

Theology of the Body Content



Diocese of
Green Bay

Education Department

August 2016

Introduction:

From 1979-1984, our late Pope St. John Paul II delivered 129 public addresses during his Wednesday audiences in Rome. This compilation of **addresses became known as the “Theology of the Body”** (theo = God, ology = study of; therefore, “theology of the body” means the study of God as revealed in our bodies). Pope St. John Paul II reminded us of the beautiful teachings of Christ and the Catholic Church regarding our origin, dignity, and purpose as human beings. Relevant questions such as those that follow demanded a greater emphasis and attention:

- Who am I?
- Where am I going?
- What was I made for?
- What is the purpose of my body?
- What is authentic love and freedom?
- How does my body, if properly understood, give the world joy?

The addresses delivered by the Pope touch on these basic questions – that within our male and female bodies is written our purpose, origin, and dignity. If we return to the book of Genesis, God reveals to us who we are and for what purpose He created us.

Pope John Paul states, **“Reflection on the ancient text of Genesis proves to be irreplaceable. It constitutes really the “beginning” of the theology of the body.** The fact that the theology also includes the body should not astonish or surprise anyone who is conscious of the mystery and reality of the Incarnation. Through the fact that the Word of God became flesh, the body entered theology-that is, the science that has divinity for its object would say, through the main door. The Incarnation-and the redemption that flows from it-has also become the definitive source of the **sacramentality of marriage...”(TOB 23:4).**

Catholic parents can face challenges as they raise their children in a culture that does not always support the values of their faith. One critical area is the education of children in the true meaning of sexuality and/or chaste living.

Each person is called to be chaste and **sexually responsible in ways appropriate for one’s state in life.** The Catechism of the Catholic Church (CCC) **introduces the discussion of chastity by calling it a “vocation”.** (See CCC #2337 ff) **A vocation is a calling from God. As parents and educators strive to present the principles of sexual morality to children and adolescents, the Church can be a strong partner. The Church has good news to proclaim about the family and about human love and sexuality. The Church is called to make clear “the biblical foundations, the ethical grounds, and the personalistic reasons”** (Pope John Paul *The Christian Family in the Modern World [Familiaris Consortio]*, n. 31) for the Christian teaching that she hands on concerning human love and sexuality.

Young people have a **right to know the Church’s vision of love. Providing catechesis for parents and educators is critical so that this teaching will be comprehensive and authentic.** The Church, parents and educators must work together to help our young people understand and live a call to Christ-like love.

Note: Parents in this document refers to all those who function in the role of parenting.

Foundational Principles:

As the image of God, man is created for love. This truth was fully revealed to us in the New Testament, together with the mystery of the inner life of the Trinity: **“God is love (1John 4:8) and in himself, he lives a mystery of personal loving communion. Creating the human race in his own image.... God inscribed in the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion. Love is therefore the fundamental and innate vocation of every human being.”** (*Familiaris Consortio*, 11) (*Truth and Meaning of Human Sexuality*, 8)

As in the whole of a person's life, love is exposed to the frailty brought about by original sin. This frailty is experienced today in many socio-cultural contexts marked by strong negative influences. (*Truth and Meaning of Human Sexuality*, 3)

Not only did Jesus Christ, the Son of God, redeem us, He also taught us how to live and gave us the gift of human life through the power of the Holy Spirit. (CCC 1709 & 1715, *Veritatis Splendor*, 15-18)

“Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, of expressing and living of human love.” **“Sexuality, oriented, elevated and integrated by love acquires truly human quality.”** (*Truth and Meaning of Human Sexuality*, 10 & 11)

Chastity promotes the full integration of sexuality in a person. (CCC 2337)

Chastity includes an apprenticeship in self-mastery which is training in human freedom.

(CCC 2339)

Formation in the virtue of chastity includes:

- **Education for authentic love;**
- **Cultivation of all the virtues, especially charity;**
- **The practice of prayer;**
- **The virtue of temperance;**
- **Respect for human dignity in oneself and in others;**
- **The practice of decency and modesty in behavior, dress and speech**
- **The respect for personal privacy and that of others; and**
- **Self-control.**

References: (CCC 2338-2345; 2517-2527) (*NDC*, 45 F)

As disciples, we need to be aware of and to resist temptation to engage in activities which are violations of chastity, such as:

- **Immodest behavior, dress and speech,**
- **Giving into lustful desires, temptations or fantasies,**
- **Viewing pornography and indecent and/or immoral entertainment,**
- **Premarital sex,**
- **Homosexual behavior,**
- **Adultery,**

- Prostitution,
- Molestation, rape and sexual abuse
- Sexual Harassment
- Polygamy,
- Incest,
- Masturbation and other acts of impurity,
- Contraceptive mentality and practice,
- Cohabitation.
- Voyeurism (watching others)
- Exhibitionism

All sexual sins constitute grave matter.

