



**CCD**  
Confraternity of  
Christian Doctrine



DIOCESE of  
PARRAMATTA

# **SRE Orientation Program (Primary)**

**CCD Parramatta  
February 2019**

*“Whoever welcomes one such child  
in my name welcomes me”*

**- Mark 9:37**

**Confraternity of Christian Doctrine, Diocese of Parramatta  
PO Box 3154, North Parramatta NSW 1750  
☎ 02 8838 3486 🌐 [parracatholic.org/ccd-home](http://parracatholic.org/ccd-home)**

# WELCOME AND INTRODUCTION

**Thank you for volunteering to teach Special Religious Education (SRE) in your Parish.**

NSW government legislation provides various religious denominations with the opportunity to teach religious education to the students attending government schools.

Time is set aside in the school timetable for religious education classes to take place once a week. The time allocated can vary slightly between schools but for the majority of schools the lesson is half an hour.

*'Teaching SRE is an educational process aimed at helping the students learn about their particular faith.'* (Taken from "Teacher's Pet" by Mark Hillis p 7 1995)

Part of the requirement of SRE is that volunteers receive training to develop skills and techniques in teaching children. This introduction today will prepare you to go into a classroom for the first time and lead you into the Accreditation Course that you will undertake later this year.

The Confraternity of Christian Doctrine (CCD) is a worldwide organization designed to further the religious education of children. It began around 1556 and was promulgated to be established in every parish throughout the world by Pope Pius X in 1905. In Australia Cardinal Gilroy, in 1959, linked the many organizations doing catechetical works within a central archdiocese Confraternity of Christian Doctrine.

Following the establishment of the Parramatta Diocese, a Diocesan CCD was established by Bishop Bede Heather on the 15 June, 1987. Its primary aim is to assist the bishop to undertake the religious education and faith formation of Catholic students attending NSW Government schools.



# CONFRATERNITY OF CHRISTIAN DOCTRINE (CCD) DIOCESE OF PARRAMATTA

Suite 6, Level  
110 Victoria Rd  
Parramatta NSW

PO Box 3154  
North Parramatta NSW 1750

☎ 02 8838 3486  
🌐 [parracatholic.org/ccd-home](http://parracatholic.org/ccd-home)

## DIRECTOR

Cecilia Zammit  
[cecilia.zammit@parracatholic.org](mailto:cecilia.zammit@parracatholic.org)

## OFFICE MANAGER

Maree Collis  
[maree.collis@parracatholic.org](mailto:maree.collis@parracatholic.org)

## REGIONAL CO-ORDINATORS

### BLACKTOWN REGION

Connie Cassar  
0410 346 484  
[ccassar.ccdparra@hotmail.com](mailto:ccassar.ccdparra@hotmail.com)

### BLUE MOUNTAINS REGION

Melissa McDonald  
0408 693 042  
[melissajmc@bigpond.com](mailto:melissajmc@bigpond.com)

### HAWKESBURY REGION

Carol Vella  
0422 429 043  
[carolvellaccdparramatta@gmail.com](mailto:carolvellaccdparramatta@gmail.com)

### HILLS REGION

Wendy Hord 9674 4931 <a href="mailto:whordccdparra@gmail.com">whordccdparra@gmail.com</a>	Helen Zammit 0401 183 268 <a href="mailto:helen@zammit.net">helen@zammit.net</a>
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### NEPEAN REGION

Carmel Fenton  
0402 222 143  
[carwltn@bigpond.net.au](mailto:carwltn@bigpond.net.au)

### PARRAMATTA REGION

Fiona Clarke  
0404 895 539  
[fionaclarke@aapt.net.au](mailto:fionaclarke@aapt.net.au)



# PRAYER

## OPENING PRAYER

Leader: Lord, you call us as Special Religious Educators to share in the Church's mission to spread the Gospel. We ask you to bless our gathering. May today's session help us grow in readiness to give you glory by placing our gifts and talents at the service of your Son through the SRE Ministry. We ask you this in Jesus' name. Amen  
Let us listen to God's word.

