

DIOCESE OF WORCESTER
SAFE ENVIRONMENT CURRICULUM
School Report – Individual Grade

School _____

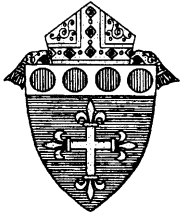
School Year Ending _____

Grade _____

Teacher _____

	Potential #	Opt Out #	Completed #
Standard 1 – Appropriate Behavior Based on Personal Dignity and Respect for Others			
Express belief in and articulate that he/she is a beloved child of God			
Appreciate the differences in others			
Describe various feelings he/she experiences			
Demonstrate a variety of ways to communicate with others responsibly			
Explain that all life is a sacred gift of our God and our response is one of thanks and praise.			
Standard 2 – Personal Safety and the Necessary skills to Remain Safe			
Distinguish feeling safe and feeling unsafe			
Express that each person has the right to feel safe at all times			
Express that as part of God’s family we are responsible to each other for the safety of all			
Respond to unsafe situations with confidence and learned skills			
Explain how exposure to violence can condition a person to respond with violence.			

Standard 3 – Appropriate Boundaries	Potential #	Opt Out #	Completed #
Explain that some behavior is socially acceptable, OK , and some behavior is disrespectful, not OK, and may be unwanted by others			
Express that our bodies are created by God and are a gift to each of us. The parts covered by a bathing suit deserve our special respect and care. They are our private parts.			
Articulate that we are in charge of our own bodies and other children or adults should not ask to see or to touch our private parts, unless for health reasons or safety reasons.			
Demonstrate understanding that we are all of infinite worth in God’s eyes and therefore deserving of the respect of all.			
Standard 4 – Assertive Responses in Potentially Dangerous Situations			
Say “no” assertively in potentially dangerous situations, and to threatening people.			
Demonstrate options and alternatives in dealing with threats, and develop the power to make good choices.			
Recognize signs of anger and demonstrate ways to deal with anger.			
Differentiate among safe, unsafe and unwanted touches.			
Standard 5 – Identifying Trusted Adults			
Identify three adults who would help keep them safe and whom they can talk to if they are afraid.			
Identify some hypothetical situations and persons that might make a child afraid, and how they might get help.			
Affirms that secrets can be good, but, in harmful and threatening situations, a secret can also be bad for you. There should always be a trusted adult you can tell a secret to.			
Standard 6 – Abusive Situations			
Explain different types of abuse: physical, sexual, mental, and emotional			
Distinguish that the fault is always with the person who does the harm			
Affirm that no one deserves to be treated disrespectfully			
Demonstrate the simple understanding that the abuser is one who makes bad choices; the abuser wrongly violates God’s law.			



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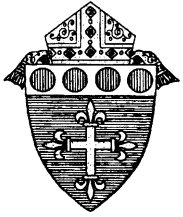
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Standard 1 – Appropriate Behavior Based on Personal Dignity and Respect for Others			
Identify his/her strengths and areas that need improving			
Realize that she/he is unique and loved by God			
Feel comfortable in a safe, stress-free environment			
Realize each person has the right to express and defend opinions based on logical thinking			
Exhibit respect for others			
Standard 2 – Personal Safety and the Necessary skills to Remain Safe			
Learn when to tell a secret			
Learn it's OK to leave an uncomfortable situation			
Strengthen decision-making skills.			
Be aware of the presence of strangers.			
Be able to differentiate between safe and unsafe situations			
Learn to manage dangerous situations			

Standard 3 – Appropriate Boundaries	Potential #	Opt Out #	Completed #
Learn what type of touching by others is inappropriate			
Know that areas covered by a bathing suit are private			
Learn that he/she should express affection on his/her own terms			
Distinguish between appropriate and inappropriate contact			
Standard 4 – Assertive Responses in Potentially Dangerous Situations			
Learn how to use the Internet safely			
Learn to be aware of surroundings and how to be safe in public places			
Know strategies to resist peer pressure			
Standard 5 – Identifying Trusted Adults			
Talk to trusted adults such as parents, teachers, guidance counselors, school administrators, clergy			
Know when to tell a secret			
Standard 6 – Abusive Situations			
Realize that no one deserves to be treated disrespectfully			
Grow in the conviction that abusive situations are created by the abuser and never the fault of the victim			
Discuss common lures used by abusers, abductors and how to resist them			



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Standard 1 – Appropriate Behavior Based on Personal Dignity and Respect for Others			
Affirm that he/she is created in God’s image and that the dignity of each human person guides their Catholic moral choices			
Demonstrate understanding that human sexuality is a gift from God and is integral to their personal identity			
Identify and express their feelings responsibly			
Develop and use appropriate skills to live according to Catholic sexual moral values			
Appreciate the gifts and differences in others			
Explain the meaning of a Catholic’s call to practice the virtue of Chastity			
Standard 2 – Personal Safety and the Necessary skills to Remain Safe			
Explain the importance of feeling safe at all times and being able to recognize unsafe situations			
Describe the need for personal responsibility in making moral choices that foster growth in the Christian life			
Assertively respond to unsafe situations			
Affirm and recognize internal cues (feelings) which indicate discomfort and stress in certain situations			
Describe the impact of violence on (TV, movies, Internet, music) on their behavior and attitudes			

Demonstrate understanding that venturing into the realm of drug use and sexual expression outside of marriage are not only morally wrong but invariably lead to dangers beyond their ability to control			
Standard 3 – Appropriate Boundaries	Potential #	Opt Out #	Completed #
Distinguish between acceptable and unacceptable behaviors in school and in public, and the need to avoid anyone who fails to respect us as children of God			
Recognize the harmful effect of sexist and stereotypical language and behaviors			
Employ decisive refusal skill, an emphatic “No” to inappropriate and harmful advances			
Demonstrate personal values and a center of inner control in developing good, healthy relationships			
Standard 4 – Assertive Responses in Potentially Dangerous Situations			
Demonstrate skills in dealing with aggression and anger			
Recognize and respond in domestic abuse and bullying situations			
Explain positive and negative uses of power			
Use learned skills in the resolution of conflict, in problem solving and in constructive personal expression			
Standard 5 – Identifying Trusted Adults			
Identify adults who inspire confidence in them, persons to whom they would turn if they were in trouble			
Designate a trusted person in each of the places he/she spends significant time			
Affirms the importance of group activities with family, school and parish as well as social activities with friends who hold the same values as theirs			
Seeks safe and supportive opportunities to share their hopes, plans, mistakes and troubles			
Give examples of healthy friendships and exploitive or manipulative ones			
Standard 6 – Abusive Situations			
Affirm that abuse is never the fault of the victim even when the victim may have made a mistake in judgment. The abuser makes a bad moral choice, violates God’s law and harms God’s creations.			

Identify different types of abuse and the need to report harmful situations. Secrets about abuse or sexual activity are never appropriate.			
Differentiate between flirting, friendly teasing and sexual harassment			
Demonstrate understanding that all actions have consequences and implications. Abusive situations have far reaching consequences.			