References: (Mt 5:27-28; Rom 8:5-10, 12-13; Eph 5:3-7; Gal 5: 13, 17-21, 6: 6-10) (CCC 2351-2359; 2380-2381; 2389; 2400) (Veritatis Splendor, 26) (NDC, 45 F)

Conjugal love between husband and wife is part of God’s plan for humanity. Conjugal love that is faithful and open to life is a blessing to the couple and through them to the Church and to the world. (Reference: CCC 2360-2379)

“No one is capable of giving moral instruction regarding responsible personal growth in human sexuality better than duly prepared parents”. (Familiaris Consortio, 37)

Parents are the primary but not the exclusive educators of their children. They need to carry out their role in communion with the Church and its catechetical leaders, who have a responsibility to ensure that the education offered children is in accordance with church teaching. (The Truth and Meaning of Human Sexuality, 23)

Since the Church recognizes that parents are the first educators of their children, Catholic educators do well to focus on providing assistance to parents or guardians. (The Truth and Meaning of Human Sexuality, 145)

For any who fail to live chaste lives, Jesus Christ offers through his Church opportunities for forgiveness through the Sacrament of Reconciliation. Regular reception of the sacrament of the Eucharist, **as well as prayer and good works and any other way we can receive God’s grace can help us** maintain chaste living. (CCC, 1391-1395, 1426, 1434-1437, 1446, 1468-1469, 1484, 2337-2345)

Catechesis for Theology of the Body in the Context of Family:

The Catechism of the Catholic Church (CCC) introduces the discussion of chastity by calling it a “vocation”. (See CCC #2337 ff) Chastity is the virtue whereby we integrate God’s plan for our sexuality in accord with our state in life. The virtue of chastity is how we, as disciples, integrate the understanding of our faith and life, especially in the areas that involve human sexuality. We want to emphasize the good elements of the Christian life that are ours as followers of Jesus Christ. Every disciple observes chastity, though the manner of how it is observed varies according to our state in life. The married person, the priest or religious and the young or unmarried person all observe chastity in different ways. For example, a young or unmarried person practices chastity by remaining pure in all of their relationships. A married couple observes a holy life in their exclusive commitment to each other. Priests and religious dedicate themselves exclusively to God through the gift of celibacy. We want our children to grow up with a proper, healthy and holy understanding of themselves and their gift of human sexuality.

The family is the preferred context in which sexuality and chaste living education should always occur. However, we acknowledge that in past practices this has not always been the case. As primary educators of their children, parents and guardians must talk about and practice their faith with their children so that religious beliefs, practices and values will **be rooted in their children’s lives. The same is true for education in human sexuality.** Sexuality and chaste living education is communicated to children through the sacramental marital relationship. Parents teach sexuality in everything that they say and do - in the way that they touch and speak with each other and with their children. Sexuality is one way to love. Most of this education is conducted in an informal way as members of the family interact with one another. The Church affirms, assists and encourages parents in this role and provides educational opportunities to assist parents in discussing sexuality with their children. Recent Church documents concerning human sexuality and chaste living education stress the centrality of the parental role in education. Therefore, we have structured guidelines which respect the primary role of the parents in this regard.

All programs will include assistance to parents so that they can fulfill their role in helping their children know and live authentic Catholic doctrine and morals in the area of sexuality and chaste living education.

Format for Theology of the Body Program:

Parents and teachers in all programs will work together for the welfare of the children. Classroom teachers and catechists will continue to teach and to model religious values and virtues, to expose students to Sacred Scripture, to encourage participation in Liturgy, the Sacraments and prayer experiences, to provide moral guidance and to impart the full and authentic teaching of the Catholic Church.

Parishes and schools will work together to offer quality programs for parents so that they feel comfortable in discussing sexuality and chaste living with their children. These sessions should include the following:

- **Instruction on authentic** Church teaching on human sexuality.
- **Opportunity for parents to share with one another so that parents feel the support of others in their important role.**
- **Materials which parents could use as they discuss this sensitive** subject with their children (this same material could be used by the school to partner or reinforce what is being taught at home)

K-5 Format

Since parents know their children best and can find “teachable moments” to convey the living Gospel, early sexuality and chaste living education (K-5) will be offered primarily in the family (however, after the initial parent sessions, classroom teachers can reinforce basic principles taught in the parent sessions). Recognizing its role to support the family, the Church through the Diocese, parishes, schools and faith formation programs will offer parent education programs. Parents will collaborate with trained Church personnel to plan, implement and evaluate these experiences. These programs will assist parents in an authentic understanding of Catholic morality related to marriage, family, sexuality and chaste living education as well as in providing **practical guidance and resources to assist parents in responding to their children’s questions and concerns.** The schools and parishes are then able to partner with the parents and use similar resources to affirm the same message at home and in the classroom.

6th -8th Format

Additional parental education will be provided on issues related to growth and development and parenting skills as children progress into the preadolescent-adolescent years (6th-8th). In particular, genital sexuality will be discussed by parents in special parent sessions. Trained Church personnel will work with pastors, parents and educators. Parishes will provide instructional options available to families (e.g. sessions for parents only, with resources provided so that they may work on their own with their child or parent-child sessions where both receive the same instruction, time and resources to discuss them together) as well as a gradual personalized implementation schedule. In science classes, students will receive the biological components where they can begin to integrate with the theology of the body they are learning with their parents as well as in their religion classrooms. Schools and parishes are able to reinforce what was introduced to the parents.

