Luke's gospel in particular the call into relationship with Jesus Christ and with others is a means to salvation.

People were bringing even infants to him that he might touch them; and when his disciples saw it, they sternly ordered him not to do it. But Jesus called for them and said, 'Let the little children come to me, and do not stop them for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it'.

Luke 18:15-17

In the gospel of John the image of the vine offers a reflection on growth, relationship and life in communion with God and others (John 15). The health and flourishing of the whole vine depends on its connection to the vine stock. It is the different branches intertwined and interleaved which are fruitful. This image reminds the Christian that:

- remaining connected with Jesus Christ is vital for life and growth
- remaining connected to Christ brings us into relationship with others
- we are expected and required to bear fruit in Christ

While this image was used in the gospel of John to encourage the infant Church and emphasise the need to remain close to Jesus in the community, it reminds us also of the importance of relationships in human life.

I am the true vine and my Father is the vine grower. He removes every branch in me that bears no fruit. Every branch that bears fruit he prunes to make it bear more fruit. You have already been cleansed by the word that I have spoken to you. Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me.

John 15:1-4

Tradition

Early Church

Among the earliest self-understandings of the Church was the idea of the Church as a community of believers. Having been incorporated into the Church through baptism, Christians understood each other as brothers and sisters in Christ bound into the mystery of the Trinity, itself a communion of love between Father, Son and Holy Spirit.

The stories in the Acts of the Apostles about the common life of the believers in Christ show how intense their sense of belonging was. The Church gathered in the households of community members, they pooled their resources, held property in common and ensured that no one was in need (Acts 4:2). Initiation into the community was lengthy and the obligations of belonging wide-ranging.

Our contemporary understanding reflects this same vision. We were reminded by the Second Vatican Council that:

As God did not create man for life in isolation, but for the formation of social unity, so also 'it has pleased God to make men holy and save them not merely as individuals, without bond or link between them, but by making them into a single people, a people which acknowledges Him in truth and serves Him in holiness.'

Pastoral Constitution on the Church in the Modern World, Chapter II, No. 32

Theology of the Body

The theme of the married couple as a communion of life and love is developed in Pope John Paul's Theology of the Body. He understood the love of the married couple as a reflection of the life of the Trinity. The physical expression of this love is not merely a union of bodies but an expression of their total love and commitment to each other.

Consequently, sexuality, by means of which man and woman give themselves to one another through the acts which are proper and exclusive to spouses, is by no means something purely biological, but concerns the innermost being of the human person as such. It is realised in a truly human way only if it is an integral part of the love by which a man and a woman commit themselves totally to one another until death. The total physical self-giving would be a lie if it were not the sign and fruit of a total personal self-giving, in which the whole person, including the temporal dimension, is present: if the person were to withhold something or reserve the possibility of deciding otherwise in the future, by this very fact he or she would not be giving totally.

Pope John Paul II, *Familiaris Consortio*, Part Two, No. 11

Implications for Growing Together

Appreciating the significance of a broader context for relationships than simply the private and personal, helps students to see and understand themselves in a context broader than their own needs and desires. Relationships are meant to draw people from isolation and bring them into creative and satisfying interaction with others. Learning to give and take, adjust and cope, initiate and forgive are skills that are vital to successful relationships in any social context. Unselfishness, concern for others and convictions about the kind of society we want to build flow from an appreciation that we are people called to a communion of life and love who are accountable to one another and to God. Learning such ways of living now lays the foundation for future relationships characterised by generosity, respect and self-control.

Respect for the human person proceeds by way of respect for the principle that 'everyone should look upon his neighbour (without exception) as "another self", above all bearing in mind his life and the means necessary for living it with dignity.' No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a 'neighbour', a brother.

The duty of making oneself a neighbour to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. 'As you did it to one of the least of these my brethren, you did it to me.'

Catechism of the Catholic Church, 1931-1932

BELONGING

Prep–Year 2

**Each person belongs to particular groups – family, school, year level, parish.
Love, care and wellbeing are experienced through positive interaction among all
members of each group.**

GOALS

- A. To understand and appreciate that God is revealed to us in and through relationships with family, friends and community.
- B. To foster attitudes of belonging, loving commitment and social responsibility within relationships.
- C. To identify how the development of independence brings rights and responsibilities within family relationships and friendships.
- D. To develop an understanding of the human family.

AIMS Students have opportunities to explore and/or develop:	INDICATORS The following activities provide an opportunity for students to demonstrate achievement of the aims:
<p>3.1 An understanding of the Church as a community of believers who form relationships in and through Jesus Christ.</p> <p>3.2 An awareness of the ways that family and friends reveal the love of God to us.</p> <p>3.3 An appreciation that they belong to a variety of groups who all make up the human family.</p> <p>3.4 An understanding that as members of a family or group there are expectations and responsibilities.</p> <p>3.5 Strategies for making friends.</p> <p>3.6 An understanding of the qualities of being a good friend.</p> <p>3.7 An understanding that there are similarities and differences between friendship, family and community groups.</p>	<ul style="list-style-type: none"> • Using Scripture stories describe the type of friendships that Jesus had and the kind of friend he wants us to be. • Complete sentence beginnings and illustrate, e.g. 'My mum is like a friend of Jesus when she ...' 'My best friend Tommy is like a friend of Jesus when he ...' • Organise a shared lunch with students taking responsibility for various chores, for example, preparing name tags, being a welcomer, decorating the room. • Create a mind map of 'Groups I belong to'. • Role play situations showing how friends of Jesus behave towards one another. What would a good friend do if ...? • Sorting activity – certain characteristics/ descriptors of friendships, families and community groups are presented on strips of paper. Students decide ways to categorise these.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Prep–Year 2

ORIENTATION

- Students draw or communicate their feelings using these sentence starters:
 - I feel happy when ...
 - I feel sad when ...
 - I feel excited when ...
 - I feel scared when ...
 - I feel ... when ...
- Students conduct a survey of three other people in the class based on the worksheet above. Discuss and compare class results.
- Students list or draw the groups they belong to. Draw or write some loving words or some loving actions. Share one job they have in their family.
- Students finish the following sentence: I am a good friend when ...

DEVELOPMENT

- Tell the stories of how Jesus' friends behave towards one another, e.g. Martha and Mary
 - Luke 10:38–42; Raising of Lazarus – John 11:1–44; The Pharisee, the Woman and Jesus
 - Luke 7:36–50. Describe the types of friendship Jesus had and the kind of friend he wants us to be.
- Students use a hand image to write on each finger five people who care for and guide them.
- Students choose a picture story book to explore the concepts of belonging to and appreciating families.
- Create a mind map of 'Groups I belong to'. Collect information to complete a data chart about groups I belong to. Possible headings could include: rules of the group, my responsibilities, activities, members of the group, ways people know I belong to a group.
- Students create class graffiti sheets and ask other students to rotate and contribute to each sheet:
 - I am loved by ...
 - People who love me are ...
 - People are like a friend of Jesus when ...
- Students create finger puppets of their family and friends. Role play situations showing how friends of Jesus behave towards one another. What would a good friend do if ...?
- Graffiti sheet strategy. Students write responses to 'I can make friends by ...' These could be acted out. Strategies could be ranked in order of popularity/effectiveness.
- Invite a parent or speaker into the class to share their family tree. Students could discuss the following with their visitor:
 - the country in which they were born
 - the countries in which their parents were born
 - the countries in which their grandparents were born

- With the help of their family students research their family origins. Invite them to create their own family tree in a variety of ways, for example, from play dough, Lego or blackline master. Each class member could pictorially represent this information on a world map to be displayed in the classroom.
- Students create a class collage of ways in which their family or friends reveal the love of God to them. Continue to contribute examples over the course of the unit.
- Create 'I wonder' statements as a class or in small groups.
I wonder ...
 - How can I help my family?
 - Why do students need adults?
 - How can we spend time with our family?
 - What things can we learn from our friends?
 - How can I show I am a good friend?

Students could interview each other to gather responses to these statements. They are encouraged to create their own 'I wonder' statements to be explored over the course of the unit.

SYNTHESIS

- Using Scripture stories describe the type of friendships that Jesus had and the kind of friend he wants us to be.
- Complete sentence beginnings and illustrate, e.g. 'My mum is like a friend of Jesus when she ...', 'My best friend Tommy is like a friend of Jesus when he ...'.
- Students can express the structure of their families through a creative medium, or they bring a photo of their family or a group to which they belong and share with the class one new understanding they have learnt throughout this unit.
- Sorting activity - certain characteristics/descriptors of friendships, families and community groups are presented on strips of paper. Students decide ways to categorise these.
- Students create a garden of friends by making a friendship vine. Write the name of a friend on each vine leaf and use them in a prayer with the Scripture passage, 'I am the vine you are the branches' (John 15:1-4).
- Organise a shared lunch with students taking responsibility for various chores, for example, preparing name tags, being a welcomer, decorating the room.
- Create acrostic poems for the family, friend or group to which they belong.
 Father
 And
 Mother
 I....
 L....
 Y....

