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Catholic Education Commission

# **RELATIONSHIPS & MORAL EDUCATION**

## **Audit of Current Practice**

### **Secondary school**

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**Introduction**

This document is offered to support schools as a support to their efforts to review, plan and develop their provision for the teaching of Relationships and Moral Education programmes. It should be useful as a tool to record how the various strands and learning outcomes are provided for within a school’s curriculum provision - eg., Religious Education, Personal Social & Health Education, Science etc. Thus, various subject leaders can provide details of the resources they use to overtake particular learning outcomes at various stages.

In this way, school managers can identify any gaps in their overall provision and plan to fill these appropriately.

**STRANDS & Learning Outcomes**

The CEC Guidelines specify the 6 key **strands** of learning which should be offered learners at various stages across the secondary school.

<b>Strand 1</b>	<b>Being Special</b> <i>understanding about self and others</i>
<b>Strand 2</b>	<b>Belonging</b> <i>expressing feelings, thoughts and ideas about belonging to a group</i>
<b>Strand 3</b>	<b>Learning about themselves and how to relate to others</b>
<b>Strand 4</b>	<b>Developing ideas about rights and responsibilities</b> <i>rights of self</i> <i>rights of others</i> <i>responsibility to self and others</i>
<b>Strand 5</b>	<b>Knowing about physical and emotional development</b> <i>(PG) parental guidance recommended</i>
<b>Strand 6</b>	<b>Knowing about spiritual development</b>

At present, the various **stages of learning** in secondary are configured as:

Level D	Level E	14+	16+
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**Technical note**

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STRAND	LEARNING OUTCOME: <i>Level D</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Being Special</b> Understanding about self and others	1. Be able to have a healthy view of oneself.			
	2. Be able to recognise and be grateful for ones gifts and talents.			
<b>Belonging</b> Expressing feelings, thoughts and ideas about belonging to a group	1. Distinguish things about themselves which they can change and those they cannot change.			
	2. Describe aspects of their own personality and have a view about how others might see them.			
	3. Identify some of the people in their lives who they trust and explain the trustworthy qualities they see in them.			
	4. Be aware that people may act differently in the same situation.			
	5. Recognise that self-control is not only a measure of one's character but can also be a great asset in difficult situations.			
<b>Learning about themselves and how to relate to others</b>	1. Be aware of their own dignity and respect the dignity of others.			
	2. Understand that respect for others is rooted in respect for ourselves.			
	3. Realise that respecting others means recognising the dignity which belongs to all of God's people.			
	4. Appreciate that trust is a vital element but is only possible when people respect and deal fairly with each other.			
	5. Understand that all life comes from God's creation and deserves respect – this also means having respect for the natural world.			
	6. Understand that there are some people who are not trustworthy, would tell them lies or encourage them to act in a way in which they would feel uncomfortable.			

STRAND	LEARNING OUTCOME: <i>Level D</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Developing ideas about rights and responsibilities</b>  Rights of self, rights of others, responsibility to self and others.	1. Express ideas about the security and strength of family life despite its ups and downs.			
	2. Be aware that they are expected to contribute to the building up of family life as well as to take from it.			
	3. Develop their ideas and knowledge of rules and how valuable they can be.			
	4. Be able to show that the rules of the Church are given to us to help us to live as God's children.			
<b>Knowing about physical and emotional development</b>  <b>(PG) Parental Guidance</b>	1. Articulate positive ways in which other people see them, distinguishing between the superficial (their outward appearance) and the profound (their inner qualities).			
	2. With the help of parents they should be able to talk about their emotions.			
	3. Demonstrate an understanding of growth in plant life.			
	4. With the help of their parents and teachers be able to explore further the scientific development of life – plant and animal – and how human life is conceived and develops.			
	5. Be at ease with appropriate vocabulary for describing body parts.			
	6. Be able to explain some of the rules and laws which promote safety and good health for our bodies.			

STRAND	LEARNING OUTCOME: <i>Level D</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Knowing about spiritual development.</b>	1. Appreciate that they have been called into membership of the family of God and share the life of Christ as members of his Body, the Church.			
	2. Appreciate the importance of prayer and reflection in dealing with emotions.			
	3. Appreciate that one of the greatest examples of trust is to commit oneself to another in marriage.			
	4. Understand that marriage is both a sacrament and a vocation.			
	5. Have some understanding that procreation should be the fruit of a loving married relationship.			
	6. Continue to grow in understanding of what is meant by 'loyalty' – to each other and to God.			

