### Religion Expectations

<table>
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<tr>
<th>Grade</th>
<th>Expectations Addressed</th>
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| JK/K  | - recognize that God gave us Jesus to show us the way to love one another  
      | - demonstrate how God calls us to treat everyone as a valuable member of our community  
      | - recognize and display positive behaviour  
      | - demonstrate respect for people, self, materials, and nature  
      | - demonstrate small acts of kindness toward others |
| 1     | - identify Jesus’ invitation for them to love and forgive one another  
      | - recognize that God wants all people to accept individual differences and to be friends  
      | - communicate that God welcomes and includes all people and we are called to do the same |
| 2     | - identify signs of welcome, hospitality, acceptance and friendship  
      | - recognize the importance of belonging and friendship |
| 3     | - demonstrate and use her/his own unique gifts to help others  
      | - examine ways we participate in God’s dream when we help others |
| 4     | - communicate a respect for other people’s sacred places and worship |
| 5     | - recognize the uniqueness of each person  
      | - identify the many ways people reach out to welcome, understand and care for others  
      | - demonstrate how God calls us to be people of justice who respond in a positive way to the needs of others |
| 6     | - recognize the gifts within self and others  
      | - identify the ways humanity, in all its diversity, reflects God’s image  
      | - understand that God gives us the ability to make choices  
      | - examine how God calls people to action  
      | - illustrate choices and their consequences  
      | - identify ways choices can lead to personal growth |
| 7     | - celebrate their uniqueness as whole people: mind, body and soul  
      | - explore a model for decision-making  
      | - describe positive and negative uses of authority and privilege  
      | - examine the things they are doing in their own lives that either promote or prevent true happiness |
| 8     | - illustrate the role of conscience in decision-making |
## Family Life Expectations

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| JK/K  | • discuss the variant gifts of classmates  
|       | • communicate that they and others have a right to be treated with dignity  
|       | • demonstrate that they feel safe and accepted in the classroom  
|       | • name a variety of feelings  
|       | • explore the classroom as a caring community for all  |
| 1     | • explore ways to show respect for and acceptance of all people  
|       | • identify and use respectful language  
|       | • contribute to the development of classroom guidelines for community building  
|       | • problem solve effective ways of resolving conflicts and inequities  |
| 2     | • express positive statements about self and others  
|       | • explain the reasons why individuals need to be trustworthy and dependable  
|       | • recognize that all people deserve dignity and respect  
|       | • identify the types of anger and violence that may exist between family members and friends  
|       | • illustrate non-abusive and non-violent methods of dealing with conflict  |
| 3     | • illustrate and share a wide range of feelings and emotions  
|       | • identify different personal emotions  
|       | • discuss how expressing personal emotions affects oneself and others  
|       | • illustrate times when expressing feelings is affirming or hurtful to others  
|       | • identify sources of conflict in our friendships  
|       | • compare and contrast differences between effective and ineffective strategies for dealing with conflicts  
|       | • compare and contrast differences between effective and ineffective strategies for dealing with conflicts  |
| 4     | • determine what each person needs to feel safe, happy and included  
|       | • explore what it means to be treated respectfully and equitably  
|       | • identify behaviours that contribute to a caring, equitable classroom  
|       | • acknowledge the contribution that others make in building a safe, respectful, and just classroom  
|       | • discuss the negative effects that, exclusion, stereotypes, prejudice and discrimination have on self and others  
|       | • identify the characteristics of healthy relationships  
|       | • identify conflict situations in the classroom and in the playground and apply the ‘Rules For Fighting Fair’  |
| 5     | • recognize that dealing with conflict in families is part of growing up  
|       | • explore the source of conflict between parents/guardians and children who are growing and changing  
|       | • show how effective social skills, conflict resolution strategies and problem solving can be used to resolve differences  
<p>|       | • identify the many factors that enhance healthy relationships with friends, family and peers  |</p>
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| 6     | • identify the importance of expressing/sharing feelings of uncertainty, stress, exclusion, loneliness or lack of personal safety to someone they trust  
  • practice telling an adult how they feel  
  • illustrate specific problem-solving and conflict resolution strategies that they have used with success in their relationships  
  • discuss the importance of respecting the needs and rights of family members, friends and peers  
  • identify ways individuals show respect for the needs and rights of others in order to affirm the dignity of all persons |
| 7     | • recognize and acknowledge interests/gifts and strengths of others in the classroom  
  • demonstrate the importance of inclusion, equity and justice in the classroom and school  
  • examine the pressures peers can exert on the behaviour of others  
  • apply effective conflict resolution skills in the classroom and school  
  • model for younger children in the school basic effective communication, for problem solving, and conflict resolution skills |
| 8     | • outline the role of positive self-worth in the life of an individual  
  • explore a range of human emotions and express them in ways that are life-giving  
  • collectively celebrate the gifts/talents each person brings to the classroom  
  • apply effective social skills, problem solving and conflict resolution skills to situations of change and pressure…  
  • apply problem solving, and moral decision-making skills and consider multiple viewpoints to determine personal plans of action (for taking a stand for equality, justice and fair treatment of others) to deal with possible forms of abuse, harassment and inequality (highlighting the importance of respect and empathy)  
  • identify and illustrate positive and negative aspect of adolescent relationships  
  • examine the many types of peer and societal pressure that exist (put-downs, body image, gender) |