Use these to affirm or appreciate the groups to which they belong.

RELATING

Years 3–4

As Christians, we are called to live in relationship. Developing positive relationships requires generosity, respect and forgiveness.

GOALS

- A. To understand and appreciate that God is revealed to us in and through relationships with family, friends and community.
- B. To foster attitudes of belonging, loving commitment and social responsibility within relationships.
- C. To identify how the development of independence brings rights and responsibilities within family relationships and friendships.
- D. To develop an understanding of the human family.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
3.1 An ability to recognise that all relationships have the capacity to reveal God. 3.2 An understanding that being a member of a family involves responsibilities such as accepting, trusting, contributing, celebrating and forgiving. 3.3 Skills and strategies for developing and maintaining relationships such as listening, negotiating, compromising and forgiving. 3.4 An understanding that it is important to make guided decisions about relationships. 3.5 An understanding of the concept of peer and group pressure and the effects these can have on relationships. 3.6 An appreciation for the contributions that different people make to the common good.	<ul style="list-style-type: none"> • Explore some Scripture images of God, e.g. God as the potter – Mother and baby (Isaiah 49) and relate these to the characteristics of family and friends. • Identify situations where they have needed to listen, compromise and forgive. • Acrostic poem – students use the letters from the word FAMILY to create an acrostic highlighting the values or responsibilities of all family members. • Role play scenarios about the demands and pressures of friendships. Be sure to discuss the role play and debrief at the end. • Small group research project looking at the contributions of different groups in our society to the common good. • Identify the people who influence the choices they make about relationships.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 3–4

ORIENTATION

- Ask students to complete a writing activity showing all they know about being:
 - a good friend ...
 - a good family member ...
 - a good decision-maker ...Collate this into a class book.
- Possible sentences: Students use the following words in a sentence to illustrate their understanding of each word/concept. This can be used as a pre-assessment task to ascertain students' current understanding of major concepts to be explored during the unit.
 - responsibility
 - relationships
 - peer group pressure
 - contributions
 - listening
 - forgiving

Complete individually then share sentences with another person to identify similarities.

DEVELOPMENT

- Using the parable of the Good Samaritan (Luke 10:29) in which Jesus asks the question, who is my neighbour (friend), create a list of the ways one might make a friend and how one might keep a friend.
- Students role play scenarios to explore how they could help their friends in various situations, as Jesus would want, for example:
 1. Your friend is feeling homesick on a school camp and other students are making fun of him/her.
 2. You see someone picking on your friend in the school yard.
 3. Your friend is being teased because he/she is wearing braces.
 4. Your friend is upset about something that happened at home.Discuss each scenario:
 - How does your friend feel?
 - What would Jesus want you to do; how can you be a friend?
- In groups, students list the characteristics and talents of people at their school, e.g. nationality, spoken language, age, athletic ability. They could design a brochure, promoting the school's diversity in order to show how the school community values the God-given gifts of each member.

- Create a concertina book to represent an understanding of different family responsibilities. Summarise ways in which families show listening skills, forgiveness, patience, negotiation, and express their love towards one another.

Ask parents to respond by writing or talking to their child, outlining the positive ways they demonstrate their responsibilities in the family.

- Students identify the people who influence the choices they make about friendships. Discuss positive role models including both adults and peers.
 - What are the positive influences others can have on our decisions?
 - What are the negative influences others can have on our decisions?

SYNTHESIS

- Explore Scriptural images of God, e.g. God as the potter (Jeremiah 18:1-8); Mother and baby (Isaiah 49:14-16); shepherd (Psalm 23); rock (Psalm 18:2); eagle (Exodus 19:8) and relate these to the characteristics of family and friends.
- Acrostic poem – students use the letters from the word FAMILY to create an acrostic highlighting the values or responsibilities of all family members.
- Create a small group research task to determine contributions to the common good by different groups in our society. Present the findings in a variety of ways.
- Allow students time to plan activities or games in cooperative groups. Ask them to create rules to develop skills of listening, negotiating and compromising. Allow time to play and to evaluate themselves with regard to these skills.
- Identify situations where students have needed to listen, compromise and forgive. Answer the following questions verbally, in written form or picture/diagram: How did you feel? How do you think the other person felt? What was the outcome? Predict the outcome if you and your friend weren't prepared to listen, negotiate, compromise or forgive ('What if ...?' scenarios).

ENGAGING

Years 5–6

Christians live their baptism as members of the body of Christ caring for one another and for the whole human family. As single people, religious, priest or as a married couple all members of God's family are called to grow in relationship and to show God's love to all.

GOALS

- A. To understand and appreciate that God is revealed to us in and through relationships with family, friends and community.
- B. To foster attitudes of belonging, loving commitment and social responsibility within relationships.
- C. To identify how the development of independence brings rights and responsibilities within family relationships and friendships.
- D. To develop an understanding of the human family.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<p>3.1 An understanding that in and through our relationships we are called to make known the love of God made visible in Jesus Christ.</p> <p>3.2 Cooperative interpersonal and group skills including communicating ideas, values and feelings, negotiation, conflict resolution and compassion.</p> <p>3.3 An understanding of the Christian vocation to commitment to the single life, religious life, priesthood or marriage.</p> <p>3.4 The capacity to become positive role models within a group making choices based on Christian values.</p> <p>3.5 Develop an understanding and appreciation of the diversity of family, cultural and religious groups which make up the human family.</p> <p>3.6 An understanding of the difference between the emotion (passion) of love and Christian love as a willed choice (and a basis for commitment).</p>	<ul style="list-style-type: none"> • Explore Jesus' invitation set out in John 15 to be part of Jesus the true vine. How can I bring this about in my daily life? • Cause and effect chart on relationships, e.g. good relationships need communication which leads to understanding, trust, openness, interaction. • Scenarios – set up a scenario where students have to work together to complete a task. At the end, break down the task and discuss what made the groups effective/ineffective. • Describe the Christian commitment to personal and global relationships after listening to a guest speaker reflect on his/her Christian vocation. • (Revisit the gifts and fruits of the Holy Spirit. Students write a personal reflection based on how they shape and form their relationships with others. • Students respond to a range of culturally-based celebrations of families, e.g. marriage ceremony or sacraments. Write a text in response to these, showing respect for family, cultural and religious diversity.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 5–6

ORIENTATION

- Students identify a significant relationship in their lives and explain the importance of this relationship:
 - identify the relationship
 - list the qualities that maintain the relationship, e.g. mutual respect, communication, understanding of feelings
- Make a photo gallery on the class wall to create a friendship circle. Identify one Christian value that the person in the photo gallery exhibits.
- Students predict the meanings of the following words and provide one example:

relationships	communication	mediation
empathy	commitment	christian values
diversity	responsibility	interpersonal
conflict resolution	compassion	negotiation

Write their predictions in blue and as the words are examined in more detail students choose another colour to redefine each word. They could build up a list of other examples over the course of the unit.

DEVELOPMENT

- Teacher and students examine examples from Jesus' life as to how he dealt with choices (Luke 19, Matthew 21, Mark 11, John 2). Pose the question: How do you think Jesus would act in a situation like this?
- Revisit the gifts and fruits of the Holy Spirit (gifts – Isaiah 11:1–3; fruits – Galatians 5:22–23). Students write a personal reflection based on how they shape and form their relationships with others.
- Explore the various roles Christians can engage in to make visible the love of God, e.g. family support, St Vincent de Paul, missionary work or various vocational commitments.
- Characteristics of relationships:
 - read a picture story book about relationships
 - create a range of descriptive words or characteristics which depict relationships and the different types of relationships, e.g. parent-child, peer-peer
 - list and identify in one of your friendships some of these characteristics
 - prioritise the top five characteristics in order of importance
 - challenge the students to rank themselves to identify the degree to which they possess these characteristics
 - ask others to give them feedback in relation to these qualities
 - reflect on what are their strongest and weakest points

- Students share a situation when someone has upset or annoyed them.
 - identify what happened
 - how you felt
 - how you attempted to solve the problem
 - the feelings of others involved

Share your situation with a partner and brainstorm other options you could have tried.
- Invite students to share situations where they have felt pressured to do things they did not want to do or felt uncomfortable doing. Prepare a 'cause and effect' chart on relationships, e.g. good relationships need communication which leads to understanding, trust, openness and interaction.
- Make a cartoon strip showing a situation where someone is being pressured to do something or to act in a way they do not want.
- Reflect or debate on the difficulties some people have when making choices. Where do they go for help? Who influences them? Set up a debate on the topic 'Who are young people likely to listen to: parents or peers'?
- Students explore the different roles they have in society (family, cultural and religious). What are the expectations placed on you in these roles?
- Use De Bono's Thinking Hats to explore the diversity of these expectations.
- Encourage the students to set one realistic goal to improve their relationships and create an action plan of how they could achieve this.

