

Strand	Learning Outcome
<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ol style="list-style-type: none"> <li>1. Talk about special things in themselves, in their classmates, friends and families.</li> <li>2. Learn to appreciate that these special gifts come from God.</li> </ol>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ol style="list-style-type: none"> <li>1. Talk about their own families and express positive ideas about being part of them.</li> <li>2. Begin to recognise the contributions made by different members of a family.</li> <li>3. Talk about God's family.</li> <li>4. Explore in a simple way the idea of loyalty and trust and love within a family.</li> </ol>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ol style="list-style-type: none"> <li>1. Talk about people they meet:- <ul style="list-style-type: none"> <li>❖ in school</li> <li>❖ at home</li> <li>❖ in the playground – and beyond</li> </ul> </li> <li>2. Identify the need for friends</li> <li>3. Begin to identify what you expect from friends: <ul style="list-style-type: none"> <li>❖ what makes a good friend?</li> <li>❖ what makes them happy?</li> <li>❖ what do they find difficult?</li> </ul> </li> <li>4. Begin to develop a language for talking about their own feelings and actions.</li> </ol>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ol style="list-style-type: none"> <li>1. Identify from stories and their own experiences some of the different ways in which people behave.</li> <li>2. Express simply why people might behave or act in the way they do – talk about the idea of “choice” and what it means.</li> <li>3. Show that they can make right and good choices for themselves.</li> <li>4. Give examples of how someone acted in a responsible way.</li> <li>5. Demonstrate skills for making good choices.</li> <li>6. Recognise that God helps us to do the right thing.</li> <li>7. Understand that they have to care for their whole being, not just their body.</li> <li>8. Give examples of right/wrong, safe/dangerous; kind/selfish behaviours.</li> </ol>

<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<ol style="list-style-type: none"> <li>1. Give examples of their own growth and change.</li> <li>2. Observe changes in plants and animals which are signs of growth and development.</li> <li>3. Learn about ways of looking after their bodies and feelings.</li> <li>4. Explain different ways they can help to prevent the spread of disease.</li> </ol>
<p><b>(F) Knowing about spiritual development</b></p>	<ol style="list-style-type: none"> <li>1. Grow in understanding through family, parish and school that God made us and loves us.</li> <li>2. Begin to hear Gospel stories about how Jesus cared for those who were sick and lonely.</li> </ol>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ol style="list-style-type: none"> <li>1. Recognise through chatting and discussion that their bodies deserve respect and care.</li> <li>2. Continue to learn to recognise what it means to be an individual person.</li> <li>3. Be aware and continue to recognise that their individuality comes from God.</li> <li>4. Express positive ideas about themselves and others.</li> </ol>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ol style="list-style-type: none"> <li>1. Have some awareness of the rights and responsibilities of family members.</li> <li>2. Discuss ideas of respect and love within a family.</li> <li>3. Build awareness of what it means to be part of God's family.</li> <li>4. Talk about loyalty, sharing and generosity in a group (and their opposites).</li> <li>5. Give examples of why belonging to groups, e.g. class, school, parish is important.</li> </ol>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ol style="list-style-type: none"> <li>1. Discuss what helps to make good friends:- <ul style="list-style-type: none"> <li>❖ tolerance</li> <li>❖ respect</li> <li>❖ trust</li> </ul> and identify other Christian virtues. </li> <li>2. Have some understanding of the need to respect the opinions of others.</li> <li>3. Talk about the effects of selfishness and anger (within a friendship).</li> <li>4. Be aware of the worth of others and recognise the importance of showing care and respect for others.</li> <li>5. Know how to make and sustain a friendship.</li> <li>6. Appreciate that we have to communicate with friends.</li> <li>7. Understand the need to forgive in friendship.</li> <li>8. Show some understanding of how to recognise trust:- <ul style="list-style-type: none"> <li>❖ in God</li> <li>❖ in themselves</li> <li>❖ in others</li> </ul> </li> </ol>

