



Information for  
Parent and Caregivers

Made In The Image Of God  
(MITIOG) Human Sexuality  
Curriculum

identity

*I am made in  
God's image*

So God created human beings, making them to be like himself.

He created them male and female.

Genesis 1:27

[www.thirstydeer.net](http://www.thirstydeer.net)

Pope Francis offered the following beautiful reflection in his inaugural homily...



*"The creator says to each of us : 'Before I formed you in the womb, I knew you' (Jer 1:5). We were conceived in the heart of God, and for this reason' each of us is a thought of God. Each of us is willed, each of us is loved, each of us is necessary.' (Pope Francis, 2013)*

# Why teach human sexuality?

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‘It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialised and impoverished. It can only be seen within the broader framework of an education for love, for mutual self-giving.’

*Amoris Laetitia. 280*

*Amoris Laetitia (The Joy of Love) , 2016.*

# Some stats from Australia

## WA Child Health Survey: Youth Self-report 2018 (15-16 years) 2018

- **7% of boys & 6% of girls** said they first had sex at age 14 or under
- **9% of boys & 10% of girls** said they first had sex at age 15.
- **17% of boys & 16% of girls** said they first had sex at age 16/17

## 2018 National Survey of School Student & Sexual Health (Fisher et al).

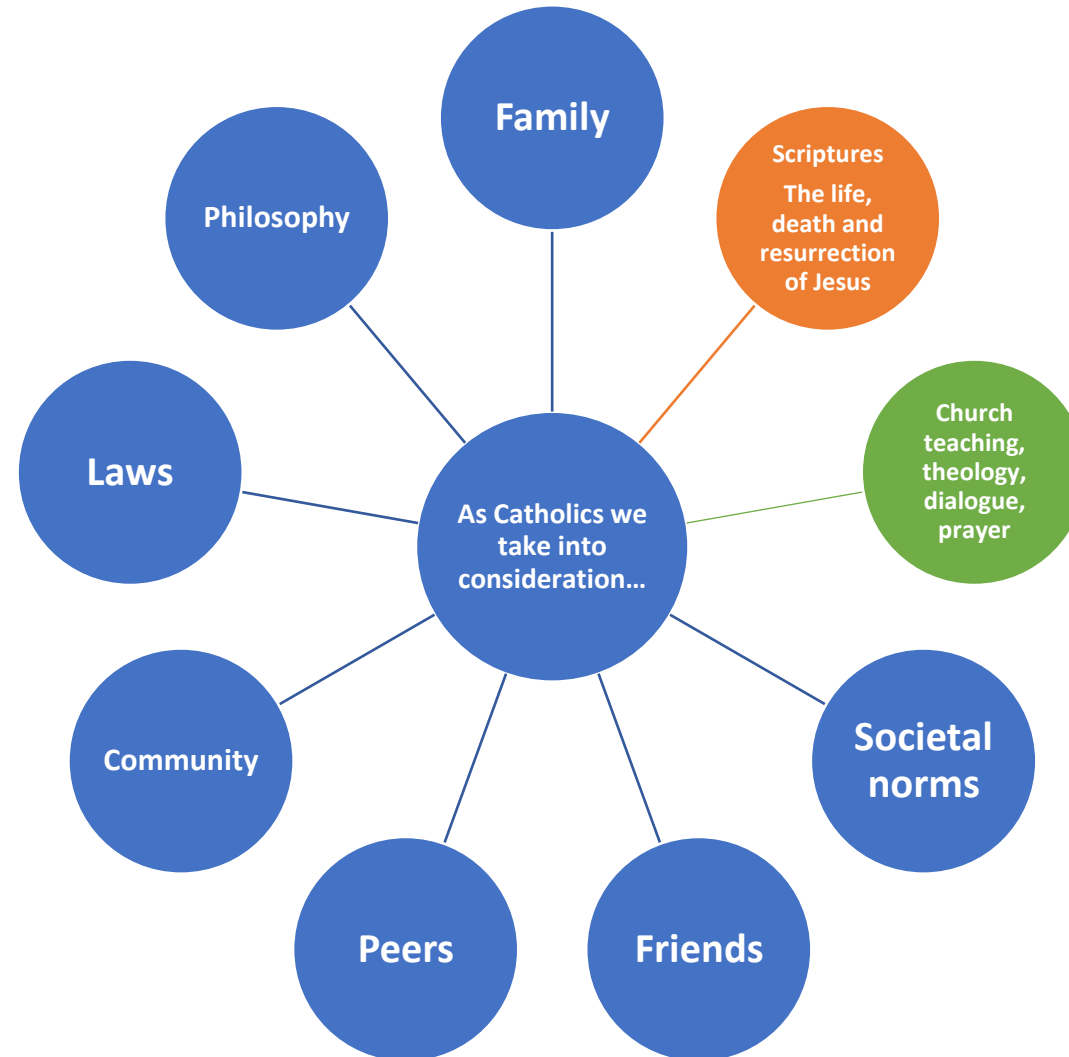
- **89%** touching one's own genitals was most common sexual behaviour
- **74%** deep kissing
- **66%** being touched on the genitals
- **65%** touching a partner's genitals
- **half** reported having engaged in oral sex at least once

## The Longitudinal study of Australian Children Report 2018 (at age 16-17)

- **49 % girls & 31% of boys** said they had unwanted sexual behaviour towards them in past 12 mths
- **8% girls & 12% boys** reported that they had engaged in unwanted sexual behaviour towards someone else

Australian  
Context...