SYNTHESIS

- Explore Jesus' invitation set out in John 15 to be part of Jesus, the true vine. How can I bring this about in my daily life?
- Describe the Christian commitment to personal and global relationships after listening to a guest speaker reflecting on his/her Christian vocation.
- Scenarios – set up a scenario where students have to work together to complete a task. At the end, break down the task and discuss what made the groups effective/ineffective. Reflect on the initial list of words used in the orientation phase of the unit. Make connections. Celebrate the positive examples of each word used in the scenario, for example, Laura demonstrated her empathy when ...
- Students respond to a range of culturally-based celebrations of families, e.g. marriage ceremony or sacraments. Write a text in response to these showing respect for family, cultural and religious diversity.

The following references provide teachers with more examples of units and outcomes that may assist in developing further teaching and learning opportunities around the goals and aims of the unit, using texts mandatory in the Archdiocese of Melbourne.

Links with Religious Education

To Know, Worship and Love (2005 edition)

Prep/Kindergarten

- 2 The Good Shepherd
- 3 Lost and Found
- 16 Jesus' family
- 17 Jesus calls his Disciples

Book 1

- 10 Jesus and the Children
- 11 Baptism
- 12 The Kingdom of God

Book 2

- 2 Families
- 3 The Church is a family
- 15 My Neighbour

Book 3

- 2 Creation
- 3 Human Person and Family: God calls us to respect ourselves and others
- 10 Sacraments of Initiation: Welcomed into the life of god's family
- 13 Sacraments at the service of Communion: To serve one another

- 16 Prayer: Listening and responding to God

Book 4

- 4 Human person and family
- 6 The Church: Our parish community
- 12 Sacraments of healing: Experiencing God's forgiveness and healing
- 15 Commandments and Beatitudes: Love one another
- 16 Prayer: Growing in friendship with God

Book 5

- 5 Reconciliation and Healing
- 10 A Heart to Love
- 16 Respect Life

Book 6

- 3 Freedom to Choose
- 4 Reconciliation
- 15 Marriage – the covenant of love
- 17 Our Christian Mission

Links with Victorian Essential Learning Standards (VELS)

See Appendix 3 for relevant Learning Focus and Standards

Physical, Personal and Social Learning strand

DOMAINS

Health and Physical Education

This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle.

The developmental changes that occur throughout the human lifespan are explored.

The domain promotes effective relationships and ways of managing transitions and changing demands, role and responsibilities.

Concepts, skills and strategies are introduced to assist students develop and refine their critical thinking and problem-solving strategies in order to make informed decisions.

Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by building positive social

relationships, working and learning in groups, managing and resolving conflicts.

It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Building effective social relationships and relating to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions.

Civics and Citizenship

Students need to develop the knowledge, skills and behaviour that enable them to take action as informed, confident members of a diverse and inclusive Australian society. This involves a focus on participating in society and taking responsibility in relation to other citizens.

Unit Three: Growing in Relationships

Goals

To understand and appreciate that God is revealed to us in and through relationships with family, friends and community.

To foster attitudes of belonging, loving commitment and social responsibility within relationships.

To identify how the development of independence brings rights and responsibilities within family relationships and friendships.

To develop an understanding of the human family.

Aims

Achieved

Prep–Year 2: Belonging

An understanding of the Church as a community of believers who form relationships in and through Jesus Christ.

☐

An awareness of the ways that family and friends reveal the love of God to us.

☐

An appreciation that they belong to a variety of groups who all make up the human family.

☐

An understanding that as members of a family or group there are expectations and responsibilities.

☐

Strategies for making friends.

☐

An understanding of the qualities of being a good friend.

☐

An understanding that there are similarities and differences between friendship, family and community groups.

☐

Years 3 and 4: Relating

An ability to recognise that all relationships have the capacity to reveal God.

☐

An understanding that being a member of a family involves responsibilities such as accepting, trusting, contributing, celebrating and forgiving.

☐

Skills and strategies for developing and maintaining relationships such as listening, negotiating, compromising and forgiving.

☐

An understanding that it is important to make guided decisions about relationships.

☐

An understanding of the concept of peer and group pressure and the effects these can have on relationships.

☐

An appreciation for the contributions that different people make to the common good.

☐

Years 5 and 6: Connecting

An understanding that in and through our relationships we are called to make known the love of God made visible in Jesus Christ.

☐

Cooperative interpersonal and group skills including communicating ideas, values and feelings; negotiation, conflict resolution and compassion.

An understanding of the Christian vocation to commitment to the single life, religious life, priesthood or marriage.

☐

The capacity to become positive role models within a group, making choices based on Christian values.

☐

Develop an understanding and appreciation of the diversity of family, cultural and religious groups which make up the human family.

☐

Unit Four: Life-giving Choices

Choices (Prep–Year 2)

Freedom (Years 3–4)

Responsibility (Years 5–6)



Theological Background

Being able to make choices is one aspect of what characterises human beings. Being free to choose how to act, respond or speak is the basis on which we can fulfil or negate our calling to be moral human beings. It is human freedom which gives us the capacity to choose to act in one way or another, to do good or evil.

We also can identify with Saint Paul when he says, 'Instead of doing the good things I want to do, I carry out the sinful things I do not want' (Romans 7:19). Even after admitting this experience we know that 'the moral life of Christians is sustained by the gifts of the Holy Spirit' (*Catechism of the Catholic Church*, 1830).

Scripture

In the New Testament we see that in Jesus' responses to people he chose to forgive rather than to condemn, to include rather than exclude, to support rather than desert, to stand with rather than against, to act in truth rather than hypocrisy, to show compassion rather than lack of mercy, to bring people to healing and wholeness rather than remain suffering and in isolation. Jesus' responses to all people were life-giving, challenging and always supportive of the full growth of human persons.

Blessed are the poor in spirit, for theirs is the kingdom of heaven.
Blessed are those who mourn, for they will be comforted.
Blessed are the meek, for they will inherit the earth.
Blessed are those who hunger and thirst for righteousness, for they will be filled.
Blessed are the merciful for they will receive mercy.
Blessed are the pure in heart, for they will see God.
Blesses are the peacemakers, for they will be called children of God.
Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

Matthew 5:3-10

Our response as Christians is shaped by the gospel and the call to the Beatitudes. Our own human responses to people and events are shaped by the person of Jesus and the Gospel.

The Beatitudes depict the countenance of Jesus Christ and portray his charity. They express the vocation of the faithful associated with the glory of his Passion and Resurrection; they shed light on the actions and attitudes characteristic of the Christian life; they are the paradoxical promises that sustain hope in the midst of tribulations; they proclaim the blessings and rewards already secured, however dimly, for Christ's disciples; they have begun in the lives of the Virgin Mary and all the saints.

Catechism of the Catholic Church, 1717

The Tradition

The Scriptures and in particular the Gospels are key to the way that Christians view life and respond to one another and to God. Faced with moral choices in life it is the guiding light of the Gospel which comes to the fore in the life of the Christian community and individual Christians. The tradition of the Church has also emphasised the moral conscience which exists in the human person and which guides and directs us to choose good and avoid evil.

Deciding what is right and wrong: Conscience

Moral conscience is a complex phenomenon. In the first instance it is the capacity within human beings which enables them to recognise what is right and wrong. The *Pastoral Constitution on the Church in the Modern World* of the Second Vatican Council identifies this capacity:

In the depths of his conscience, man detects a law which he does not impose upon himself, but which holds him to obedience. Always summoning him to love good and avoid evil, the voice of conscience when necessary speaks to his heart: do this, shun that. For man has in his heart a law written by God; to obey it is the very dignity of man; according to it he will be judged (Rom. 2:15-16). Conscience is the most secret core and sanctuary of a man. There he is alone with God, whose voice echoes in his depths (Pius XII). In a wonderful manner conscience reveals that law which is fulfilled by love of God and neighbour (Mt. 22:37-40).

Pastoral Constitution on the Church in the Modern World, No. 16

The capacity to recognise what is right and wrong enables us to make judgments about the rightness or wrongness of particular actions. These are judgments that particular actions reflect the true good as it is 'willed by the Creator' (CCC 1783). In order that we might recognise this truth in particular instances we are obliged to form and inform our conscience.

Formation of Conscience

Formation of conscience is a 'lifelong task' (CCC 1784) whereby truth is assimilated and more principles are recognised.

Conscience must be informed and moral judgment enlightened. A well formed conscience is upright and truthful. It formulates its judgments according to reason, in conformity with the true good willed by the wisdom of the Creator ...

Catechism of the Catholic Church, 1783

It is important for every person to be sufficiently present to himself in order to hear and follow the voice of his conscience. This requirement of *interiority* is all the more necessary as life often distracts us from any reflection, self-examination or introspection.