<p><b>(C)</b></p>	<ol style="list-style-type: none"> <li>9. Know that when we love someone we should be able to trust them and they should be able to trust us.</li> <li>10. Be aware of different kinds of loving relationships – husband/wife, parent/child, God/self.</li> </ol>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ol style="list-style-type: none"> <li>1. Recognise the need to consider situations carefully before acting.</li> <li>2. Recognise the possible consequences to themselves and others of their actions.</li> <li>3. Understand the importance of responsibility in decision making.</li> <li>4. Know they should use values that Jesus taught to guide them.</li> <li>5. Show the ability to select from an increasing range of choices and justify the choice made with reference to the teaching of Jesus.</li> </ol>
<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<ol style="list-style-type: none"> <li>1. Describe how they have changed physically as result of growth and development.</li> <li>2. Be aware of a range of emotions in self and others and be able to identify them.</li> <li>3. Understand the link between emotions and their causes.</li> <li>4. Describe how their feelings have changed as they grow up.</li> <li>5. Gradually, with the help of parents, become aware of the natural order –  <ul style="list-style-type: none"> <li>birth,</li> <li>growth,</li> <li>maturity</li> </ul> – in relation to plants, animals and humans.</li> <li>6. With the help of parents begin to use appropriate vocabulary to describe their body parts.</li> </ol>
<p><b>(F) Knowing about spiritual development</b></p>	<ol style="list-style-type: none"> <li>1. Learn to believe that all life comes from God.</li> <li>2. Continue to realise that we are part of God’s plan.</li> <li>3. Discover that Jesus taught us to love God above all and our neighbour as ourselves.</li> <li>4. Continue to hear Gospel stories about how Jesus cared for those who were sick and lonely.</li> <li>5. Learn how to pray for help in making good choices.</li> <li>6. See in the Holy Family a role model for the Christian family.</li> </ol>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ol style="list-style-type: none"> <li>1. Recognise that everyone grows and develops at a different rate.</li> <li>2. Have some understanding of the love of God in their lives and be able to discuss how this will affect their attitude towards others.</li> <li>3. Learn to identify people whom they can trust.</li> </ol>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ol style="list-style-type: none"> <li>1. Broaden understanding of family including parish, school, classroom.</li> <li>2. Talk about and explore some of the rights and duties of being part of these groups.</li> </ol>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate respect and tolerance for other points of view.</li> <li>2. Be aware that people have different values and codes of behaviour.</li> <li>3. Begin to articulate their own code of behaviour: <ul style="list-style-type: none"> <li>• why they have it</li> <li>• where it came from?</li> </ul> </li> <li>4. Recognise and begin to talk about different kinds of influence brought about by friends, peer groups, television, music and develop awareness of how these influences might be used in a good or a bad way.</li> <li>5. Recognise the role of parents in setting standards and giving good example and see them as people with whom they can share worries and fears.</li> <li>6. Re-visit Level B, section C, 5 –10.</li> </ol>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ol style="list-style-type: none"> <li>1. Have some understanding of “being responsible”. Understand through their faith how to live the way that Jesus taught.</li> <li>2. Understand more about their own behaviour – talk about ways of showing responsibility.</li> <li>3. Learn to take responsibility for appropriate tasks including responsibility for their own faith, health, safety and welfare.</li> <li>4. Recognise that schools and teachers have responsibilities towards their pupils.</li> </ol>