9th-12th Format

Human sexuality and chaste living education will take place within the broader context of the moral teachings of the Catholic Church. Parent education programs concerning morality, ethics and sexuality will continue to be offered within the school and parish catechetical settings. High School students need witnesses to the truth in the areas of sexuality and chaste living education. Parents are crucial in this regard. Parents will help their adolescent understand how the faith speaks to us regarding issues of human sexuality and chaste living. Adolescents need to understand that the moral teachings of the faith concerning sexuality are not irrational impositions but intelligent defenses of realities that they themselves can see as important. When intelligent efforts are made, parents are able to speak persuasively of the value of personal modesty, the avoidance of sexually aggressive situations and entertainment and they can lend their support and knowledge to their adolescent as they enter an age of difficult moral choices. This is a challenging task which courageous parents must undertake with the full support of the Church. Teachers of this age level are asked to reinforce the beautiful teachings of the Church in classes such as morality, biology, and health.

13th-Adult Format

Adults especially need to be well educated in sexuality and chaste living. Learning is a lifelong process. Adults need to continue the learning process when it comes to human sexuality and chaste living. Programs in chaste living for adults should address the following areas:

- **Lifestyle choices** – single, married, ordained, vowed religious – in light of fidelity to chaste living and commitment;
- **Making good moral decisions through the use of one’s reasoning ability, the sources of divine revelation, the Church’s teaching and guidance, the wise counsel of others and one’s own experience of grace;**
- **Knowledge about moral issues involved in reproduction, among them sterilization, the Church’s teachings about new developments in reproductive technology, contraception and well-grounded reasons for spacing of children using Natural Family Planning;**
- **What the Catholic Church’s teachings are concerning divorce, homosexuality and other world problems that support a vision of life contrary to the Gospel;**
- **Information about sexual dysfunction, sexual abuse and sexually transmitted diseases;**
- **Living faithfully and responsibly the physical, psychological, social and spiritual dimensions of life.**

Developmental Stages:

Children are unique and unrepeatable persons and must receive individualized formation. Children's process of maturation as persons is different. Therefore, the most intimate aspects of life, whether biological or emotional, should be communicated in a personalized dialogue. Experience shows that this dialogue is most effective when it is the parent who communicates the biological, emotional, moral and spiritual information. All adults working with children in human sexuality instruction should be sensitive to the range of developmental stages present among children. This is as true in the family as it is in the classroom. What is age-appropriate is that which respects the individual development of each person. This respect for each individual manifests itself in the reinforcement of a sense of modesty each step of the way. This respect **responds to questions as they arise in each person's journey and does so in a way that evokes wonder and gratitude to God, avoiding any occasion that might bring public embarrassment.** The parent or teacher is called upon to listen carefully not only to what children ask but also to their stage of maturation. They are also called to respond respectfully in a manner that is true to Church teaching, honors the developmental stage of children, and deeply respects the dignity of children.

Birth to Three years

In the beginning years of life children grow rapidly in many ways. There are physical, cognitive, affective, social and spiritual developments. Infants and toddlers evidence certain characteristics, which are then developed in the later years of this stage and which contribute to their understanding of human sexuality. Infants and toddlers discover the body through looking and touching and as they grow in their ability to control bodily functions. Their natural curiosity and imagination motivate their cognitive learning as well as their spiritual development. During this stage of development, children are normally at ease with their body and its functions. They accept the need for modesty in dress and behavior.

Three-Seven Years

In these years children will be helped to learn prayer, to grasp the roots of a moral life and to grow in a healthy attitude toward love. Interest in **sexuality in these days is on the simple level of early childhood. However children's questions about their** reproductive organs, the origin of babies and other related matters should be answered with the truth and simplicity that is proper for their age. We should not project on their questions the same meaning that these questions have with older children. At this age children should be taught modesty. This is facilitated by the use of age-appropriate words for speaking of bodily parts and functions. What the parents aim at is helping children come to healthy attitudes toward elemental human things, not at an understanding beyond their age.

Seven-Ten Years

Children in this stage of development will possess varying degrees of maturity and readiness for education in human sexuality and chaste living. During this stage there can be much important growth in children, much development in attitudes and convictions, and traits of character that will serve them well in later life. Parents in these years should seek to help their children grow in faith, in prayer, in self-possession, and in awareness of their personal importance to God and to all who love them. The Catholic family atmosphere should protect children in these years.

Parental care should keep a concerned eye on the television habits and movie viewing of children at this stage. In our times, children often get very much information about sexuality at early stages from a variety of sources and not always in helpful ways. Children at this stage are influenced by what they see and hear on television, in videos, on the internet and in other media.

Ten-Thirteen Years

The early adolescent developmental stage usually occurs during or just before the earliest teenage years. Physical and emotional changes and growth are accelerated. Usually, young adolescents experience the initiation of rapid physical growth while their psychological and emotional growth is well on the way. During their period of physical growth, it is likely that early adolescents feel awkward, confused and uneasy about their bodies. This leads to intense self-consciousness and a move towards establishing their identity. In the area of decision making, early adolescents often may question traditional rules and struggle to make personal decisions even though they lack the experiences that would help them anticipate the possible consequences of their decisions. As friendships between members of the opposite sex begin, and young love begins to reveal itself, parents need to draw on the resources of their own mature and balanced sexuality to understand and be able to help their children meet the complex realities of a new life with realism and unselfish goodness of heart.