Catechism of the Catholic Church, 1779

The ongoing process of forming and informing conscience is dependent on an openness to the sources of moral knowledge available to us.

As **humans** we check our experience of family, friends, colleagues and community. We take into consideration philosophy, laws, customs, stories, ideals, rituals, habits and norms of our society.

As **Christians** we take into particular consideration the Scriptures – and, in a special way, the teachings of Jesus and his life, death and resurrection, and all that those events and teachings imply for the leading of a good life.

As **Catholics** we are informed by the rich teaching of the Church – the wisdom of the centuries handed down through the generations and crystallised in her teachings on faith and morals.

The diagram on page 64 offers a schematic understanding of the sources of moral knowledge to which a Catholic needs to be open in order to ensure a responsible formation of conscience. It is on the basis of these ongoing efforts to form and inform conscience that a judgment of conscience is made by an individual with regard to the moral quality of a particular act.

Choices that have negative effects

Choices that are destructive of relationships; choices that do not respect the dignity of the other; choices that destroy community or harm community; choices that are neglectful or thoughtless of others; choices that are selfish – that fail to give life to others – are sinful.

The 'good news' of Jesus Christ: the Gospels

However, we are not ever at the mercy of sin because God in Jesus his Son, took on our humanity, entered the darkness of human suffering and evil, recognised it, confronted it and

overcame it through his death and resurrection. This is the good news of the Gospels. Jesus' 'Yes' to God cancelled out the 'No' of sinful humans. This message of love, freedom and pardon is the very heart of the Gospels. In Christ we are free again to do what is right and to love unselfishly. Moreover, no matter how often we find ourselves unable to choose what is good, his words of forgiveness continue to offer the possibility of pardon and peace.

Forgiven and freed to love again – the grace of God

The consequence of Jesus' death and resurrection is that, though human beings will always face the challenges resulting from their human condition, the forgiveness and grace of God offered to all in Jesus, enable people to overcome their limitations and act in accordance with the call of God and the dictates of their conscience. Grace makes life-giving choices possible. The Sacrament of Reconciliation is the normal means of receiving the pardon and peace of God's forgiveness. However, grace is found not only in some 'sacred' context but in the ordinary encounters of life in the family, at school, at work, at leisure, among the decisions and commitments of life. God's grace is operative every time a person responds to a generous, self-transcendent and life-giving impulse. It enables us to live fully human lives.

Implications for Growing Together

Understanding something of the teaching of Scripture and of the Church on the nature of the human person, sin, redemption and grace helps to develop an approach to teaching about human sexuality based on an appreciation that:

- human beings are wounded by sin and can choose against what is good and life-giving because of needs and desires that seem to offer the possibility of happiness and fulfilment;
- the life, death and resurrection of Jesus restore to human beings the capacity to make life-giving choices and to live in a way that does not seek to take and use but to give and receive;
- forgiveness and opportunity to start afresh characterise the life of every Christian person;
- a well-formed conscience according to age and maturity is a good guide to behaving in a responsible way.

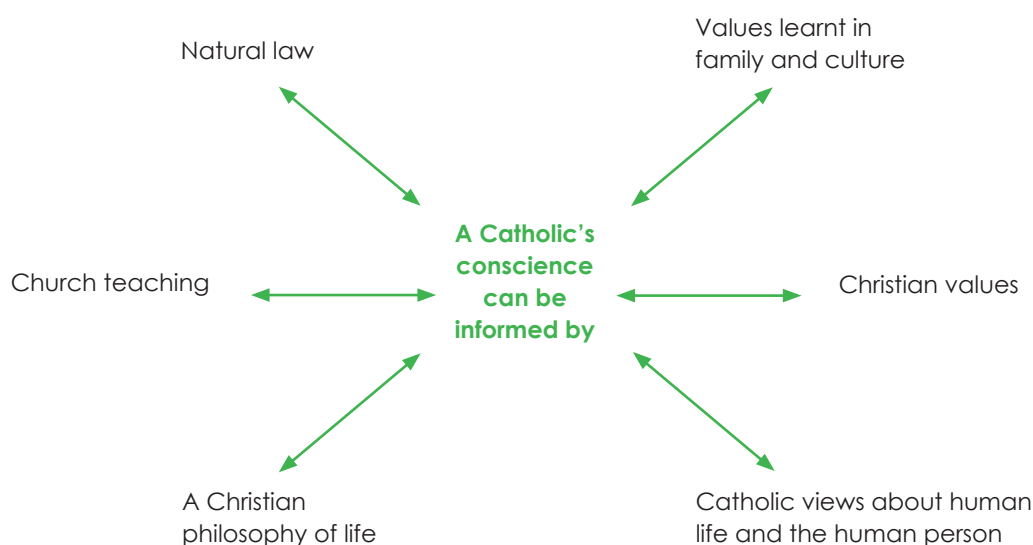


Diagram from *Catholic Ethical Thinking for Senior Secondary Students*.
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CHOICES

Prep-Year 2

Gifted with human freedom, each person has the capacity to make choices. Choices have an impact on personal wellbeing and the wellbeing of others.

GOALS

- A. To develop an understanding of the processes in Christian decision-making in accordance with the teaching of the Catholic Church.
- B. To develop responsibility for personal choices.
- C. To identify how actions have consequences for self and others.
- D. To identify the role of the Commandments, the natural law and the Catholic Church teaching in decision-making.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none">4.1 An understanding that Jesus invites them to follow his way of love and making choices.4.2 An awareness that when we make mistakes we need to say sorry.4.3 An awareness that when others make mistakes we need to offer forgiveness.4.4 An awareness that choices affect self and others.4.5 An exploration of ways to make choices for their own growth, health and wellbeing.4.6 Choices that promote healthy relationships.4.7 An ability to recognise when others need help and choose appropriate ways to respond.	<ul style="list-style-type: none">• Recall a choice made by Jesus (for example, reaching out to befriend Zacchaeus, Luke 19:1–10) and state how they might be like Jesus when they make choices.• Draw or discuss a time when you have made a mistake and have needed to say sorry or a time when you have offered forgiveness to another person.• Make a list of the choices you can make to care for yourself and others.• Use a sorting framework, such as PMI or De Bono, to identify positive and negative consequences of choices.• Demonstrate behaviours that are fair, inclusive, just, considerate, and tolerant.• Through role play demonstrate ways of responding to those in need.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Prep–Year 2

ORIENTATION

- Students are given a free time period. Set up various activities. On completion, the students discuss the choices they made.
- Recall the choices involved in planning a birthday celebration. For example:
 - Who do I invite?
 - Where do I have my party?
 - When will it be?
 - What food will I have?
 - Who will help in the preparation?Discuss who can help you to make these choices.

- In small groups, the students explore responses to these ideas:
 - choices I make at school
 - choices I make at home
 - choices my teacher makes for me at school
 - choices my parents make for me
- Discuss the word 'safe':
 - How do people make sure that I am safe?

DEVELOPMENT

- Explain the choices we make in an emergency situation, for example, in the case of a fire get down low and go, go, go! Use this and other examples to model the importance of making safe choices.
- Draw out the elements that need to be considered when making safe choices. For example:
 - Am I safe? (Do I feel safe?)
 - Is there someone who can help me make this choice?
 - How might this choice affect me/others?

Using the established criteria, invite the students to respond to the following situations:

- When I am locked out of the house I can ...
 - When no one is there to pick me up after school I can ...
 - When my friends ask me to go to the park with them on the way home I can ...
 - If someone I didn't know offered me a ride in their car I could ...
- Discuss the consequences of how choices may affect other people. Explore through students' examples or picture story books other choices that could have been made. List the occasions when an apology needs to be made to others and how this might be done. Use a sorting framework, such as PMI or De Bono, to identify positive and negative consequences of choices. Draw or discuss a time when you have made a bad choice and have needed to say sorry.

- Introduce the concept that as Catholics our choices are modelled on choices Jesus Christ made. Tell the students, very simply, one or two of the stories of Jesus, e.g. his healing of the leper in Mark 1:40–42; his feeding of all the people in Mark 6:30–44; his calming of the waters of the lake in Matthew 8:23–27. What choices did Jesus have in these stories? What did he decide to do? What were the good results of Jesus' choices? Can we make choices that make ourselves and other people happy, content, safe?
- Read the story of Zacchaeus (Luke 19:1–10) and explore the choices made by Zacchaeus, the people and Jesus. Identify the choices that showed respect for others and those that did not.
- How did Jesus show forgiveness to Zacchaeus and how did he respond?
- Individually, students finish the sentence, 'I made a good choice when ...' These responses can be collated into a class book, with the teacher highlighting examples of and strategies for good decision-making. Using magazines create a collage of factors that promote health and wellbeing, for example, a variety of food, exercising, seat belts, bike helmets.
- Provide pictures with a range of facial expressions. Share different scenarios of choice, for example not eating my lunch today, taking someone else's property. Ask the students to choose the faces that best represent the responses of people who are affected by this choice.