<p><b>(D)</b></p>	<ol style="list-style-type: none"> <li>5. Recognise the needs of others and know how to take appropriate action.</li> <li>6. Understand something of rules and their functions and why they exist.</li> </ol>
<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<ol style="list-style-type: none"> <li>1. Begin to cope with their own feelings and emotions and recognise and begin to deal with the emotions of other people.</li> <li>2. Parents should encourage their children to discuss with them the internal and external changes which happen to boys and girls at puberty.</li> <li>3. Understand that sexual development is a natural part of human growth.</li> <li>4. Share with their parents and/or other appropriate people their knowledge of human development – baby in the womb to birth . Begin to learn to use and understand appropriate vocabulary.</li> <li>5. Be aware of simple safety procedures for looking after our bodies</li> <li>6. Identify substances which should never be taken and those which are harmful e.g. tobacco, alcohol.</li> </ol> <p><i>Parents should be the first to impart this information in relation to human life and should do so with great delicacy, clearly and at the appropriate time ((TMHS75) Parents should choose when to commence this instruction and may feel that it is appropriate to introduce the topic at an earlier or later level.</i></p>
<p><b>(F) Knowing about spiritual development</b></p>	<ol style="list-style-type: none"> <li>1. Appreciate that to follow God’s way is the path to real happiness.</li> <li>3. Show increasing spiritual awareness by appreciating God’s active presence in their lives.</li> <li>3. Grow in understanding that God’s people gather together as a community in worship and prayer. Appreciate that within the community they give support, comfort and encouragement to each other.</li> <li>4. Understand that we need forgiveness when we have been selfish or hurtful to others.</li> </ol>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ol style="list-style-type: none"> <li>1. Be able to have a healthy view of oneself.</li> <li>2. Be able to recognise and be grateful for ones gifts, talents and abilities.</li> </ol>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group</p>	<ol style="list-style-type: none"> <li>1. Distinguish things about themselves which they can change and those they cannot change.</li> <li>3. Describe aspects of their own personality and have a view about how others might see them.</li> <li>3. Identify some of the people in their lives who they trust and explain the trustworthy qualities they see in them.</li> <li>4. Be aware that people may act differently in the same situation.</li> <li>5. Recognise that self-control is not only a measure of one's character but can also be a great asset in difficult situations.</li> </ol>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ol style="list-style-type: none"> <li>1. Be aware of their own dignity and respect the dignity of others.</li> <li>2. Understand that respect for others is rooted in respect for ourselves.</li> <li>4. Realise that respecting others means recognising the dignity which belongs to all God's people.</li> <li>5. Appreciate that trust is a vital element but is only possible when people respect and deal fairly with each other.</li> <li>6. Understand that all life comes from God's creation and deserves respect – this also means having respect for the natural world.</li> <li>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 be uncomfortable.</li> </ol>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others Responsibility to Self and Others</p>	<ol style="list-style-type: none"> <li>1. Express ideas about the security and strength of family life despite its ups and downs.</li> <li>2. Be aware that they are expected to contribute to the building up of family life as well as take from it.</li> <li>3. Develop their ideas and knowledge of rules and how valuable they can be.</li> </ol>

<p><b>(D)</b></p>	<p>4. Be able to show that the rules of the Church are given to us to help us to live as God’s children.</p>
<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<p>1. Articulate positive ways in which other people see them, distinguishing between the superficial (their outward appearance) and the profound (their inner qualities).</p> <p>3. With the help of parents talk about their evolving emotions.</p> <p>3. Demonstrate their understanding of growth in plant life.</p> <p>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.</p> <p>5. Be at ease with appropriate vocabulary for describing body parts.</p> <p>6. Be able to explain some of the rules and laws which promote safety and good health for our bodies.</p>
<p><b>(F) Knowing about spiritual development</b></p>	<p>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.</p> <p>2. Appreciate the importance of prayer and reflection in dealing with emotions.</p> <p>3. Appreciate that one of the greatest examples of trust is to commit oneself to another in marriage.</p> <p>4. Understand that marriage is both a sacrament and a vocation.</p> <p>5. Have some understanding that procreation should be the fruit of a loving married relationship.</p> <p>6. Continue to grow in understanding of what is meant by “loyalty” – to each other and to God.</p>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ol style="list-style-type: none"> <li>1. Feel comfortable with the knowledge of their own uniqueness.</li> <li>2. Be able to discuss aspects of character or behaviour which they find difficult and develop strategies for dealing with these.</li> </ol>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ol style="list-style-type: none"> <li>1. Realise that this is a time to deepen their awareness of God's role in their creation and existence.</li> <li>2. Express developing ideas about love and affection within and outwith families.</li> <li>3. Understand that we need friendship and relationships and become aware that these can effect each other in different ways.</li> </ol>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ol style="list-style-type: none"> <li>1. Reflect on the love which exists between parents and children, family and friends and recognise that these form a major part of their relationships.</li> <li>2. Realise that God shares creation with those he has Created.</li> <li>3. Discuss why it is within a deeply committed married relationship that procreation should take place.</li> <li>4. Be able to discuss relationships in the light of faith and other pervasive influences e.g. films, media, websites.</li> </ol>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ol style="list-style-type: none"> <li>1. Continue to discuss the term "commitment" and its importance in a relationship.</li> <li>2. Examine the difference between having sex and making love.</li> <li>4. Discuss how we help and treat people who are suffering from HIV or AIDS or other drug-related circumstances.</li> </ol>