Thirteen-Eighteen Years

Adolescence is a time of intense physical, emotional, intellectual, social and spiritual growth. These changes have a profound effect on the emotional, psychological and relational development of adolescents. During this stage, youth discover themselves primarily through their interpersonal relationships. What was concerned once self-centeredness begins to give way to a concern for others. Issues such as the quality of male and female relationships, the peer and adult models that impress adolescents and the variety of human experience that surrounds adolescents take on new significance. New experiences such as dating, infatuation, physical affection, sexual orientation, parental limits and church teachings, all challenge adolescents to find answers for new questions. Adolescents are becoming more capable of abstract thought, challenging argumentation and private spirituality. Searching for an authentic spirituality, adolescents are increasingly aware of universal moral principles. Since a chaste life is not easily lived without the supports of faith and grace, parents should see to it that their adolescents realize how important the practices of faith are in the family. This strong parental example can help adolescent, withstand pressures from other peers and from the contemporary world.

Roles and Tasks:

Role of Pastors, Priests and Parish Directors

The pastors of the Church have a responsibility to insure that the education and formation of young people in the theology of the body is in **accord with the Church's teaching. Under the direction of these leaders, Catholic school and religious education programs provide** assistance as catechetical partners with parents or guardians. Some of the serious duties of a pastor include: providing for catechesis of the Christian faithful; instructing and encouraging parents and guardians on their role as primary educators of their children in the ways of the faith consistent with Church teaching; and providing formation of those who catechize others-including parents or guardians involved in the catechesis of their children-in the areas of human sexuality and chaste living education. (Canon 773, 776)

Roles of Teachers and Catechists

Diocesan and parish leaders who oversee any programs giving instruction in matters of human sexuality, chaste living and the family have the duty to see to it that what is presented in such courses is indeed faithful to the Catholic vision of sexuality and chaste living. The doctrinal and moral directives presented in these guidelines apply to all programs in which sexuality and chaste living is taught. Educators should understand the basic philosophy that is proper in this approach to education. The parents are the primary teachers. However, the parish religious education programs and schools have a valuable role to play. They will assist with the preparation and support of parents; and they will also provide the moral teaching of the church for the children in their classrooms. Those who teach these principles and content to parents in Catholic schools and religious education programs must receive teacher preparation sessions in accord with current diocesan standards. In addition, the teachers in Catholic schools and religious education programs that are addressing these issues will be required to participate in an annual in-service regarding Catholic doctrinal and moral teaching on sexuality and chaste living. This in-service will be provided by the local catechetical leaders. While special emphasis will be placed on methodological and pedagogical concerns, efforts will be made to ensure that these teachers understand the importance of being true witnesses and role models for what the Church proclaims and teaches. They will also receive assistance in presenting the diocesan materials for the program. Teachers and catechists will then be able to properly reinforce what is being taught at home.

Tasks of Parish and School Programs:

A key task for the church is to support parents in their role as the persons primarily responsible for the religious formation of their children. The best format for introducing this program to parents is to schedule parent meetings where the materials are shared with parents and their role is expressly outlined. The schools or religious education programs can then follow-up and reinforce certain teachings in the classroom based on the timeline established by the parents and school. For parents of children in grades six to eight it is important to have trained instructors on hand at the meeting to address parental concerns. A basic set of parent resources of the main moral and developmental components will be available with these materials. The resources will be written in non-technical language. The parish or school may want to have some copies of these books available for parents to borrow or purchase. Parents with children in the upper grades may have additional questions that can be addressed by trained instructors. We suggest the following format for parent meetings:

Frequency of Parent Meetings

Parishes/schools will host parent training sessions annually. Parents will be required to attend at least one or more parent meetings in the following grade groupings:

K-Two

Three-Five

Six-Eight

Nine-Twelve (parish based optional parent meetings)

Grade K-Five Parent Meetings: Present material to parents using any of the resources recommended in the following section. Present an overview of the whole program, emphasizing the role of parents. Review the basic teachings on God and our relationship with Him. Relate these teachings to human sexuality and chaste living education. Give suggestions on how parents might teach the information contained in the parent letters. Respond to any questions that parents may have about sharing information with their children.

Grade Six-Eight Parent Meetings: Present material to parents using any of the resources recommended in the following section. Present an overview of the program for these grades. Emphasize the role of the parents in introducing the intimate information on human development. Trained instructors will be present to address parental concerns.

Grade 9 and beyond Parent Meetings: Present material to parents using any of the resources recommended in the following section. Present an overview of the program for high school students. There should be an emphasis on the special issues of concern that face teens and adults in our society. The special issues of concern are pornography, contraceptive mentality and practices, premarital and extramarital sex, cohabitation, **sexual abuse, homosexual activity, masturbation, prostitution, incest and same sex “marriage”**. **These issues are serious offenses** i.e. mortal sin against chastity and they pose particular dangers to chaste living. In dealing with these special issues, the teaching of the Church must be presented with clarity. Trained instructors will present the material and answer questions.