SYNTHESIS

- Teacher and students identify times when others need help. Students present different ways they could respond to this need. Demonstrate ways of responding to those in need through role play. List ways of helping others.
- Present a cooperative problem-solving task to a small group. Assign roles to some members of the group, e.g. observer, recorder. Students carry out the task. Observer and recorder give specific examples of how students addressed the problem in a fair, inclusive, just, considerate and tolerant manner. Report back to the class. Demonstrate behaviours that are fair, inclusive, just, considerate and tolerant.
- Students list three good choices to take care of themselves and others. This could be presented in a creative way, e.g. advertisement, rap.
- Recall a choice made by Jesus and state how they might be like Jesus when they make choices. This could include Jesus' choice of friends, towns and places he visited.
- Create a story map of the Zacchaeus story labelling the points where choices were made.
- Create your own story map of Zacchaeus and show how the story could have been different if other choices had been made.
- Teacher and students illustrate and label ways to show forgiveness.

FREEDOM

Years 3–4

As human beings made in the image and likeness of God, we have the freedom to make choices. Our choices have consequences and we are called to respect the rights of self and others in all our choices.

GOALS

- A. To develop an understanding of the processes in Christian decision-making in accordance with the teaching of the Catholic Church.
- B. To develop responsibility for personal choices.
- C. To identify how actions have consequences for self and others.
- D. To identify the role of the Commandments, the natural law and the Catholic Church teaching in decision-making.

AIMS Students have opportunities to explore and/or develop:	INDICATORS The following activities provide an opportunity for students to demonstrate achievement of the aims:
<p>4.1 An understanding that made in the image and likeness of God we are called to life-giving choices which accord with his commandments.</p> <p>4.2 An understanding of how to make responsible decisions in response to the commandment 'Love one another as I have loved you' (John 15:12).</p> <p>4.3 An ability to show responsibility for decisions made.</p> <p>4.4 An understanding that there are consequences of the decisions we make.</p> <p>4.5 An understanding of the purpose of rules and how they are made.</p> <p>4.6 An understanding of the importance of reconciliation when we do not make good choices.</p>	<ul style="list-style-type: none"> • Write about a choice made which shows love for self and others. – Solve 'what if ... ' scenarios indicating responsible decision-making in response to the commandment 'Love one another as I have loved you'. – Participate in class debate articulating reasons for choices – from films, newspaper articles, literature and personal experience. – Show on a T-chart the purpose of a rule(s), e.g. school, road, sporting. – Design a flow chart showing the steps involved in making a school rule. – Recall a time when reconciliation has been experienced. How did this happen? How did you feel? Write about or illustrate this experience.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 3–4

ORIENTATION

- Have the following words written on large sheets of paper.

decision	consequences	choices
responsibility	conflict	safety
relationships	values	reconciliation

Give a sheet to each group of students. Ask them to record everything they know about that word. Sheets are passed on to the next group who make new additions. Display the results.

- Students recall three choices they have made and three choices that were made for them since getting up in the morning. Record under the following headings:

Choices I made	Why
Put on a jumper	Because it was cold
Choices that were made for me	Who made the choice and why
Eating fruit for breakfast	Mum, because it is good for me

DEVELOPMENT

- Have a line drawn or placed on the floor. At one end have the word AGREE and at the other end DISAGREE. Read out a statement related to choice. Invite the students to make a choice regarding the statement by placing themselves somewhere along the line. Students justify their choice, for example:
 - I like playing sport.
 - When we are playing in groups everyone should make the rules.
 - In the classroom the teacher should make the rules.
 - My behaviour only affects me.
- Explore with the students the importance of rules. Discuss the purpose of rules and how they are made. Students create a jingle/rap to show the importance of making and keeping rules. What are the implications of not abiding by rules, and how might we go about fixing these situations?
- Design a flow chart showing the steps involved in making a school rule. Show on a T chart the purpose of a rule(s), e.g. school, road, sporting.
- Explain the commandments as rules given by God to guide our behaviour so that we can live lives that are good and happy. List the Ten Commandments explaining the main idea of each (you will explain them in more detail later on). The key to all the commandments of God is Jesus' own commandment, 'This is my commandment: that you love one another as I have loved you' (John 13:34). Examine some stories of Jesus to see just how Jesus loves us. Appropriate ones would be: Jesus washes the feet of his disciples (John 13:1–15); Jesus is attentive to the needs of his friends (Luke 9:10–12); Jesus dies rather than break faith with God and people (Luke 23:33–46); even on the cross he invites people to paradise.
- Students create a chatter box involving the making of choices. Students write scenarios involving choices under each flap. One student holds the chatter box, the other student has to choose and justify his/her response, identifying the consequences.

- Discuss with the students the benefits of working cooperatively to make responsible decisions. Ask them to suggest the different roles that members take in a group to make it work effectively. Students assign responsibilities to each member of the group, for example, encourager, organiser, summariser, timekeeper, gopher, etc. Recalling their responsibilities, students work in groups to complete a given task, for example:
 - arrange a class party
 - plan a class excursion
 - design a new playground

At the completion of the task, students report on the effectiveness of their group using a PMI strategy.

- Each child makes a set of four cards with faces:
 - strongly agree
 - agree
 - disagree
 - strongly disagree

Participate in class debate articulating the reasons for the choices – from topical issues, films, newspaper articles, literature or personal experience.

Students respond to the points of view of students by holding up one of the prepared cards.

Issues:

- I think people can borrow things without asking.
- I think we should allow anyone to play in our group.
- I think we should have casual days.
- Read a parable from the Gospels (e.g. Prodigal Son, Luke 15: 11, Good Samaritan, Luke 10:29, Lost Sheep, Luke 15:4) and discuss the decisions made by the characters. Write a paragraph explaining why you think the character made that choice. What is Jesus' message to us about the way we should make decisions? Help the students to see that unselfish love is the motivation for the response of the Shepherd, the Father, and the Samaritan. Review people in their experience who express unselfish love and explain how God gives us the ability to make unselfish choices and decisions.
- Sometimes we make mistakes in our decision-making. How might you feel if you made the wrong decision? Read and discuss how Peter may have felt in Luke 22:54.
- God always offers forgiveness. Explore the passages about forgiveness in Matthew 18:21 and Luke 17:5.

SYNTHESIS

- Solve 'What if ...' scenarios using an appropriate framework that is familiar to the students, e.g. De Bono's, consequence wheels, flow chart. Use this information to develop a process for effective decision-making.
- Find examples of conflict in the media. Identify the choices that have led to this conflict. Explain to the students that conflict needs to be resolved through a process of reconciliation. Explore the notion of reconciliation through creating a class Y chart.

Feels like Looks like

Y

Sounds like

Students identify a need for reconciliation in their lives, and create a Y chart which reflects this.

- Students reflect on their reception of the Sacrament of Reconciliation and illustrate the Church's actions and words of forgiveness, for example, the act of sorrow, priest extending his hand, prayer of absolution.
- Students revisit definitions from the orientation phase and change in light of new learnings and understandings.

RESPONSIBILITY

Years 5–6

**Gifted with human freedom each person has the capacity to make choices.
The developing conscience enables a person to make responsible choices that
are based on the Gospel and formed within the Catholic tradition.**

GOALS

- A. To develop an understanding of the processes in Christian decision-making in accordance with the teaching of the Catholic Church.
- B. To develop responsibility for personal choices.
- C. To identify how actions have consequences for self and others.
- D. To identify the role of the Commandments, the natural law and the Catholic Church teaching in decision-making.

AIMS	INDICATORS
Students have opportunities to explore and/or develop:	The following activities provide an opportunity for students to demonstrate achievement of the aims:
<ul style="list-style-type: none"> 4.1 Strategies for making effective decisions based on the Gospel and informed by Catholic teaching (conscience, respect for life and living justly). 4.2 An understanding of the Ten Commandments, the law of love and the call to beatitude as a basis for life-giving choices. 4.3 An ability to recognise and identify opportunities for choices in their lives. 4.4 An awareness of their responsibility for the consequences of their decisions. 4.5 An appreciation of the importance of prayer and reflection, especially in the decision-making process. 4.6 An appreciation of the Sacrament of Reconciliation when we do not make good decisions. 4.7 An understanding and development of the use of reason, critical thinking and the will. 	<ul style="list-style-type: none"> • Write and perform a scenario which shows an effective strategy for how a decision has been made. • Identify the Commandments as imperatives to a life of love and respect for others. Write the Commandments explaining the meaning of each commandment. • Make a timeline of important decisions students have made and are likely to make in the future. • Design a flowchart or consequence wheel showing a decision they have made. Use this to generate further action they may need to take. • Use reflection tools such as learning logs, PMI, criteria/rubrics, O □ Δ, when making a decision and evaluating the effectiveness of a decision. • Read Luke 9:11 and then write a prayer asking God for guidance and direction when making decisions. • Describe how a person has used a gift of the Holy Spirit to make a difference in somebody's life.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Years 5–6

ORIENTATION

- Believing in God and knowing Jesus means living in a certain way. As Catholics we have God's law: the Ten Commandments, the words and example of Jesus, and the Church guided by the Holy Spirit, to help us make wise decisions and good choices.
- As well as those things we have our conscience, the voice inside us that tells us whether we have done right or wrong. The capacity to recognise what is right and wrong enables us to make judgments about the rightness or wrongness of particular actions. These are judgments that particular actions reflect the true good that is 'willed by the Creator' (CCC 1783). In order that we might recognise this truth in particular instances we are obliged to form and inform conscience.
- Explore the words: **command**, **law** and **conscience**. What do these words mean?
- Recall an important decision you have made. Identify the steps you took in making this decision. Analyse the effectiveness of this decision using a strategy such as, SWOT (strengths, weaknesses, opportunities and threats/issues/concerns) or For and Against.
- Reflect on times and ways in which you have sought support from God, parents, teachers or friends when making important choices.