## READING

*A reading from the Gospel of Mark (Mark 9:33-37)*

Then they came to Capernaum; and when he was in the house he asked them, 'What were you arguing about on the way?' But they were silent, for on the way they had argued with one another about who was the greatest. He sat down, called the twelve, and said to them, 'Whoever wants to be first must be last of all and servant of all.' Then he took a little child and put it among them; and taking it in his arms, he said to them, 'Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me.'

The Word of the Lord.

**R Thanks be to God.**

*Please pause for a moment and reflect on the Gospel reading.*

## REFLECTION

Jesus tells us that those who serve are first in God's Kingdom. We are called to serve the children and youth in our state schools. We strive to welcome them as we would welcome Christ, and to help them learn and grow as His disciples. God knows our work isn't always easy. We are constantly challenged by influences beyond our control. Thankfully, we are not alone in our Ministry. Jesus is with us as a people gathered in His name – strengthening us with the wisdom and courage of the Holy Spirit.

Jesus tells us that love of God and love of children are woven together in mystery. As we reflect on our call to serve the children in our parish schools in the faith, we can take comfort in knowing that our efforts will help them grow in knowledge and love of God. No effort to reach out to a child ever goes to waste, and in God's eyes, no kindness toward them is ever forgotten. As SREs we plant seeds of faith which with God's grace will bear fruit at some stage in their lives.



## LET US TAKE A MINUTE TO REFLECT ON OUR OWN CALL TO BECOME AN SRE TEACHER/HELPER:

*Why was I drawn to this Ministry?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*What message do I want the students to take with them?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*What challenges do I feel I may face?* \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conclude the prayer by choosing from one of the following suggested hymns:**

- God has Chosen Me*** - Bernadette Farrell
- Christ be our Light*** - Bernadette Farrell
- One Body in Christ*** - Amanda McKenna
- or **other**



# OUR MISSION STATEMENT

The Confraternity of Christian Doctrine consists of a united group who are mainly volunteers, dedicated and committed to Special Religious Education in State Schools.

1. We strive to ensure that Catholic children attending Primary, Secondary and Special Education State schools and their families have an opportunity to hear the Good News, to develop a relationship with God and to feel welcomed and valued members of the Church community.
2. We endeavour, by our living of gospel values, to nourish and support the faith development of the children and their families.
3. We will strive to transform unjust structures which impede our mission and we seek the challenge of discovering alternate ministries whenever and wherever needs emerge.
4. We accept the responsibility of continually calling each other to ongoing formation and commitment to mission.
5. We value the opportunity to work alongside other denominational groups in common commitment to children in State schools.

## STRUCTURE OF THE CONFRATERNITY OF CHRISTIAN DOCTRINE IN THE DIOCESE OF PARRAMATTA



BLACKTOWN REGION	HAWKESBURY REGION	PARRAMATTA REGION	BLUE MOUNTAINS REGION	HILLS REGION	NEPEAN REGION
Blacktown	Richmond	Granville	Blackheath	Baulkham Hills	Cranebrook
Doonside	Riverstone	Greystanes	Emu Plains	Castle Hill	Emerton/ Mt Druitt
Lalor Park	Glenwood/ Stanhope Gardens	Guildford	Glenbrook	Dundas Valley	Kingswood
Marayong	Quakers Hill	Harris Park	Lawson	Kenthurst	Glenmore Park
Plumpton	Windsor	Merrylands	Upper Blue Mountains	North Rocks	Mt Druitt South
Rooty Hill	Kellyville	Parramatta	Springwood	North Parramatta	Penrith
Seven Hills		Toongabbie		Rouse Hill	St Clair
		Wentworthville		Rydalmere	St Marys
		Westmead		Winston Hills	Luddenham/ Warragamba

