

# RELIGION

Diocese of Green Bay

Safe Environment

## Safe Environment

To help Christians realize that each person deserves to be loved and cared for and can help themselves stay safe

Children learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent/reduce the risk of sexual abuse and boundary violations.

Pre-K/Kindergarten	First Grade	Second Grade
<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Identify ourselves as children of God</li><li>b. Recognize that all children are persons of worth and their bodies belong to God first</li></ul>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Understand that all children are persons of worth and respect</li></ul>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Understand that each person is worthy of respect from others</li></ul>
<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Know that it is alright to say “no”</li></ul>	<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Differentiate between good and bad play</li></ul>	<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Say “no” with confidence</li></ul>
<p><b>3. Recognize experiences of good and bad human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Identify safe and unsafe touches</li><li>b. Repeat and understand the physical boundary touch rules: (Say NO when someone tries to touch them in an unsafe or uncomfortable way, try to get away from the situation, tell an adult as soon as possible)</li></ul>	<p><b>3. Recognize experiences of good and bad human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Describe the positive aspects of friendships (safe and unsafe)</li><li>b. Identify safe and unsafe touches</li><li>b. Repeat and understand the physical boundary touch rules: (Say NO when someone tries to touch them in an unsafe or uncomfortable way, try to get away from the situation, tell an adult as soon as possible)</li></ul>	<p><b>3. Recognize experiences of good and bad human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Identify different kinds of friendship</li><li>b. Repeat and understand the physical boundary touch rules: (Say NO when someone tries to touch them in an unsafe or uncomfortable way, try to get away from the situation, tell an adult as soon as possible)</li></ul>
<p><b>4. Differentiate between holy and sinful behavior</b></p> <ul style="list-style-type: none"><li>a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe</li></ul>	<p><b>4. Differentiate between holy and sinful behavior</b></p> <ul style="list-style-type: none"><li>a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe</li></ul>	<p><b>4. Differentiate between holy and sinful behavior</b></p> <ul style="list-style-type: none"><li>a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe and it is not their fault</li></ul>

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<ul style="list-style-type: none"><li>b. Know that parts of our bodies are considered private because God made them special</li><li>c. Describe the difference between holy and sinful behavior as it relates to relationships with others</li></ul>	<ul style="list-style-type: none"><li>b. Describe experiences that make you feel safe or unsafe</li><li>c. Describe the difference between holy and sinful behavior as it relates to relationships with others</li></ul>	
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Third Grade	Fourth Grade	Fifth Grade
<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Recognize that we treat private body parts as “special” by keeping them covered-to help keep them clean and healthy</li></ul>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Realize that all children are persons of worth and their bodies belong to them</li><li>b. Recognize that we treat private body parts as “special” by keeping them covered-to help keep them clean and healthy</li></ul>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <ul style="list-style-type: none"><li>a. Recognize that we treat private body parts as “special” by keeping them covered-to help keep them clean and healthy</li></ul>
<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Recognize that secrets can separate you from others</li></ul>	<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Understand some actions and behaviors are wrong or sinful</li><li>b. Stand up for oneself more effectively by repeating and understanding the boundary touch rules physically and through online activity</li></ul>	<p><b>2. Understand that choices have consequences</b></p> <ul style="list-style-type: none"><li>a. Recognize the responsibility of the gift of free will</li><li>b. Stand up for oneself more effectively by repeating and understanding the boundary touch rules physically and through online activity</li></ul>
<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Identify different types of friendships</li></ul>	<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Name trusted adults</li></ul>	<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <ul style="list-style-type: none"><li>a. Describe strategies to get out of abusive or potentially abusive situations</li></ul>

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		b. Know how to get help for a friend who has been abused
<b>4. Differentiate between holy and sinful behavior</b> a. Define abuse as misusing or improperly using for another purpose	<b>4. Differentiate between holy and sinful behavior</b> a. Explain the importance of reporting abuse and where to go for help if you are abused	<b>4. Differentiate between holy and sinful behavior</b> a. Define appropriate gestures (hugging family, helping someone) and non-appropriate gestures (kicking, punching, hitting, being immodest or allowing someone to see those body parts that are meant only for you and God)

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Sixth Grade	Seventh Grade	Eighth Grade
<p><b>1. Understand each human being is created in the image and likeness of God</b></p> <p>a. Understand that you are loved and deserve respect</p>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p>	<p><b>1. Understand each human being is created in the image and likeness of God</b></p>
<p><b>2. Understand that choices have consequences</b></p>	<p><b>2. Understand that choices have consequences</b></p> <p>a. Understand behaviors and actions that harm you and other physically, psychologically, or spiritually wrong</p>	<p><b>2. understand that choices have consequences</b></p> <p>a. Explain consequences of sin and how it hurts other people</p>
<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <p>a. Develop communication with parents and other family members to keep you safe</p> <p>b. Develop skills to recognize, trust, and follow your instincts about people and situations</p>	<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <p>a. Explore ideas of setting personal boundaries and the effects of having these boundaries violated</p>	<p><b>3. Recognize experiences of good and had human relationships and friendships</b></p> <p>a. Identify personal boundaries that no one, not even a relative, should cross</p>
<p><b>4. Differentiate between holy and sinful behavior</b></p> <p>a. Define emotional abuse (and as it relates to repercussions from one's sinful decision)</p> <p>b. Name concrete courses of action to take if you experience emotional abuse and how Jesus is always there to be with you</p>	<p><b>4. Differentiate between holy and sinful behavior</b></p> <p>a. Develop virtues, including courage, that are necessary for responding to sinful situations of all kinds</p>	<p><b>4. Differentiate between holy and sinful behavior</b></p> <p>a. Identify the risk factors associated with sinful behavior and those who might misuse another person</p>

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## High School

1. Understand each human being is created in the image and likeness of God
  - a. Recognize that all people are a unique gift of God deserving of respect and dignity
2. Recognize experiences of good and bad human relationships and friendships
  - a. Identify tools that build awareness and encourage proactive responses to abusive relationships
  - b. Identify resources and actions that contribute to creating a safe environment
  - c. Identify ways that you can be a role model for younger children and peers
  - d. Identify caring adults you can talk with about anything.
3. Understand that choices have consequences.
  - a. Understand how to report abuse and attempted abuse
  - b. Understand the obligation to report abuse
4. Differentiate between safe, unsafe and unwanted touches
  - a. Recognize when someone is grooming a person and community.
  - b. Identify information and tools that can be used to avoid questionable and dangerous situations
  - c. Pray for the healing of all involved in abuse situations
  - d. Recognize the need for healing and reconciliation for those who suffer and struggle with abuse