DEVELOPMENT

- Identify the Commandments as guides to a life of love and respect for others. Write the Commandments explaining the meaning of each commandment. Talk with the students about what each commandment asks of us.
- As a class, investigate one of the scenarios described below, using the following discussion questions:
 - What is challenging in each situation?
 - What would you do in each of these situations?
 - What do you think might happen as a result of your response?
- 1. Bruno and Alice are good friends. They are in town one day and go into a shop to look at the latest video games. While the shop assistant is busy serving a customer Alice sees Bruno lean over and take a computer game and hide it in his jumper. He whispers to Alice 'Go on. It's easy! I dare you!'
- 2. Louise and Stefan sit next to each other at school. In a maths test Louise whispers to Stefan 'What's the answer to number 6?'
- 3. On camp David brings a packet of cigarettes. After lights out he turns on his torch and offers one to Chan. When Chan refuses he calls him chicken.
- 4. Leigh is playing with a group of friends. They decide to sneak into an out-of-bounds area down near the creek. When Leigh says she doesn't want to go they start to tease her and call her scared.
 - Identify the role of Christian values in your response.
 - Write and perform a scenario which shows an effective strategy for how a decision has been made.
 - Ask the students to prepare their own scenario to be addressed by a small group of students, and to use the questions above. Share strategies used for making choices in these scenarios.

- Students create a flowchart or decision tree to correlate each of the scenarios. Include references to the Ten Commandments, Christ's law of love and the call to beatitude.
- Design a flowchart or consequence wheel showing a decision they have made. Use this to generate further action they may need to take. Discuss the ways in which students make informed decisions.
- Make a timeline of important decisions students have made and are likely to make in the future.
- Jesus prayed before he made choices. Explore with students the Scripture passages, e.g. Luke 3:21; 6:12; 9:18–28; 22: 41–46, that depict this and lead them to see how important prayer is before making a choice.

SYNTHESIS

- Present scenarios that show dilemmas where the De Bono's Thinking Hats process can be used to create further discussion. For example:
You are allowed to go to the milk bar with two friends. You must come home straight away. The others want to go to the park. What would you do?
 - What are the facts about the situation?
 - What feeling and emotions would you have?
 - What are the disadvantages if you go with your friends?
 - How could you creatively propose another solution?
- Explain that times when important choices are to be made are times when we can turn to God in prayer for guidance and support. Students create their own prayer that they could use when confronted with a difficult decision. They could use this model or develop their own:

You (God's name)
Who (what we know of God's actions)
Do (what we need help with)
Through (Christ our Lord)

Draw a four-petal flower using each of these headings. Write a prayer on each petal. Students decorate their flowers and create a prayer wall.

After reading Luke 9:11, write a prayer asking God for guidance and direction when making decisions.
- As a class, construct a list of people who have made the choice to help others. Students research the person and present information to the class. Explain how this person made choices to use his/her gifts to make a difference. Describe how a person has used a gift of the Holy Spirit to make a difference in somebody's life. How has the choice reflected the Gospel message?
- Consider what you may need to pray to God for at the moment. Formulate your prayer and context it in Scripture.
- Students choose one Scripture passage related to Jesus praying and explain why Jesus may have been praying to the Father.
- Illustrate the passage in Matthew entitled the golden rule: 'In everything do to others as you would have them do to you; for this is the law and the prophets' (Matthew 7:12).

The following references provide teachers with more examples of units and outcomes that may assist in developing further teaching and learning opportunities around the goals and aims of the unit, using texts mandatory in the Archdiocese of Melbourne.

Links with Religious Education

To Know, Worship and Love (2005 edition)

Prep/Kindergarten

- 2 The Good Shepherd
- 3 Lost and Found
- 13 God chooses David

Book 1

- 5 From Death to New Life
- 14 The Kingdom of God
- 18 Forgiveness
- 19 Only one said thank you

Book 2

- 8 God of Freedom
- 10 Welcome home
- 16 My neighbour

Book 3

- 14 Grace and the Moral Life: Living in the life of the Holy Spirit

Book 4

- 14 Grace and the Moral Life: Growing in God's Grace

Book 5

- 17 Respect Life

Book 6

- 3 Freedom to Choose
- 4 Reconciliation

Links with Victorian Essential Learning Standards (VELS)

See Appendix 3 for relevant Learning Focus and Standards

Physical, Personal and Social Learning strand

DOMAINS

Health and Physical Education

This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle.

The developmental changes that occur throughout the human lifespan are explored.

The domain promotes effective relationships and ways of managing transitions and changing demands, role and responsibilities.

Concepts, skills and strategies are introduced to assist students develop and refine their critical thinking and problem-solving strategies in order to make informed decisions.

Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by building positive social

relationships, working and learning in groups, managing and resolving conflicts.

It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

Building effective social relationships and relating to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions.

Civics and Citizenship

Students need to develop the knowledge, skills and behaviour that enable them to take action as informed, confident members of a diverse and inclusive Australian society. This involves a focus on participating in society and taking responsibility in relation to other citizens.

Unit Four: Life-Giving Choices

Goals

To develop an understanding of the processes in Christian decision-making in accordance with the teaching of the Catholic Church.

To develop responsibility for personal choices.

To identify how actions have consequences for self and others.

To identify the role of the Commandments, the natural law and the Catholic Church teaching in decision-making.

Aims

Achieved

Prep-2: Choices

An understanding that Jesus invites them to follow his way of love and making choices.

☐

An awareness that when we make mistakes we need to say sorry.

☐

An awareness that when others make mistakes we need to offer forgiveness.

☐

An awareness that choices affect self and others.

☐

An exploration of ways to make choices for their own growth, health and wellbeing.

☐

Choices that promote healthy relationships.

☐

An ability to recognise when others need help and choose appropriate ways to respond.

☐

Years 3 and 4: Freedom

An understanding that made in the image and likeness of God we are called to life-giving choices.

☐

An understanding of how to make responsible decisions in response to the commandment 'Love one another as I have loved you' (John 15:12).

☐

An ability to show responsibility for decisions made.

☐

An understanding that there are consequences of the decisions we make.

☐

An understanding of the purpose of rules and how they are made.

☐

An understanding of the importance of reconciliation.

☐

Years 5 and 6: Responsibility

Strategies for making effective decisions based on the Gospel and informed by Catholic tradition (conscience, respect for life and living justly).

☐

An understanding of the Ten Commandments, the law of love and the call to beatitude as a basis for life-giving choices.

☐

An ability to recognise and identify opportunities for choices in their lives.

☐

An awareness of their responsibility for the consequences of their decisions.

☐

An appreciation of the importance of prayer and reflection especially in the decision-making process.

☐

Appendices

- Appendix 1 Teacher preparation for Parent–Child Evening
- Appendix 2a Parent Evaluation Form
- Appendix 2b Student Evaluation Form
- Appendix 3 Links with Victorian Essential Learning Standards

This information is for teacher and parent use in the preparation of Parent-Child evenings around human sexuality.

The Beginning of Life

A new life begins with the joining of two living things. These are called sperm (from the father's body) and ovum or egg (from the mother's body).

A girl is born with hundreds of thousands of ova (egg cells) stored in her ovaries.

Sperm is made in the *testicles* which are held in a small bag of skin called the *scrotum*.

During sexual intercourse sperm travels in a fluid called *semen* out of the father's penis through the *urethra* and into the mother's vagina.

If an ovum is in the mother's fallopian tube, it may be fertilised by a sperm. The fertilised ovum will travel down to the *uterus* where it will grow for about nine months. Then it is time for the baby to be born.

We are all created through the special love our parents have for each other. This love is our parent's way of sharing in God's creation.