Resources to Teach Components:

Elementary/Middle School:

- **Growing up in God's Image: A New Approach to the Facts of Life Talk** (Carolyn Smith)
- Respect 4 U (<http://www.respect4u.com/>)
- **PUREly You! Growing God's Way** (www.purelyyou.org)
- The Joyful Mysteries of Life (Catherine Scherrer and Bernard Scherrer)
- Theology of the Body for Teens: Middle School Edition (Ascension Press)

High School:

- Theology of the Body Texts (Pope St. John Paul II)
- Sex and the Teenager (Sr. Kieran Sawyer)
- Sex, Love, and You: Making the Right Decision (Tom Lickona, Judy Lickona, and William Boudreau)
- Raising Pure Teens (Jason Evert and Chris Stefanick)
- If You Really Loved Me – 100 Questions on Dating, Relationships, and Sexual Purity (Jason Evert)
- Pure Love (Jason Evert)
- Theology of His Body/ Theology of Her Body (Jason Evert)
- Theology of the Body for Teens (Ascension Press)

Packet Information:

The following is an outline of practical moral/spiritual, social, and biological components of the theology of the body that are necessary to understand for those in fourth through twelfth grade. Since the components are interdisciplinary, that is, weaves numerous subjects such as theology, science, sociology, and philosophy together, these components are given their separate place in this packet removed from other subject specific benchmarks and standard packets. Since some of the subject content is rather personal and sensitive, schools and parishes should use extreme care when discerning when and how to teach these topics. Parents as the primary educators of their children must be empowered to teach this to their children, learn and discuss alongside of their children, and/or work in a partnership with the school or parish in teaching these components. **This may take on a number of different forms, but parents must be notified of a school or parish's intent to teach sensitive topics if these topics are going to be supplemented by the school (assuming the parents have already been empowered to be partners).** Ideally, parents are especially involved during the topic conversations in elementary and middle school. What a great opportunity schools and parishes have to engage families! The components that follow outline the content for each grade level **according to the child's maturity and development stage (which can also vary from child to child regardless of grade level, however).** The resources used to teach these components are to be chosen by the parish or school according to the list that follows.

Packet Implementation:

- The parish/school holds a parent night where parents are given resources and content background on how to talk to their own children.
- Parents are given the opportunity to homeschool their child for the lessons using the topics covered by the parish/school resources.
- Teachers or catechists teach the content in the classes and parents are asked to work with their children on discussion questions or a video series together.
- Schools provide time for their religion/science teachers to co-teach classes regarding these topics with parents joining their child
- A parish/school invites parents to come into the classroom during this instruction time.
- A parish/school offers a mother/daughter or father/son retreat.

Notes:

The lessons on the theology of the body are not synonymous to a “**Catholic sex talk.**” **Theology of the Body** is rooted in truth, beauty, and goodness. It aims to inspire, not to condemn or instill fear. It uses sacred and uplifting vocabulary to inspire young men and women to desire holiness and chastity for themselves. A parish/school should gauge how their individual program is inspiring their families and uplifting their **hearts and minds to the beauty of God's creation. A child's innocence is a beautiful gift.** As a child matures, acquisition of new knowledge is absolutely necessary, but the method in which a child is exposed to the truth should be greatly prayed over and discerned. Parents and

educators possess a great responsibility from God – to allow young people to uncover the truth and beauty of the world. May we never take this opportunity or responsibility lightly! To God be all the honor and glory.

Fourth Grade	Fifth Grade	Sixth Grade
I. Moral / Spiritual Component – How we know the truth.		
1. Know the three persons of the Blessed Trinity love each other perfectly and completely.	1. Understand that we can know the truth about what is good and right through reason (i.e. our ability to think, understand and judge).	1. Learn that as the image of God, men and women are created for love.
2. Understand that we are to imitate the love of the Trinity.	2. Describe how God gives each of us a conscience, which is His inner voice that inspires us to do good and avoid evil. (CCC 1795)	2. Understand that the highest way we show love is to help people to get to heaven.
3. Know that love is giving yourself fully to another person without selfishly looking for something in return.	3. Learn that a well-formed conscience, aided by grace, helps us to avoid the near occasions of sin, which are persons, places and things that can easily lead to sin.	3. Realize that Jesus’ death on the Cross shows us the meaning of self-giving love.
4. Realize that to truly love another, you have to give.	4. Understand that we need to form our consciences correctly by listening to God’s word, praying , going to Mass and Reconciliation, following the teachings of the Church, and obeying our parents.	4. Understand Jesus’ death on the Cross shows us that love involves sacrifice.
5. Understand that love is not a 50/50 proposition. To truly love as we ought, we must give ourselves totally.	5. Realize that Jesus is Truth. He wants us to know Him and follow Him. If we want to lead a truthful life, we need to learn all we can about Jesus.	5. Know that all of us are called to sacrificial, self-giving love. Understand that love is never selfish (1 Corinthians 13).