# KNOW YOUR SCHOOL

## WELCOME TO THE MINISTRY OF SPECIAL RELIGIOUS EDUCATION (SRE) IN PARISH.

The SRE Parish Coordinator/ Team: \_\_\_\_\_

Name(s): \_\_\_\_\_

Ph: \_\_\_\_\_ Email: \_\_\_\_\_

I will be teaching/assisting at school on a \_\_\_\_\_

I will be teaching/assisting year at am/pm \_\_\_\_\_

School Address: \_\_\_\_\_

School Ph: \_\_\_\_\_

School appointed SRE Coordinator: \_\_\_\_\_

Email: \_\_\_\_\_

Parish appointed school SRE Coordinator: \_\_\_\_\_

Ph: \_\_\_\_\_ Email: \_\_\_\_\_

**NB: Please contact school SRE Coordinator if you are unable to teach/assist at any time.**

## THE SCHOOLS IN OUR PARISH ARE:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_



Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

Name: \_\_\_\_\_  
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Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

### **I have read the School Policy on:**

- |   |        |
|---|--------|
| 1. Signing on                               | Yes/No |
| 2. Emergency procedures                     | Yes/No |
| 3. Marking rolls and absentees              | Yes/No |
| 4. Class rules regarding discipline         | Yes/No |
| 5. Students leaving classroom during lesson | Yes/No |
| 6. Eating in the classroom                  | Yes/No |
| 7. Mobile phone policy                      | Yes/No |





# COLAL OVERVIEW

(Christ our Light and Life Curriculum Overview)

## CONTENT STRANDS:



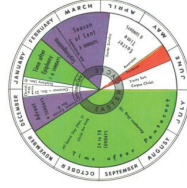
1. God the Holy Trinity



2. Creation



3. The Moral Life



4. Liturgy/Liturgical Year



5. The Church

## TEACHER'S MANUAL CONTENTS

- ◆ Introductory sections:
  - ◇ Overview
  - ◇ Foundational Goals
  - ◇ Roles of Catechists
  - ◇ Catechetical methodology
  - ◇ Family centred curriculum
  - ◇ Curriculum resources
  - ◇ Sacred scripture
  - ◇ Prayer place
  - ◇ Content strands
- ◆ Syllabus outcomes\*\*
- ◆ Scope & sequence
- ◆ Know your school
  - ◇ Procedures
  - ◇ Aids & equipment
- ◆ Templates for lesson planner & attendance/roll call
- ◆ Lesson Plans x 32 + Intro lesson
- ◆ Appendices (Plays, Glossary, Activity book solutions)

## LESSON PLANS—FIRST PAGE

- \* Teaching Focus
- \* Learning outcomes
- \* Catechism of the Catholic Church
- \* Scripture
- \* Resources

Lesson Structure is then as follows:

### YEARS K-2

(Stages Pre stage 1 and Stage 1)

- \* Opening prayer
- \* Step 1 Telling the Story
- \* Step 2 Reflecting on the Story
- \* Step 3 Proclaiming the Word
- \* Step 4 Response

### YEARS 3-6

(Stages 2 and 3)

- \* Opening prayer
- \* Step 1 Orientation
- \* Step 2 Development
- \* Step 3 Synthesis

## ACTIVITY BOOK CONTENTS

- ◆ Activity pages for each lesson
- ◆ 8 extension activities
- ◆ A treasury of prayers
- ◆ Values for Australian schools

\*\*VALUES & ATTITUDES/KNOWLEDGE/SKILLS

## LESSON PLANNER

**Stage/Year:**      **Lesson Number :**      **Lesson Title:**

BEFORE YOU BEGIN: (Reflect on what the lesson means for you)

WHAT AM I TRYING TO COMMUNICATE (Learning Outcomes)

WELCOME AND GATHERING  
(Prayer)

*These are suggested times only.*

Movement into the classroom  
(if needed) Set up prayer place?

**WHAT WILL I NEED?**  
(Skills/Activities/Resources)

LET'S REMEMBER  
(Revise previous lesson)

(3 mins)

LET'S SHARE  
(Step 1 Telling the Story OR Step 1 Orientation Phase)

(5 mins)

SOME KEY QUESTIONS TO WONDER ABOUT  
List the "I Wonder" questions you are going to ask (2 mins)

LET'S DISCOVER (Step 3 Proclaiming the Word OR Step 2  
Development Phase) (5 mins)

*Method - Echo Mime. Liquid Picture, tell the story, song,  
dramatisation etc*

ACTIVITY (Step 4 Response OR Step 3 Synthesis Phase)  
Explanation of activity to students eg page number etc  
(7 mins)