The Growth of a Baby in the Womb

1 Month

- The fertilised ovum implants into the wall of the uterus.
- The embryo is about 1 cm long.
- The beginning of eyes, ears, arms and legs can be seen.
- The heart starts beating.
- The embryo has a tail.
- The placenta forms.
- The head of the embryo begins to form.
- The brain and nervous system form.
- The heart starts forming.
- The heart begins to beat.
- The embryo is nourished by circulating blood through the placenta.
- The eyes, lungs, and stomach form.
- The arms and legs begin as small buds on the side of the trunk.

2 Months

- The embryo is about 2.5cm long.
- All the main organs have now formed.
- The head is as large as the rest of the body.
- The arms and legs begin to unfold from the small buds.
- The tiny fingers and toes start to form.
- The embryo moves a little.
- The embryo can hiccup, blink and poke out its tongue.
- The embryo can form and unform its fists.
- The embryo can suck its thumb.

3 Months

- The foetus, as it is now called, is 9cm long.
- The foetus begins to swallow the fluid in which it lives.
- The fingernails and toes start to grow.
- The foetus can frown. It has periods when it is awake and asleep.

4 Months

- The gender of the foetus can be seen by ultrasound.
- The foetus is now approximately 20cm long.
- The teeth start to form in the gums.
- The sex organs have formed.
- The foetus obtains oxygen through placenta.

5 Months

- The whole body of the foetus is covered with downy hair, to protect it from the fluid.
- Some proper hair starts to grow on the head and eyebrows.
- External events (such as loud noises) can reach the foetus and cause a reaction.
- The foetus is now large enough for the mother to feel its movements.
- The unique finger prints are present on the fingers.

6 Months

- The skin is wrinkled.
- The eyelids of the foetus can open.
- The foetus curls up as the mother moves and stretches when she is at rest or sleeping.
- The foetus kicks, and punches are felt.

7 Months

- The foetus is now approximately 40cm long.
- The weight of the foetus is approximately 1kg.
- The skin of the foetus is protected by a creamy waxy coating.

8 Months

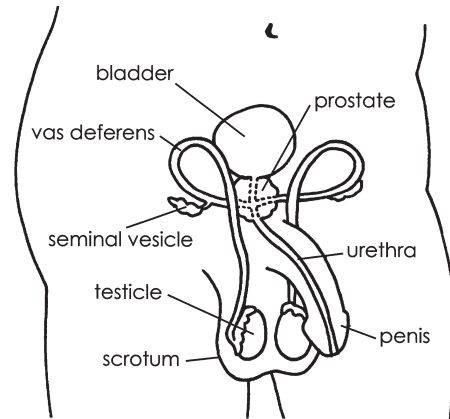
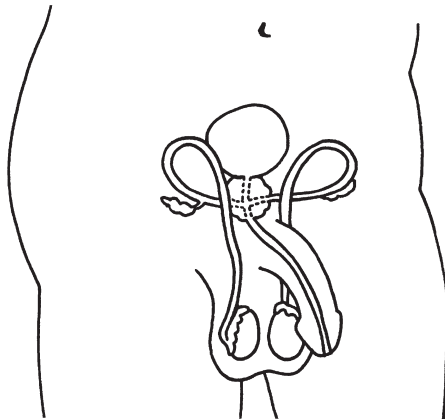
- The lungs of the foetus have developed fully.
- The foetus is capable of breathing oxygen and its eyes are open.

9 Months

- The foetus has nearly tripled in weight.
- The four senses – sight, hearing, taste, and touch – have fully developed.
- The foetus is now ready to be born and live independently of its mother.

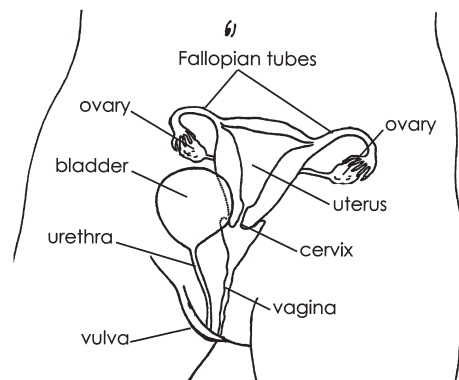
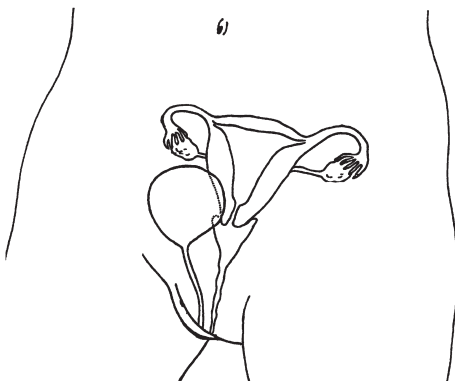
When the baby is ready to be born it moves out of the mother through an opening between her legs called the vagina.

The male reproductive system



Penis	Testicles/testes
Scrotum	Epididymis
Urethra	Vas Deferens
Seminal Vesicles	Prostate gland
Bladder	

The female reproductive system



Vulva	Uterus	Ovaries
Cervix	Urethra	Vagina
Fallopian Tubes	Follicles	

Some Social and Emotional Changes in Puberty

At the onset of puberty it is quite common that young people:

- are easily embarrassed
- need privacy
- experience moods swing without much warning
- experience divided loyalty between self, friends and parents
- produce hormones that trigger sexual desire, arousal and urge
- experience an evolving set of values and moral codes
- seek independence
- engage in risk-taking behaviour
- focus on concerns for the future
- increase interest in self and others

It might be helpful to talk about this with your parent(s), caregiver or friend.

Some Interesting Facts about Puberty

Physical changes in both boys and girls

- The brain sends messages to the glands.
- Glands take messages and start producing hormones.
- There is no set time.
- Girls are usually younger than boys when this happens.
- Skin becomes slightly coarser with more oil and sweat glands.
- Body odour becomes more pronounced.
- Growth spurts are common.
- Hair grows on body and pubic area.

Physical changes in girls

- Breasts develop (they come in all shapes and sizes).
- Hips broaden and waist slims.
- Ovaries produce oestrogen.
- There is increased hormonal activity.
- Menstruation begins, approximately twelve months after breasts have begun to develop.
- The uterus enlarges.
- The vaginal lining thickens.
- Hair on underarms, pubic area and legs usually begins to grow.

Physical changes in boys

- Testosterone for boys carried in the blood stream and triggers changes.
- Muscles and bones develop.
- The voice deepens.
- Some boys get uneven breast changes in early puberty.
- The waist thickens.
- Longer limbs develop in proportion to the body.
- The shoulders broaden.
- Wet dreams and erections can occur.
- The penis and scrotum enlarge.
- Hair can grow on the face, chest, back, arms as well as under the arms and pubic area.
- There is production of sperm and discharge of seminal fluid during ejaculation.
- The adam's apple enlarges.

The Menstrual Cycle

The purpose of the menstrual cycle is to prepare the female body for reproduction.

There are two important stages

- ovulation
- menstruation

The menstrual cycle is controlled by hormones released from the pituitary gland.

Most menstrual cycles last for about 28 days. The first day of the period marks the start of the cycle and is counted as day 1.

If the uterus does not receive a fertilised ovum, the lining of the uterus breaks down and is shed over the next number of days. This is called menstruation.

The lining of the uterus begins to thicken and ovum begins to develop.

On approximately the 14th day of the cycle an ovum is released into the fallopian tube. This is called *ovulation*.

The ovum travels towards the uterus.

The lining of the uterus continues to thicken and get full of blood in case a fertilised ovum arrives.

If the ovum is not fertilised the lining of the uterus will dissolve and a period will occur. Then the cycle starts again.

It would be helpful if you could discuss this information with your parents(s) or guardian. Invite that person to choose a suitable time to have a private chat with you.

Some Facts about Menstruation

1. Periods usually start between the ages of 12–15, but some start a year or two earlier or later.
2. For the first year or two, periods may be irregular.
3. Girls can use vaginal pads or tampons to protect their clothes from menstrual discharge. Both are equally safe. It is a matter of choice.
4. Some people may feel tension, depression, restlessness or tiredness two or three days before menstruation.
5. Most women can do anything during menstruation provided that they feel comfortable.
6. Emotions can affect menstruation and can change regularity.
7. Stress can mean you miss a period or produce heavier periods.
8. Some women may experience painful cramps during periods.

It would be helpful if you could discuss this information with your parents(s) or guardian. Invite that person to choose a suitable time to have a private chat with you.

Parent Evaluation form

- 1 Overall, the Sexuality evening will better enable me to address issues of sexuality with my children.

Please circle

Strongly agree Agree Don't know Disagree Strongly disagree

Give reasons for your rating:

- 2 The activities were useful and allowed me to become involved in discussion with my child.

Please circle

Strongly agree Agree Don't know Disagree Strongly disagree

Additional comments:

- 3 What aspects of the evening did you find the most valuable?

- 4 What aspects of the evening do you think could be improved?

- 5 What issues or areas of discussion would you like to see included in the next parent-child evening?