6. Realize that “God loves us so much that He gave us His only begotten Son who gave His life so that we can have life to the full and be happy with Him forever.” (John 3:16)	6. Understand that knowing the truth helps us to choose what is good and to live joyful lives.	6. Learn that chastity is the spiritual virtue, which frees love from selfishness and aggression.
7. Understand that Jesus showed us His self-giving love in all of His actions, and especially by giving His life on the Cross to open heaven for us.	7. Know that God reveals His truth through Scripture, Sacred Tradition, and the teaching office of the Church, i.e. the Pope and the Bishops in union with him (Magisterium).	7. Realize that chastity gives inner peace. “This purity of mind and body helps develop true self-respect and at the same time makes one capable of respecting others, because it makes one see in them persons to reverence.” (Truth and Meaning of Human Sexuality, 17)
8. Read and understand the story of Genesis 1-3	8. Read and understand the story of Genesis 1-3	8. Understand that in the family, chastity helps build an atmosphere of love, virtue and respect for God’s gifts.
9. Realize that Jesus’ death on the Cross shows us that true love involves sacrifice. Jesus said, “No one has greater love than this, to lay down one’s life for one’s friends.” (John 15:13)		9. Describe how chastity helps us discover what our vocation is – be it marriage, the priesthood or religious life.

Fourth Grade	Fifth Grade	Sixth Grade
<p>II. Social Component – How we live out the truth. Realize that because we are made in God’s image, we are called to love others as He loves us.</p>		
<p>1. Understand that loving for most people will not involve dying physically for another, but it will involve many, many self-giving acts.</p>	<p>1. Understand that God gives us the freedom to choose what is right and good. We call this free will.</p>	<p>1. Understand that God loves us and made us to love Him and others.</p>
<p>2. Be exposed to how God calls different people to love Him in different ways. The word we use for God’s individual call to each person is “vocation.”</p>	<p>2. Realize that our parents are to guide you to choose what is good. The 4th Commandment tells us to honor our father and our mother.</p>	<p>2. Experience how God wants us to form friendships, which are gifts precious to each of us.</p>
<p>3. Understand that many people are called to love God and neighbor as married people while others are called to love as religious brothers or sisters and some men are called to love God and neighbor as ordained priests.</p>	<p>3. Learn that because of free will, you are responsible for the decisions that you make.</p>	<p>3. Understand that a true friend wants what is best for our body and soul.</p>
<p>4. Realize that a married man and woman promise to love God and each other by faithfully loving each other for life and by welcoming and loving the children God may wish to give them.</p>	<p>4. Know that each person has inherent dignity and that every baptized person is an adopted son or 5. Daughter of God.</p>	<p>4. Realize that true friends do not use each other for pleasure, prestige or selfish gain.</p>
<p>5. Introduce how married people are given grace by God to help each other to be holy and to teach their children the ways of God and to help them to be holy.</p>	<p>6. Recognize that because of the dignity that God gave us, we are to respect others and ourselves in thought, word, and deed.</p>	<p>5. Understand that we show friendship by treating others with respect, kindness, loyalty and compassion.</p>
<p>6. Learn how all children are loved by God regardless of the martial status of their parents or the circumstances</p>	<p>7. Realize that the first and most important way in which we demonstrate respect for ourselves and</p>	<p>6. Know that we must not gossip. Gossiping violates the 8th Commandment.</p>

surrounding their conception.	others is by upholding the right to life.	
7. Know that a consecrated brother or sister is someone who follows God and tries to come to perfection by making certain promises (poverty, chastity, and obedience) to live in a certain way and to live in community with other people who promise to live the same way.	8. Understand that every human being is a gift from God to be cherished from conception to natural death. We have a duty to care for the sick and the suffering. A sick or suffering person must never be killed in the name of compassion. To do so knowingly and deliberately would be a grave violation against the 5th Commandment. All persons have the right to life from conception until natural death.	7. Understand that bullying, teasing and making fun of others is wrong.
8. Understand that through the Sacrament of Holy Orders, the Lord gives bishops and priests the facility to consecrate bread and wine, changing them into His Body and Blood in the celebration of the Eucharist, and to forgive sins in the Sacrament of Reconciliation.	9. Understand that we must pray for those who harm themselves or others through abortion or euthanasia or through the support of abortion and euthanasia.	8. Understand that we show respect for God, others and ourselves by dressing and acting modestly.
9. Know that the priest has a special role in teaching God's people, in helping them to become holy, and in using his special authority to serve His people.	10. Understand how we show respect for God, other and ourselves by dressing and acting modestly.	9. Know that modesty involves keeping private things private.
	11. Pray Our Lady of Guadalupe, patroness of human life	10. Understand that we must dress modestly so as to adequately cover the private parts of our bodies, and we must not dress so as to arouse impure thoughts in another person.
		11. Pray for the intercession of St. Maria Goretti, Patroness of Children and St. Dominic Savio, Patron of Young Men