REFLECT AND CONNECT (To Remember)

Concluding the Lesson (3 mins)  
Well before the bell goes, through use of a ritual — hand  
clapping etc. Gain the attention of the class,

- Collect activity books
- Recount the outcomes of the lesson
- Prayer (??)
- Farewell greeting
- Dismiss students in an orderly fashion



## LESSON PLANNER

**Stage/Year:** 2A    **Lesson Number :** 25  
**Lesson Title:** The Man Who Changed His Ways

**BEFORE YOU BEGIN: (Reflect on what the lesson means for you)**

**WHAT AM I TRYING TO COMMUNICATE (Learning Outcomes)**

- Read and discuss the scripture passage about Zacchaeus;*
- *Consider the idea of repentance and 'beginning again';*
  - *Identify personal actions or behaviours that need to change.*

**WELCOME AND GATHERING** (Prayer) (2min)  
*Have the some of the students to set up the Prayer Place*  
*All students ready sitting in a circle*  
*The Our Father with actions...*

Movement into the classroom  
 (if needed) Set up prayer place?

**WHAT WILL I NEED?**  
 (Skills/Activities/Resources)

**LET'S REMEMBER** (Revise previous lesson) (3 mins)  
*Have some coins on the Prayer Place to remind the students of last week lesson.*  
*Review the last week less n ...The Rich Young Man*  
*What did Jesus ask him to do?*  
*Why did the rich young man go home sad?*

- Materials for the Prayer Place
- Bible
  - Candle
  - Cross
  - Coins

**LET'S SHARE** (Step 1 Telling the Story OR Step 1 Orientation Phase) (4 mins)  
*Explore with the students their understanding of friendship asking the following questions...*

- *Have you ever hurt another person by your words or actions?*
- *How did you feel?*
- *How did they feel?*
- *Did you say sorry?*
- *Why do we say sorry?*
- *When do friends forgive each other?*
- *What did Jesus teach us about forgiveness?*

- Flashcards - Zacchaeus
- Sorry
  - Forgiveness

*Bring the students to the awareness that often it is very hard to like some people because of the way that they act and the way they treat others. Jesus felt very sorry for people who were unpopular and tried to help them. Jesus wanted them to change and to be better people. When Jesus helped these people by reaching out in friendship and forgiving them he not only made things right between them and God, but also between them and others.*

- CD Player - Our Father CD
- Zacchaeus Song

**SOME KEY QUESTIONS TO WONDER ABOUT**  
 (Step 2 | Wonder) List the "I Wonder" questions you are going to ask  
 N/A



<p><b>LET'S DISCOVER</b> (Step 3 Proclaiming the Word OR Step 2 Development Phase) (5 mins)  Method - Echo Mime. Liquid Picture, tell the story, song, dramatisation etc  <i>Tell the Story of Zacchaeus using the Biblical Characters</i></p>	<p>Biblical Characters for Zacchaeus</p>
<p><b>SOME KEY QUESTIONS TO WONDER ABOUT</b>  List the "I Wonder" questions you are going to ask (3 mins)  <i>Explore with the students... 'I wonder'..</i></p> <ul style="list-style-type: none"> <li>• <i>Why the people did not like Zacchaeus</i></li> <li>• <i>Why Zacchaeus wanted to see Jesus</i></li> <li>• <i>Why Jesus stopped and spoke to Zacchaeus</i></li> <li>• <i>How Zacchaeus felt when Jesus stopped and asked to have dinner with him</i></li> <li>• <i>What Jesus and Zacchaeus talked about</i></li> <li>• <i>Why Zacchaeus changed</i></li> <li>• <i>How he felt as he gave half of what he had to the poor</i></li> </ul> <p><i>Ask the students to describe the character of Zacchaeus before and after he met Jesus.</i>  <b>Before:</b> Greedy, sad, lonely. <b>After:</b> Generous, happy, loved.</p>	<p>Flashcards - Zacchaeus</p> <ul style="list-style-type: none"> <li>• Sorry</li> <li>• Forgiveness</li> </ul>
<p><b>ACTIVITY</b> (Step 4 Response OR Step 3 Synthesis Phase) (7 mins)  Explanation of activity to students eg page number etc Ln 25  <i>Explain to the students "Each of us is like Zacchaeus in some way. Zacchaeus needed Jesus' influence to help him change his behaviour"</i></p> <p><i>Sometimes we need to change the way we behave. Have the students reflect upon and consider how they can change and improve their lives.</i>  <i>Guide the students through the activity in their book.</i></p>	
<p><b>REFLECT AND CONNECT (To Remember)</b>  <i>Have a student read the "To Remember"</i>  <i>Have the class pray together the prayer from their activity book.</i></p>	
<p><b>CONCLUDING THE LESSON</b> (3 mins)  <i>Well before the bell goes, through use of a ritual – hand clapping etc. Gain the attention of the class,</i></p> <ul style="list-style-type: none"> <li>• <i>Collect activity books</i></li> <li>• <i>Recount the outcomes of the lesson</i></li> <li>• <i>Prayer (??)</i></li> <li>• <i>Farewell greeting</i></li> <li>• <i>Dismiss students in an orderly fashion</i></li> </ul>	