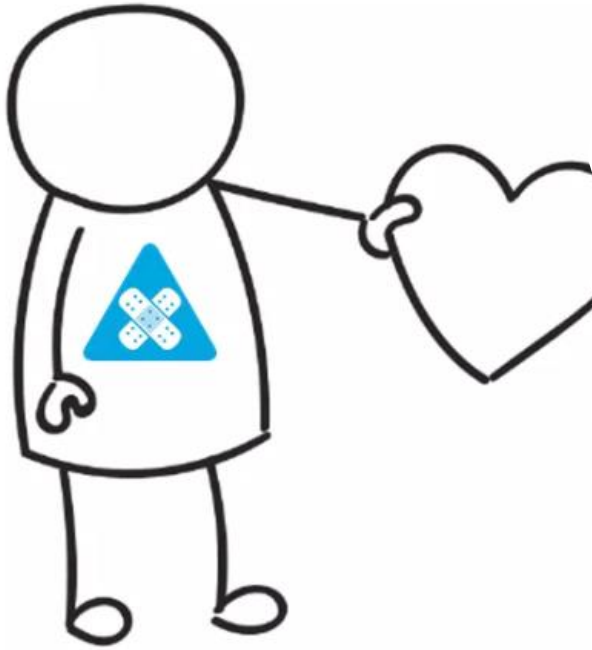
# Catholics take into consideration...



Not all Catholics weight these perspectives in the same way

# Catholic Church's Foundational Beliefs

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- All human beings :
- uniquely reflect their divine origin and inherent goodness
- and so have inalienable dignity and worth that calls for respect and honor.
- is seen as more than just one aspect of their physical identity.
- personal identity is shaped by the relationships formed within communities where each person's dignity and worth is affirmed to develop a sense of belonging, wellbeing and security.

# Catholic Church's Foundational Beliefs

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- Humans are moral beings called to love one another and love God.
- Humans are:
- drawn to the good
- interpersonal
- gifted with freedom ...but because of freedom we can be tempted ...
- tempted by sin – doing wrong...but we are always ...
- blessed by grace



# Sexual Beings

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- From conception human beings are sexual beings.
- Sexuality is an innate human drive and dimension which permeates and influences every human act, thought and feeling. It is through our sexuality that we encounter, engage with and love others.
- Sexuality is a fundamental dimension of the human person, it is part of the physical, moral, psychological and spiritual realities of life.



New MITIOG Human Sexuality (draft) Curriculum from 2021 –

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# Made in the Image of God

Human Sexuality Curriculum

**Made in the Image of God Years R-12 Being Sexual. New Content Descriptors**

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THREAD	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6	Years 7 & 8	Years 9 & 10	Years 11 & 12
<b>IDENTITY</b>	A sense of awe, wonder and gratitude for the value of all life.	An appreciation of the dignity of the human person while developing an understanding of the similarities and differences between girls and boys.	An understanding of personal identity and the different stages of personal growth and development.	An appreciation of the Christian understanding that sexuality is a gift from God who calls people to use it respectfully.	An appreciation of the multi-dimensional nature of the human person and the way that gender contributes to self-understanding.  An understanding of sexual orientation and the pastoral response of the Church.	The ability to critique societal portrayals of gender and the impacts on gender roles within intimate relationships.	An appreciation of the Christian understanding of the human person in an exploration of the legal and moral responsibilities regarding sexual identity and behaviour.
<b>RELATIONSHIPS</b>	An awareness that family structures take many forms and that families can reveal God's love.	An understanding that family is meant to be a place for a child to be loved and nurtured, a safe place where a child learns how to be part of the community.  An ability to recognise behaviour that promotes respectful body awareness and understands that we are called to show God's love to others by the way we treat them.		A respectful attitude towards self and others as changes occur during puberty.	An awareness of the ways humans can be intimate with one another and appreciates the importance of upholding the dignity of self and others in all relationships.	An awareness of the Catholic perspective on human sexuality and relationships.  An awareness of the legal perspectives on adolescent sexuality and moral responsibility in respectful relationships.	An appreciation of the nature of intimacy and commitment in relationships and the role they play in human flourishing.
<b>HUMAN DEVELOPMENT</b>	An appreciation of the body as a special gift and an ability to use correct terminology to name the parts of the body.	An appreciation of the body as a special gift and an ability to use correct terminology to name the parts of the body.	An appreciation of the miracle of new life and growth and God's call to make life-giving choices.  An understanding of the physical developmental changes that occur from conception to old age.	A recognition of the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty.  Identifies strategies for managing physical and emotional changes during puberty.	An awareness of the implications of adolescent growth and development and strategies for managing change.		
<b>REPRODUCTION AND REPRODUCTIVE HEALTH</b>			An understanding of how a foetus grows and develops.  An ability to identify and name parts of the body related to the reproductive system and show a basic understanding of their function. (Year 4 only)  An appreciation of the Catholic understanding of the purpose of sexual intercourse. (Year 4 only)	Basic understanding of the female and male reproductive systems.	Knowledge of implications of engaging in sexual behaviours.	An understanding of how to live with sexual integrity and that sexual behaviours can have physical, psychological, emotional and social implications.	(Optional content as this is an extension of Years 9 & 10  A deeper understanding of how to live with sexual integrity and that sexual behaviours can have physical, psychological, emotional and social implications.