Fourth Grade	Fifth Grade	Sixth Grade
III. Biology component – How we are made for the truth.		
Depending on the individual fourth grader's maturity and development: Understand that the purpose of puberty is to advance a child's body into adulthood	1. Understand that the purpose of puberty is to advance a child's body into adulthood	1. Describe that human life begins at conception when all the human DNA is combined and present from the uniting of a sperm and egg.
1. Introduce the physical changes that result from puberty in males (for example: growth of hair, broader shoulders, voice change, wet dreams, involuntary erections as a gift of fertility)	2. Introduce the physical changes that result from puberty in males (for example: growth of hair, broader shoulders, voice change, wet dreams, involuntary erections as a gift of fertility)	2. Describe how unique a human life is due to unique combination of chromosomes
2. Introduce the physical changes that result from puberty in females (for examples: breast development, growth spurt, hair in your pubic area, oils in your skin increase, hips widen)	3. Introduce the physical changes that result from puberty in females (for examples: breast development, growth spurt, hair in your pubic area, oils in your skin increase, hips widen)	3. Introduce the stages of human development and the maturation of organs including blastula, zygote, implantation, and gestation
3. Introduce hygiene practices (frequency of bathing, deodorant, washing their bodies with soap, etc)	4. Introduce estrogen and testosterone as the hormones that affect puberty	4. Describe the progression of pregnancy through the timeframes of trimesters (describe miscarriages, progesterone levels decrease and a baby's life ends early)
	5. Introduce the reproductive system for the male and female as one of the many systems of the human body	
	6. Scientifically name the components of the male reproductive system	
	7. Scientifically name the components of the female reproductive system	

	8. Communicate the dignity and beauty of the human body when describing the scientific nature of the human person	
	9. Understand that the reproductive system has a unique nature in its physical and social relationships with other people (distinct from other bodily systems)	
	10. Introduce the menstruation cycle and cervical mucus as a great gift of fertility	
	11. Identify and explain the stages of follicular development, ovulation, and menstruation.	
	12. Provide practical options for girls who will experience menstruation (e.g.: how to properly welcome menstruation when it occurs).	

Seventh Grade	Eighth Grade	Ninth-Twelfth Grade
I. Moral/Spiritual Component – How we know the truth.		
1. Describe how true happiness comes from living in union with God.	1. Understand that God gives us the 10 Commandments, the Beatitudes and the teachings of the Church to show us how to be happy.	1. Teach how God created man and woman in His image, with dignity, to live in relationship with each other and to make a gift of ourselves to others
2. Understand that our ultimate and perfect happiness is living with God forever in heaven.	2. Describe how throughout Church history, people have found themselves unhappy by failing to follow God’s laws.	2. Describe how God desires us to be fully alive and happy
3. Explain that God calls each person to live in a particular way. The term for this call from God is “vocation”.	3. Explain how disobedience to these commandments and teachings will make us personally unhappy.	3. Experience how rules are not an impediment to our freedom, but rather, enhance our freedom so as to allow us to live as God intends.
4. Understand how chastity is spiritual power that helps us discover and live out our vocation.	4. Understand that the 10 Commandments are like “guard rails” that keep us on the road to true life and happiness and which keep us from “going over the cliff” to unhappiness and spiritual death.	4. In the sacrament of marriage, the husband and wife are called to make a total gift of themselves to each other through the martial act.
5. Understand that when humans live out chastity, they are more clearly able to see what God desires for them.	5. Realize that prayers, the Eucharist and regular reception of the Sacrament of Reconciliation help us to know more clearly what God is calling us to do.	5. Understand that God did not make male and female the same, but complementary.
6. Name the ways that one can live out chastity in dress, speech, and action.		6. Describe how the martial act must always be open to life and love.

<p>7. Realize that prayers, the Eucharist and regular reception of the Sacrament of Reconciliation help us to know more clearly what God is calling us to do.</p>		<p>7. Describe why the marital act is reserved for marriage.</p>
		<p>8. Understand that willful, deliberate sexual acts outside of marriage are grave sins.</p>
		<p>9. Teach that some of these sexual sins include adultery, pre-marital sex, viewing pornography and any other act intended to sexually arouse yourself or others.</p>
		<p>10. Understand that true marriage can exist only between one man and one woman.</p>
		<p>11. Understand why there can never be a true marriage between a man and a man or between a woman and a woman.</p>
		<p>12. Understand that willful, deliberate homosexual acts are always gravely sinful. There is a distinction between acts and inclination.</p>
		<p>13. Understand that if one has committed a sexual sin(s), it should be confessed in the Sacrament of Reconciliation. This sacrament gives us God's mercy, grace and strength to live purely in the future. Realize that we cooperate with this grace through prayer, regularly going to the Sacrament of Reconciliation and celebrating the Eucharist.</p>