# HELPFUL ADVICE

## ON ARRIVAL AT SCHOOL

- Arrive at the school at least ten minutes before the lesson if possible.
- Go to the office and sign the school SRE attendance book.
- Write your name and 'Catholic' and the class that you are going to teach and the number of lessons you are teaching that day in the appropriate columns.
- Be punctual to the classroom as the children should not be left alone.
- Be prepared - even over prepared for your lesson.
- Children learn in different ways so try and engage them all.
- Vary ways of doing the same thing in your lessons — rather than saying prayers each week use music; rather than reading the story each week use 'Echo Mimes' where the story is told using actions and the children repeat the story and actions after you; tell the story with puppets; use Godly Play or Catechesis of the God Shepherd storytelling methods or Biblical Figures just to name a few ways.
- Remember to include prayer in your lesson - by singing or reciting the prayer; whether it is at the beginning, the middle or the end of the lesson - remember to encourage the children to participate in a reflective, prayerful manner.

## YOUR FIRST SPECIAL RELIGIOUS EDUCATION LESSON

1. Introduce yourself to the children.
2. Discuss some rules for the class with the children.
3. Use positive language, e.g. 'Listen when others are speaking' rather than 'Don't talk while others are speaking.'
4. Teach the behaviour you want. If the children do something you aren't happy with tell them and teach them what you expect.
5. Always practice this with the students.
6. Give instructions clearly and slowly and only one at a time.
7. Don't allow the children to railroad the lesson. They will want to tell you their life stories. Keep them on task.

## QUESTIONS & ANSWERS

- Be enthusiastic about the students' questions. Be glad they asked.
- Commend them for using the good minds that God gave them to find out about the truth.
- Encourage them to keep asking questions. Remember that questions give us valuable insight into their thinking and understanding.
- Treat all questions seriously.
- Affirm that it is good to ask questions.
- Give simple answers and stick to the point.
- Ask students 'What do they think?'
- Give the students more information if they are unsatisfied with the answer.
- Ask the student to restate the question if you think you have misunderstood what is being asked.
- Use simple concepts and language that is age appropriate.
- If you don't know the answer tell them that you will try to find out and invite their participation in finding the answer.
- It is better to say that you don't know than to invent an answer or say something that you know to be wrong .
- Always give time for the students to answer a question rather than answer your own question. The students will learn to wait for you to provide the answers.

## WHAT DO YOU DO WHEN:

1. A student suggests an answer that is incorrect:
  - Affirm that it was good for the student to offer an answer.
  - Suggest that the student considers something from the lesson that will help them see the correct answer.
  - Clarify any misunderstanding before you move on.
2. No-one offers an answer:
  - Give the class some extra information that will help
  - Retell the section of the lesson that contains the answer
  - Tell them the answer and move on with the rest of the lesson
3. A student's answer is very lengthy:
  - Affirm that the answer is thoughtful but that others in the class should also have a chance to answer.
  - Suggest to the student that you talk to them later (don't forget to do so)
4. A student begins to give you personal details or information that is not appropriate:
  - Follow the Notification Process for Catholic SRE.