<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<ol style="list-style-type: none"> <li>1. Discuss their own life-style and the good things they like doing – leisure, sport, etc.</li> <li>2. Discuss the importance of Modesty and Chastity – Christian virtues.</li> <li>3. Talk about HIV and AIDS and drug-related abuses – why they are harmful.</li> <li>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.</li> <li>5. Realise that changes from child to adult bring with them the ability to be a mother or a father.</li> <li>6. Be aware that everyone changes at a different pace.</li> <li>7. Realise that physical attraction is a growing part of their sexual perception.</li> </ol>
<p><b>(F) Knowing about spiritual development</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Be able to express more ideas about commitment and permanence in a relationship in view of the Christian teaching on marriage.</li> <li>3. Realise that self-control is a vital aspect of development.</li> <li>5. Be at ease with the knowledge that our sexuality is God-given and is good.</li> </ol>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ul style="list-style-type: none"> <li>❖ Address current relationships and examine their importance.</li> <li>❖ Be able to evaluate their own behaviour and actions and be aware of how these can affect themselves and others.</li> </ul>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ul style="list-style-type: none"> <li>❖ Identify some of the expectations placed on them by family, church, school, friends.</li> <li>❖ Talk in more depth about peer pressure and how it manifests itself.</li> <li>❖ Discuss what makes a “supportive” family and the importance of example in the light of family values.</li> <li>❖ Know through their faith belief that marriage is for life and be able to discuss the ideas which underpin this belief.</li> </ul>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ul style="list-style-type: none"> <li>❖ Have a clear understanding of what is important in life.</li> <li>❖ Understand the importance of self-respect.</li> <li>❖ Be able to discuss the nature of attraction between the sexes.</li> <li>❖ Understand that sexuality drives attraction.</li> <li>❖ Realise that relationships do not have to be sexual.</li> <li>❖ Recognise that as relationships develop they can lead to loving another person, as opposed to merely liking!</li> <li>❖ Appreciate that a well-formed relationship can lead to marriage and its consequent responsibilities.</li> <li>❖ Appreciate that some relationships can break down and help can be offered through Scottish Marriage Care.</li> </ul>