# MITIOG – Human Sexuality Curriculum.

## MITIOG: Human Sexuality Curriculum Stage: Pre-School & Reception

**Achievement Standard:** By the end of **Reception** students will demonstrate an understanding of the Catholic perspective of human sexuality with a focus on the value of all life, the body as a special gift from God and an awareness of the different family structures that all reveal God's love.

Threads	Content Description	Content Elaborations Knowledge, skills and dispositions		Doctrinal Expansion for Teachers <i>doctrine supporting elaborations from Catholic Tradition</i>	Possible Teaching Ideas & Keeping Safe Child Protection and Australian Curriculum Links
		in general	from Catholic doctrinal insights		
		<i>The student will/can ...</i>			
<b>Identity</b>	<p><b>A sense of awe, wonder and gratitude for the value of all life.</b></p>	<p>Identify a range of new life experiences including plant growth, eggs hatching, babies, positive new experiences, birth of a star.</p> <p>Name and discuss a range of feelings associated with experiencing the wonder and mystery of new life.</p> <p>Explore ways people show gratitude for life.</p>	<p>Explain the Catholic understanding of new life as an outpouring of God's love.</p>	<p>Scripture tells us that humankind was created by God, in God's image and given life by God's Spirit. (Genesis 1 and 2). This belief is fundamental to the Catholic understanding of the human person. God created humankind through an outpouring of love as an expression of God's being. Each of us is a unique human being, gifted in different ways by God. God knows each one of us by name. We are each loved intimately and infinitely by God. God's love is constant and ever-present, continually inviting us to love in return.</p> <p>The human capacity to reach out and connect with the other is the foundation of love. Humankind was created in love and for love. Inscribed in each human heart is the fundamental orientation – to love and be loved.</p> <p>Each and every person is a unique expression of God's love. Created in the image of God, therefore revealing something of God's awesome love to the world, each person has an inherent dignity which</p>	<p>Use video clips/ picture books about nature as a stimulus to discuss the beauty and miracle of new life. Record the student responses as they are seeing the images e.g. descriptive words, feelings</p> <p>Go on a nature walk looking for signs of new life. <a href="#">Do the W activity</a> (See, Hear, Feel, Taste, Smell)</p> <p>Students choose an image depicting new life from online or own photos, and use descriptive words that highlight their sense of awe and wonder.</p> <p>As a class read 'A Gift of Love from God' by C Horan. Discuss the feelings associated with the gift of new life for parents, siblings, etc.</p> <p>Students bring in a baby photo to add to a class collage, with a title such as "I am a precious gift of God"</p> <p>Access opportunities to engage with school programs like veggie gardens, outdoor play areas, aquaponics, chicken pens, etc to observe new life.</p> <p>Observe plants growing from seeds or eggs hatching. Take photos of the different stages of life</p>

# Protocols for teaching MITIOG in CESA

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- Families are the first educators of their child's sexuality
- Parents and Caregivers are informed well before commencing program
- Families may request to have children withdrawn – ensure that content is restricted to set lesson times only
- Content taught from year level of students not above



# Safe Classrooms



## Possible agreements or understandings:

- The teacher will interrupt if needed
- The teacher has a duty of care to report any unsafe disclosures
- No put downs
- It's okay to pass
- Questions are welcome
- Use correct terms
- Speak in the third person
- Speak for yourself
- Respect personal boundaries
- We will be sensitive to diversity
- No personal questions or stories
- It's okay to have fun

## Theme of Consent

Years 1&2- Show God's love to eachother and treat eachother well.

**Years 5&6- The value of the human perosn. What respect looks like .**

**Years 7&8 – Aggression, Declaration of Human Rights.**

**Year 9 &10 – Conflict, growing relationships, human dignity, intimacy, respect, age of consent.**

**Year 11& 12 – Sexual behaviour and choices, the law, unsafe scenarios, consent, respectful relationships.**

**The MITIOG Curriculum** has links to the Keeping Safe Child Protection Curriculum

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- ‘Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age. It is not helpful to overwhelm them with data without also helping them to develop a critical sense in dealing with the onslaught of new ideas and suggestions, the flood of pornography and the overload of stimuli that can deform sexuality.’

*Amoris Laetitia #281*