## SPECIAL POINTS OF INTEREST:

- The SRE program is called Christ Our Light and Life. There is a teacher's manual to work from.
- Each child will receive an activity book. They will receive a note from the parish requesting payment for the book. Collect the money and return it to the parish office.
- Children are given a book whether they have paid their money or not.
- Ask the teacher in the classroom for a place to keep the books rather than carrying them back to school each week.



# CLASSROOM MANAGEMENT

## Preparing your lessons well helps with the management of your class.

- Be organised
- Try not to cover too much in each lesson
- Keep it simple
- Keep it do-able
- Expect good behaviour and neat work – acknowledge it when it happens
- Calmly insist that reasonable standards are met.
- Calmly persist until they are.
- Above all radiate enthusiasm joy and calm.

## SCHOOL POLICIES

- Become familiar with the school's discipline policy.
- Familiarise yourself with the school's evacuation policy and procedures.
- Familiarise yourself with the school's policy in dealing with difficult students.
- Make use of the school's reward program e.g. merit cards, points system etc.
- Teach the behaviour you expect from the children in your class.
  - To raise their hand before speaking
  - To raise their hand before moving in the room
  - To wait for your response.
- Practise and reward these expectations when they are carried out.
- Respond to good behaviour so that students begin to understand that you will give them the attention they want from you when they behave well.
- Have a few simple rules:
  - We will raise our hand before speaking.
  - All eyes on the person speaking
- Keep instructions simple and ensure all eyes are focused on you when giving these instructions.

## USING PRAISE EFFECTIVELY

- Get to know the children by name (name tag) and use it when speaking to them.
- When students are working on an activity move about the room and praise or encourage them to continue the good work they have started.
- Catch them 'doing good' and praise them for it:
  - Mary, I like the way you raise your hand and await your turn.
  - Blake, you have really tried hard with your find-a-word, well done.
- Always speak courteously and with respect to students when speaking to them, remembering "We are all made in God's image and likeness".

### Also remember to:

- Have some useful activities that can be used in spare five minute periods or for children who work quickly and finish before others.
- Ask for advice and support, when needed, from your parish coordinator or the school appointed coordinator.



# CHILD PROTECTION MATTERS

## NOTIFICATION PROCESS FOR SRE TEACHERS

### CONTACT DETAILS:

Cecilia Zammit, CCD Director  
 Diocese of Parramatta  
 ☎ 02 8838 3486

The CCD Director will ensure the Parish Priest is informed

### WHAT YOU MUST DO

If you think that a child or young person (yp):	<ul style="list-style-type: none"> <li>• Is at risk of harm, or</li> <li>• Has been subjected to physical or sexual assault, ill treatment, neglect or psychological harm</li> </ul>
THEN YOU MUST FOLLOW THE 3Rs:	
<b>REASSURE</b> – the child or yp that	<p>The child or yp did the right thing by telling you</p> <ul style="list-style-type: none"> <li>• The child or yp is not in trouble</li> <li>• You will tell someone who can help the child or yp</li> <li>• The child or yp has a right to feel safe and protected</li> </ul>
<b>RECORD</b>	<p>Immediately anything that you are told or that you observe</p> <ul style="list-style-type: none"> <li>• Include the date, time, parties involved</li> <li>• Sign the record</li> </ul>
<b>REPORT</b> – the incident immediately or as soon as practicably possible to:	<ul style="list-style-type: none"> <li>• Principal of the school</li> <li>• CCD Director</li> </ul>

**Note:** *A child is defined as a person under the age of 16 years.  
 A young person is defined as a person who is 16 or 17 years.*

SRE Teachers (Catechists and Assistants) are to be aware of the [NSW Department of Education Code of Conduct](#), which includes the [Social Media Policy](#) (see Section 23 of the Code) and act in accordance with the conduct described in it.