THANK YOU for completing the evaluation

Name: (optional) _____

Student Evaluation form

- 1 Overall, the Sexuality evening was effective.

Please circle

Strongly agree Agree Don't know Disagree Strongly disagree

Give reasons for your rating:

- 2 The activities were useful and allowed me to become involved in discussion.

Please circle

Strongly agree Agree Don't know Disagree Strongly disagree

Additional comments:

- 3 What aspects of the evening did you find the most valuable?

- 4 What aspects of the evening did you find least valuable?

- 5 What aspects of the evening do you think could be improved?

THANK YOU for completing the evaluation

Name: (optional) _____

Links with Victorian Essential Learning Standards

Physical, Personal & Social Learning Strand: Health and Physical Education

LEVEL 1 LEARNING FOCUS

- Students begin to learn about the development of personal identity.
- They explore basic health needs that must be met to maintain or promote their health.
- They discuss physical changes as people grow and develop and describe how their own bodies have changed over time.
- Student explore their emotions and identity and the different ways in which people express and respond to emotions.

LEVEL 2 LEARNING FOCUS

- Students begin learning about how they develop.
- They explore people's needs at various stages of development and recognise that some needs apply to all stages of life.
- They describe what they like about themselves, how that are similar to others and how they are unique.
- They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others.
- Students explore the views of others and learn that these may vary between individuals and situations.
- Students begin to listen to other's opinions and are encouraged to express their points of view.
- They begin to understand that they are part of the school's social environment.

LEVEL 3 LEARNING FOCUS

- Students examine their physical development in more detail, for example changes in height.
- They develop an understanding of human development as a continuous process involving changes and predictable stages.
- Student begin to explore how their emotions are affected by the way they view themselves, identifying factors that affect positively or negatively their sense of worth.
- They continue to learn skills for maintaining and supporting their self-worth.

LEVEL 3 STANDARDS

- Students describe the stages of human development.
- Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth.

LEVEL 4 LEARNING FOCUS

- Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages.
- They discuss reproductive systems, sexual development and sexual maturation.

- In examining the sometimes transient nature of relationships, students consider strategies for managing the loss of some relationships and the development of new ones.
- They discuss ways in which the behaviour, performance and attitude of an individual might affect and be affected by his or her role in a group activity.

LEVEL 4 STANDARDS

- Students identify the likely physical, emotional and social changes that will occur during puberty, including how their role and responsibilities within the family setting and among friends may change.

Interpersonal Development

LEVEL 1 LEARNING FOCUS

- Students interact with peers, teachers and other adults.
- They play constructively together and are encouraged to develop friendships with peers.
- They develop skills required to work in a group, including taking turns and sharing and caring for equipment and resources.
- Students share their thoughts on group collaboration and learn to describe skills that contribute to the formation of positive relationships.
- They begin to understand how their actions affect others.

LEVEL 1 STANDARDS

- Students identify the qualities of a friend and demonstrate care for other students.
- They contribute to the development of positive social relationships.
- They use appropriate language and actions when dealing with conflict.

LEVEL 2 LEARNING FOCUS

- Students continue to interact with their peers, older and younger students and adults.
- They continue to reflect on personal qualities which contribute to the development and maintenance of friendships.
- They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.
- Students learn to recognise that their actions have consequences for both themselves and others.
- They begin to think in terms of other people's feelings and needs, especially when resolving conflict or dealing with bullying, for example, by saying sorry or taking another person's view into consideration.

LEVEL 2 STANDARDS

- Students exhibit appropriate behaviour for maintaining friendships.
- They identify the feelings and needs of others.
- They recognise and accept that there are consequences for their actions.
- They take steps to resolve conflict through appropriate behaviour.

LEVEL 3 LEARNING FOCUS

- Students are supported to develop relationships based on respect and the valuing of individual differences, for example, speaking respectfully about others, listening and responding appropriately and encouraging others' contributions.
- Students begin to respond to the needs of others and, provided with prompts and questions, develop skills in giving and accepting constructive feedback.
- Students identify and discuss a variety of strategies for dealing with conflict and bullying.
- By articulating the conflict to be resolved they identify and discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.
- They develop awareness of their role and responsibilities in various situations and interact accordingly.
- Students begin to be aware that different points of view may be valid.

LEVEL 3 STANDARDS

- Students demonstrate respect for each other.
- They work with others to identify, manage and resolve conflict.
- Students cooperate for agreed purposes, taking roles and following guidelines.

LEVEL 4 LEARNING FOCUS

- Students continue to develop skills and behaviours for connecting with a variety of groups.
- Students explore the similarities and differences in the values and beliefs of a range of individuals and groups.
- They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diversity of people.
- They identify examples of bullying in a range of contexts.
- They explore the impact of bullying on people's sense of self-worth and are assisted to identify, discuss and use different strategies to deal with and manage bullying.

Resources

CHURCH DOCUMENTS

- Catechism of the Catholic Church*, Geoffrey Chapman, 1994.
- Dei Verbum* (Dogmatic Constitution on Divine Revelation), Vatican II.
- Donum Vitae* (The Gift of Life), Congregation for the Doctrine of the Faith, 1987.
- Educational Guidance in Human Love*, Congregation for Catholic Education, 1983.
- Evangelium Vitae* (The Gospel of Life) Pope John Paul II, 1995.
- Familiaris Consortio* (The Family Community) Pope John Paul II, 1982.
- Gaudium et Spes* (Pastoral Constitution on the Church in the Modern World), Vatican II.
- Gravissimum Educationis* (Declaration on Christian Education), Vatican II, n. 1.
- Humanae Vitae* (On Human Life) Pope Paul VI, 1968.
- The Truth and Meaning of Human Sexuality*, Pontifical Council for the Family, 1995.
- Veritatis Splendor* (The Splendour of the Truth) Pope John Paul II, 1993.

TEACHER RESOURCES

- Being Me: Learning to live with others. For lower & middle primary school*, Jo Lange, West Education & Training, 1997.
- Bounce Back: A Classroom Resiliency Program*, Helen McGrath & Toni Noble, Pearson Longman, 2003.
- Catholic Ethical Thinking for Senior Secondary Students*, To Know Worship and Love Series, Engebretson, et al, James Goold House Publications, 2004.
- Different Kids, Same Classrooms*, Helen McGrath & Toni Noble, Longman, Melbourne, 1997.
- Directives for Christian Education in Sexuality*, Catholic Archdiocese of Melbourne, 2002.
- Friendly Kids, Friendly Classrooms*, Helen McGrath & Toni Noble, Longman, Melbourne 1996.
- God, Sex and the Meaning of Life: An Introduction to John Paul II's Theology of the Body*, Christopher West, Ascension Press, 2004.
- Good News about Sex and Marriage*, Christopher West, Freedom Publishing, Melbourne Australia, 2000.
- Healthy Relationships Program*, Karen Brunskill, Oxford University Press, Melbourne, 1998.
- The Heart Masters Series – Junior Primary Middle to Senior Primary*, Fuller, Bellhouse & Johnson, Inyahead Press, Queenscliff, 2001.
- The Miracle of Birth*, Jenny Bryan, Wishing Well Books, Knoxfield, Victoria, 1994.
- Teaching Sexuality*, Athi Kokonos & Karen Maginness, Harper Collins, Melbourne, 1996.
- Theology of the Body for Beginners*, Christopher West, Ascension Press, 2004.
- The Theology of the Body According to John Paul II: Human Love in the Divine Plan (Parish Resources)*, John Paul II, with a foreword by John S. Grabowski, Pauline Books & Media, Boston, 1997.
- The Wonder of Living Series, Teachers Manual*, CD & videos, Open Doors, Ringwood Victoria, 1994.

PARENT RESOURCES

Parents after reading these resources may choose to use them with their children.

All of Me. Sex Education for Junior Students, Dr Juliette Goldman, Longman Australia, 1995.

Everygirl, Derek Llewellyn Jones & Suzanne Abraham, Oxford University Press, Melbourne, 1998.

Hello Baby, Jenni Overend, Illus. Julie Vivas, ABC Books, Sydney, 1999.

Teachable Moments, Julianne Whyte & Lisa Brick, Gabriel Communications, East Melbourne, 2002.

That's Me in Here, Jean Darby, Illus, Kathi McCord, St Paul Books & Media, Boston, 1989.

Theology of the Body Explained, Christopher West, Pauline Press, 2003.

What's Happening to Me? A Guide to Puberty, Peter Mayle, Pan Macmillan, 1991.

What's the Big Secret? Talking About Sex With Girls and Boys, Laurie Brown & Marc Brown, Little Brown and Company, USA, 1997.

Where Did I Come From? A First Look at Sex Education, Claire Llewellyn, Illus. Mike Gordon, Wayland Publishers, East Sussex, 1998.

Where Did I Come From? Peter Mayle, Pan Macmillan, 1991.



Catholic Education Office
Archdiocese of Melbourne