		14. Learn about the renewal of the Theology of the Body through the pontificate of St. Pope John Paul II
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Seventh Grade	Eighth Grade	Ninth-Twelfth Grade
<p>II. Social Component – How we live out the truth.</p>		
<p>1. God gives us the freedom to choose what is right and good. We call this free will.</p>	<p>1. God gives us the freedom to choose what is right and good. We call this free will.</p>	<p>1. Understand that true freedom means the ability and desire to do what is good and right (an addiction or a bad decision does not make you freer – it only takes away your ability to live a full life).</p>
<p>2. Know that parents are present to guide you to choose what is good. The 4th Commandment tells us to honor our fathers and our mothers.</p>	<p>2. Know that parents are present to guide you to choose what is good. The 4th Commandment tells us to honor our fathers and our mothers.</p>	<p>2. Realize that because we are free, we are responsible for our acts.</p>
<p>3. Understand that because of free will, you are responsible for the decisions that you make.</p>	<p>3. Understand that because of free will, you are responsible for the decisions that you make.</p>	<p>3. Understand how we cannot be truly free if we are not living chastely and purely.</p>
<p>4. Realize that if you choose what is wrong and sinful, God gives us the Sacrament of Reconciliation as a remedy.</p>	<p>4. Realize that if you choose what is wrong and sinful, God gives us the Sacrament of Reconciliation as a remedy.</p>	<p>4. Experience how prayer is a vital component of living chastely. Reading the stories of the saints will help in inspiring us to live purely even in the tempting moments.</p>
<p>5. Know that you should not do something just because your friends are you should do the right thing.</p>	<p>5. Describe the different types of love. e.g.: storage (affection for persons or things), philia (friendship), eros (romantic), agape (sacrifice/self-giving)</p>	<p>5. Recognize that dating is inappropriate until you are able to maturely evaluate your relationships with others.</p>
<p>6. Know it is important for your friends to accept you for who you are, a child of God.</p>	<p>6. Understand how to apply the four different types of love.</p>	<p>6. Realize that if you begin dating too early, it is difficult to resist the pressures others may put on you.</p>

7. Understand that it is good to have friendships with members of the same sex and the opposite sex.	7. Understand that love is a choice and life is about making choices.	7. Learn that this is a time to happily enjoy friendships without the pressures of dating.
8. Explain that friendships should cultivate trust, love, and honor among people.	8. Explain that men and women are equal yet complimentary and explore the ways in which they are unique	8. Understand why we must look away from immodest images, people and things.
9. Describe how the best way to grow in love in middle school is to cultivate good friendships (without exclusively dating one person)	9. Explain that friendships should cultivate trust, love, and honor among people.	9. Know that it is always sinful to use pornography, whether in pictures, magazines or the internet.
10. Describe that the purpose of dating is to discern the right person to marry	10. Describe that the purpose of dating is to discern the right person to marry	10. Recognize that television, movies and music that have immoral themes can be an occasion of sin. We should search out movies and TV shows with wholesome, moral themes.
11. Describe how your body has power to communicate a language in your actions, words, and relationships.	11. Describe the different types of dating (social/group dating, double dating, and exclusive dating).	11. Recognize that it is always sinful to physically, emotionally or sexually degrade another person.
12. Understand that just like body language communicates what we are feeling and intending, sex is intended to communicate love (bonding) and life (babies).	12. Describe how your body has power to communicate a language in your actions, words, and relationships.	12. Understand that children are a gift from God and are meant to be with a father and mother
13. Know that our power to be a co-creator was meant to be within the marriage bond.	13. Understand that just like body language communicates what we are feeling and intending, sex is intended to communicate love (bonding) and life (babies).	13. Understand how a well-formed conscience is formulated
	14. Know that our power to be a co-creator was meant to be within the marriage bond.	14. Understand the concept of responsible parenthood. A couple uses their well-formed consciences and the various factors in their life to discern if it is a right time for a child.

Seventh Grade	Eighth Grade	Ninth-Twelfth Grade
<p>III. Biology Component - How we are made for the truth.</p>		
<p>1. Describe how each person has a body and soul so that we can communicate our love to each other.</p>	<p>1. Understand that when the gift of our sexuality is used out of context or the way it was designed, unwanted diseases, hurt feelings, and emotional problems could result</p>	<p>1. Describe in greater detail the reproductive system</p>
<p>2. Understand how humans respond to bonding chemicals of oxytocin and vasopressin in forging human bonds. Those chemicals are released in small quantities through physical touch and in large quantities during sexual intimacy.</p>	<p>2. Generally understand that any impediments to fertility go against our openness to life (different types of contraception are not to be explained, shown, or described. Simply explain the general concept that we must be open to all life so our decisions have to be aware of the purpose of the action).</p>	<p>2. Explore the reasons and various methods of Natural Family Planning.</p>
	<p>3. Understand how to be a steward of your body, mind, and soul.</p>	<p>3. Explain briefly the negative biological effects of contraception (unnatural, unsafe) and why the Church does not allow this practice as it contradicts the openness to life.</p>
	<p>4. Understand the dangers of sinful commercials, TV, and music, to your soul.</p>	<p>4. Explain the negative biological effects of pornography and fornication.</p>
	<p>5. Describe how our biological capabilities far exceed your state in life right now. We are called to be pure.</p>	<p>5. Explain the biology behind life issues such as euthanasia, abortion, and the death penalty and learn why the Church teaches what she does on these issues</p>

		6. Understand the proper places to go for those who might be pregnant or needing assistance (crisis pregnancy center, a Catholic Church).
		7. Understand the evils of Planned Parenthood and their incomplete and erred philosophy of the human person and biology falsehoods (“child is a blob of tissue”, “contraception brings you freedom”, “contraception is safe”).