## TERMS YOU NEED TO KNOW

### Risk of harm

- Basic physical or psychological needs are not being met or are at risk of not being met
- Absence of necessary medical care
- Risk of physical or sexual abuse
- Risk of psychological harm due to exposure to domestic violence
- Conduct of the care-giver causes or has the potential to cause harm

### Indicators that a child or yp is at risk of harm include:

- Bruising, lacerations, welts, burns and scalds
- Persistent sexualised behaviour
- Self destructive behaviour
- Bullying and other behavioural disorders
- Extreme attention-seeking behaviour

### Sexual Assault and Sexual Misconduct

- Any sexual offence or misconduct committed against, with or in the presence of a child or yp
- Includes inappropriate conversations of a sexual nature, comments that express a desire to act in a sexual manner, unwarranted and inappropriate touching, sexual exhibitionism, watching a child or yp undress, personal correspondence with a child or yp in respect of the adult's sexual feelings
- Grooming behaviour or patterns of behaviour aimed at establishing trust with the child or yp for inappropriate purposes, such as inappropriately giving gifts, showing special favours to them but not other children, spending inappropriate special time with the child or yp
- Possession or display of child pornography

### Physical Assault

- A hostile or reckless act in the eyes of the victim
- The application of force against a child or yp
- Acts that cause a child or yp to fear that an assault or immediate force is likely to occur
- It does not have to involve actual injury or harm
- It is irrelevant whether or not consent is provided

### Ill treatment

- Excessive restriction of freedom
- Excessive demands placed on a child or yp
- Punishment is disproportionate to the behaviour or inappropriate in the circumstances
- Punishment is inconsistent with community standards

### Neglect

- Failure to provide basic physical or emotional necessities of life
- May be an ongoing situation or an isolated incident

### Psychological Harm

- Conduct causing significant emotional harm or trauma
- Can include exposing a child or yp to violence isolating, belittling, exploiting or excluding a child or yp repeatedly

### Professional Misconduct

- Inappropriate conduct involving a child or yp eg. Social contact, grooming behaviours, inappropriate physical conduct, inappropriate gestures and comments





# DIOCESE OF PARRAMATTA CODE OF CONDUCT WORKING WITH CHILDREN AND YOUNG PEOPLE

## PREAMBLE

To have the opportunity to work with children and young people is a wonderful privilege. As you will be representing your Parish community there are commitments to care for children and young people, yourself and the communities you represent. This Code of Professional Conduct is based upon a commitment to the children and young people in our care, their parents and the broader faith community.

This Code will assist to clarify the parameters of appropriate conduct for those who work in child and youth related ministry. It is anticipated that the general principles expressed in this Code may be applied to circumstances not referred to in this document when required.

[To view the NSW Department of Education Code of Conduct please click here.](#)

## 1. PROFESSIONAL RESPONSIBILITIES

### 1.1 In attending to compliance matters it is expected that you will:

- Comply with lawful instructions and policies presented by the Diocese, Parish Priest or his delegate.
- Comply with legislative and industrial requirements and any policies and procedures implemented by the parish
- Demonstrate a duty of care to children and young people by being punctual, diligent and sensitive to their needs
- Take reasonable steps to protect children and young people from foreseeable risk of injury and to protect their own health and safety at all times
- Take reasonable steps to ensure that the workplace is free of all forms of harassment and unlawful discrimination
- Be aware of and apply the Privacy policies of the parish and the Diocese
- Complete your duties in accordance with the directions provided by the Parish
- Consider the risks of proposed activities and tasks and develop strategies to manage these risks.

### 1.2 In matters relating to professional standards it is expected that all you will:

- Support the core values of the Diocese
- Adhere to an appropriate standard of dress when engaged in ministry
- Use language that is appropriate and non-threatening
- Be cautious about the responsible storage of medications
- Respect the privacy and dignity of all Parish and Diocesan personnel
- Maintain the security of all official and confidential information at the parish relating to your ministry
- Report to the Diocesan Chancery AND the Parish Priest reportable conduct that is brought to your attention

### **PARTICULARLY:**

- Any sexual offence or sexual misconduct committed against, with or in the presence of a child (including child pornography)
- Any physical assault, ill-treatment or neglect of a child
- Any behaviour that causes psychological harm to a child
- Misconduct that may involve reportable conduct as listed above

### **AND**

- any circumstances where you suspect that a child or young person is currently at risk of harm.