<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ul style="list-style-type: none"> <li>❖ Talk about the role of conscience in making decisions. (Forming conscience).</li> <li>❖ Understand that an adult is responsible for his/her decisions, actions, attitudes and beliefs.</li> <li>❖ Be aware of the need to correct mistakes which are correctable.</li> <li>❖ Examine why the laws in Scotland and in other European countries permit the ending of a human life in certain circumstances.</li> <li>❖ Discuss human rights and how they are a vital part of the law of Christ.</li> <li>❖ Talk about why it is important to respect the rights of others</li> </ul>
<p><b>(E) Knowing about physical and emotional development</b></p> <p><b>PG</b> (Parental Guidance)</p>	<ul style="list-style-type: none"> <li>❖ Have a clear understanding of how life begins.</li> <li>❖ Understand how development continues outwith the womb.</li> <li>❖ Be fully aware that a human life from the moment of conception is the development of a single person.</li> <li>❖ Discuss the Christian teaching which forbids the ending of a human life any time after conception.</li> <li>❖ Examine the development of a human being from conception to birth.</li> <li>❖ Understand and discuss the Church’s teaching on the planning of families – what is forbidden and what is lawful.</li> <li>❖ Explore the physical and psychological help which can be offered through Natural Family Planning.</li> </ul>
<p><b>(F) Knowing about spiritual development</b></p>	<ul style="list-style-type: none"> <li>❖ Have some understanding of the Christian teaching that the fulfilment of sexuality in marriage is procreation.</li> <li>❖ Express respect as a fundamental law of Christ.</li> <li>❖ Learn how to recognise virtue in others.</li> <li>❖ Examine why the Church says that abortion is wrong.</li> <li>❖ Be aware that some women (and couples) have great remorse after an abortion has taken place. Examine why Christians and those of some other religious groups look upon human life as sacred.</li> </ul>

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<p><b>(A) Being Special</b></p> <p>Understanding about self and others</p>	<ul style="list-style-type: none"> <li>❖ Be able to rationalise why life is sacred in the Christian and other faiths.</li> <li>❖ Research why life is sacred in both religious and secular terms.</li> </ul>
<p><b>(B) Belonging</b></p> <p>Expressing feelings thoughts and ideas about belonging to a group.</p>	<ul style="list-style-type: none"> <li>❖ Reflect on the reasons why there is a human need to belong.</li> <li>❖ Discuss what is important in the child/parent relationship.</li> <li>❖ Be able to identify the dynamics of family life.</li> <li>❖ Be able to recognise that “belonging” brings with it “responsibilities”.</li> <li>❖ Identify and discuss our responsibilities towards other people within the international framework.</li> </ul>
<p><b>(C) Learning about themselves and how to relate to others</b></p>	<ul style="list-style-type: none"> <li>❖ Have a clear understanding of the fundamental rationale which underpins:               <ol style="list-style-type: none"> <li>a. Human rights</li> <li>b. Christian morality</li> </ol> </li> <li>❖ Discuss why “relationships” form the basis of a just society.</li> </ul>
<p><b>(D) Developing ideas about Rights and Responsibilities</b></p> <p>Rights of self Rights of others</p> <p>Responsibility to Self and Others</p>	<ul style="list-style-type: none"> <li>❖ Be aware of the human issues which are contingent with:               <ol style="list-style-type: none"> <li>a. Abortion</li> <li>b. Family Planning</li> <li>c. Euthanasia</li> <li>d. Poverty</li> <li>e. Capital Punishment</li> <li>f. Self-defence</li> <li>g. War</li> <li>h. Genetic research</li> </ol> </li> <li>❖ 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.</li> <li>❖ Be able to identify and discuss various sexual attitudes to life and procreation.</li> </ul>

<p><b>(E) Knowing about physical and emotional development</b></p>	<ul style="list-style-type: none"> <li>❖ Recognise that life is unique and is genetically complete at conception.</li> <li>❖ Understand that sexuality is an integral part of our emotional development.</li> <li>❖ Realise that sexual orientation is not the same for everyone.</li> <li>❖ Examine the Church’s teaching on sexual activity.</li> <li>❖ Be able to compare and contrast the “contraceptive” mentality with the “pro-life” outlook and how they have emerged on the global political scene.</li> </ul>
<p><b>(F) Knowing about spiritual development</b></p>	<ul style="list-style-type: none"> <li>❖ Be aware of the Christian teaching on sexuality with particular reference to the Catholic tradition and how it relates to the Sacrament of Marriage.</li> <li>❖ Recognise the spiritual needs of each individual and be able to identify some of them.</li> <li>❖ Be mindful of the spiritual needs of the wider community in terms of help, support, friendship, etc.</li> <li>❖ Discuss the spiritual support which can be given to those who are stressed, depressed or suicidal.</li> </ul>