STRAND	LEARNING OUTCOME: <i>Level E</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Being Special</b> Understanding about self and others.	1. Feel comfortable with the knowledge of their own uniqueness.			
	2. Be able to discuss aspects of character or behaviour which they find difficult and develop strategies for dealing with these.			
<b>Belonging</b> Expressing feelings, thoughts and ideas about belonging to a group.	1. Realise that this is a time to deepen their understanding of God's role in their creation and existence.			
	2. Express developing ideas about love and affection within and outwith families.			
	3. Understand that we need friendship and relationships and become aware that these can affect each other in a different way.			
	4. Be aware that sexuality and its development may occupy some or much of a teenager's time and thoughts.			
<b>Learning about themselves and how to relate to others.</b>	1. Reflect on the love which exists between parents and children, family and friends, and recognise that these form a major part of their relationship.			
	2. Realise that God shares creation with those he has Created.			
	3. Discuss why it is within a deeply committed married relationship that procreation should take place.			
	4. Be able to discuss relationships in the light of faith and other pervasive influences, e.g. films, media, websites.			

STRAND	LEARNING OUTCOME: <i>Level E</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Developing ideas about rights and responsibilities.</b>  Rights of self, rights of others, responsibility to self and others.	1. Continue to discuss the term 'commitment' and its importance in a relationship.			
	2. Examine the difference between having sex and making love.			
	3. Discuss how we help and treat people who are suffering from HIV or AIDS or other drug-related circumstances.			
<b>Knowing about physical and emotional development.</b>  (PG) Parental Guidance	1 Discuss their own lifestyle and the good things they like doing – leisure, sport, etc.			
	2. Discuss the importance of Modesty and Chastity – Christian virtues.			
	3. Talk about HIV and AIDS and drug-related abuses – and why they are harmful.			
	4. Recognise the significance of change in everyone – physical, emotional, spiritual – and be able to share thoughts on why this is necessary and the consequences.			
	5. Realise that changes from child to adult bring with them the ability to be a mother or a father.			
	6. Be aware that physical attraction is a growing part of their sexual perception.			
<b>Knowing about spiritual development</b>	1. Understand something of our relationship with God and how to live the kind of life that Jesus showed us in relation to home, school and parish.			
	2. Be able to express more ideas about commitment and permanence in a relationship in view of the Christian teaching on marriage.			
	3. Realise that self-control is a vital aspect of development.			
	4. Be at ease with the knowledge that our sexuality is God-given and good.			

STRAND	LEARNING OUTCOME: <i>14+</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Being Special</b>  Understanding about self and others.	1. Address current relationships and examine their importance.			
	2. Be able to evaluate their own behaviour and actions and be aware of how these can affect themselves and others.			
<b>Belonging</b>  Expressing feelings, thoughts and ideas about belonging to a group.	1. Identify some of the expectations placed on them by family, church, school, friends			
	2. Talk in more depth about peer pressure and how it manifests itself.			
	3. Discuss what makes a 'supportive' family and the importance of example in the light of family values.			
	4. Know through their faith belief that marriage is for life and be able to discuss the ideas which underpin this belief.			
<b>Learning about themselves and how to relate to others.</b>	1. Have a clear understanding of what is important in life.			
	2. Understand the importance of self-respect.			
	3. Be able to discuss the nature of attraction between the sexes.			
	4. Understand that sexuality drives attraction.			
	5. Realise that relationships do not have to be sexual.			
	6. Recognise that as relationships develop they can lead to loving another person, as opposed to merely liking!			
	7. Appreciate that a well-formed relationship can lead to marriage and its consequent responsibilities.			
	8. Appreciate that some relationships can break down and help can be offered through Scottish Marriage Care.			

STRAND	LEARNING OUTCOME: <i>14+</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Developing ideas about rights and responsibilities</b>  Rights of self, rights of others, responsibility to self and others.	1. Talk about the role of conscience in making decisions (Forming conscience).			
	2. Understand that an adult is responsible for his/her decisions, actions, attitudes and beliefs.			
	3. Be aware of the need to correct mistakes which are correctable.			
	4. Examine why the laws in Scotland and in other European countries permit the ending of a human life in certain circumstances.			
	5. Discuss human rights and how they are a vital part of the law of Christ.			
	6. Talk about why it is important to respect the rights of others.			
<b>Knowing about physical and emotional development</b>  <b>(PG) Parental Guidance</b>	1. Have a clear understanding of how life begins.			
	2. Understand how development continues outwith the womb			
	3. Be fully aware that a human life from the moment of conception is the development of a single person.			
	4. Discuss the Christian teaching which forbids the ending of human life any time after conception.			
	5. Examine the development of a human being from conception to birth.			
	6. Understand and discuss the Church's teaching on the planning of families – what is forbidden and what is lawful.			
	7. Explore the physical and psychological help which can be offered through Natural Family Planning (Fertility Care – Scotland).			

STRAND	LEARNING OUTCOME: <i>14+</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Knowing about spiritual development</b>	1. Have some understanding of the Christian teaching that the fulfilment of sexuality in marriage is procreation.			
	2. Express respect as a fundamental law of Christ.			
	3. Learn how to recognise virtue in others.			
	4. Examine why the Church says that abortion is wrong.			
	5. Be aware that some women (and couples) have great remorse after an abortion has taken place.			
	6. Examine why Christians and those of some other religious groups look upon human life as sacred.			

STRAND	LEARNING OUTCOME: <i>16+</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Being Special</b>	1. Be able to rationalise why life is sacred in Christian and other faiths.			
	2. Research why life is sacred in both religious and secular terms.			
<b>Belonging</b>  Expressing feelings, thoughts and ideas about belonging to a group.	1. Reflect on the reasons why there is a human need to belong.			
	2. Discuss what is important in the child/parent relationship.			
	3. Be able to identify the dynamics of family life.			
	4. Be able to recognise the 'belonging' brings with it 'responsibilities'.			
	5. Identify and discuss our responsibilities towards other people within the international framework.			
<b>Learning about themselves and how to relate to others.</b>	1. Have a clear understanding of the fundamental rationale which underpins: <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Christian Morality</li> </ul>			
	2. Discuss why 'relationships' form the basis of a just society.			

STRAND	LEARNING OUTCOME: <i>16+</i>	WHEN	SUBJECT AREA	RESOURCE
<p><b>Developing ideas about rights and responsibilities</b></p> <p>Rights of self, rights of others, responsibility to self and others.</p>	<p>1. Be aware of the human issues which are contingent with:</p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Family Planning</li> <li>• Euthanasia</li> <li>• Poverty</li> <li>• Capital Punishment</li> <li>• Self-Defence</li> <li>• War</li> <li>• Genetic Research</li> </ul>			
	<p>2. Examine, in the light of Christian teaching, the moral and human rights issues which arise from differing sexual orientation for both heterosexual and homosexual people.</p>			
	<p>3. Be able to identify and discuss various sexual attitudes to life and procreation.</p>			
<p><b>Knowing about physical and emotional development</b></p> <p><b>(PG) Parental Guidance</b></p>	<p>1. Recognise that life is unique and is genetically complete at conception.</p>			
	<p>2. Understand that sexuality is an integral part of our emotional development.</p>			
	<p>3. Realise that sexual orientation is not the same for everyone.</p>			
	<p>4. Examine the Church's teaching on sexual activity.</p>			
	<p>5. Be able to compare and contrast the 'contraceptive' mentality with the 'pro-life' outlook and how they have emerged on the global political scene.</p>			

STRAND	LEARNING OUTCOME: <i>16+</i>	WHEN	SUBJECT AREA	RESOURCE
<b>Knowing about spiritual development</b>	1. Be aware of the Christian teaching on sexuality with particular reference to the Catholic tradition and how it relates to the Sacrament of Marriage.			
	2. Recognise the spiritual needs of each individual and be able to identify some of them.			
	3. Be mindful of the spiritual needs of the wider community in terms of help, support, friendship, etc.			
	4. Discuss the spiritual support which can be given to those who are stressed, depressed or suicidal.			