## **2. PROFESSIONAL RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE**

### **It is expected that you will:**

- Be caring, respectful, compassionate and take an interest in the children and young people in your care
- Avoid as far as possible being alone with a child and young person and if required discuss strategies with supervisor prior to being alone.
- Respect a child and young person's cultural diversity.
- Avoid favouring individual children and young people and treat them all equally
- Be equally available to all children and young people
- Avoid offering or receiving gifts to or from individual children and young people
- Avoid any contact with a child or young person that is not part of an approved activity by the parish.
- Remain removed from personal relationships with children and young people
- Restrict the transportation of children and young people in your personal car to circumstances that are in accordance with prescribed policy
- Ensure that physical contact with children and young people is reasonable for the purpose of their management or care.

### **Examples include:**

- assessing a child or young person who is injured or ill
- comforting an upset child
- guiding a child or young person in a non-threatening manner
- protecting a child or young person from imminent danger to himself/herself or to others
- demonstrating or guiding a particular action or skill a part of drama or other activities within the lesson

## **3. INAPPROPRIATE PRACTICES**

The following practices are inconsistent with the values of the parish you represent and are therefore not permitted:

- The application of corporal punishment or physical force to punish or correct a child or young person
- Using an object, such as a book to gain a child's attention in a hostile or inappropriate physical manner
- Hitting, kicking, shaking, pulling, shoving, grabbing, pinching, poking or pushing a child or young person
- Holding or restraining a child or young person other than to prevent injury or harm to them or others

- Intimidating, humiliating or swearing at a child or young person
- Locking a child or young person in a confined space
- Refusing biological needs or basic necessities
- Using practices which instil fear or cause a to feel alienated
- Having in your possession or providing children or young people with alcohol or prohibited substances
- Providing tobacco or tobacco-based products to children and young people
- Engaging in conduct of a sexual nature that is improper including inappropriate touching, inappropriate conversations of a sexual nature, suggestive remarks or innuendo, obscene gestures, sexual exhibitionism. Personal correspondence, exposure of children or young people to sexual behaviour
- Exposing a child or young person to material that contains violent, inappropriate sexual messages or adult concepts and themes that are inappropriate given the their age and level of maturity.

### ***Acceptable physical contact with children and young people***

- *Physical contact should be appropriate, given the age, maturity, health or other characteristics of the child*
- *Physical contact should be consistent with any specific management plan for specific children*
- *Physical intervention (including physical restraint, removals or escorts) should be avoided and used only as a last resort to ensure safety and protection of children and others. Physical intervention may be regarded as appropriate when a child or young person is causing or at risk of causing injury or harm to self or others or when it is part of an approved behaviour management plan.*

**NOTE:**

***Evidence supporting the use of inappropriate practices may result in the termination of your involvement in this and other ministries that involve children and young people.***

# THE ABCs OF SRE

Always be at least 10 minutes early for your class and avoid activities that are dangerous.

Be careful never to be left alone with just 1 or 2 students.

Class rules/expectations must be discussed and set in your first SRE lesson of the year. These rules/expectations should be in conjunction with school rules/expectations.

Do find out about school policies covering rolls, absenteeism, behaviour management, mobile phone policy, lock down and fire procedures. etc.

Engage your students at all times.

Form relationships with scripture teachers from other denominations and build relationships with your students.

Go with confidence into your class knowing God is always with us.

Helpers in the classroom are God's gift to teachers.

In all lessons adhere to the teachings of the church.

Just ignore the temptation to give out lollies or food to the students as they may cause an allergic reaction.

Know your students' world.

Learn your student's and class teacher's names.

Make sure you are aware of and follow your parish procedure if you are unable to teach/assist your lesson.

Never take photos of the students in your class without approval from the school and the written permission of the parents.

Other visual aids should be organised well in advance. All DVDs/videos/YouTube clips, must firstly be viewed by yourself and approved by the school SRE Co-ordinator before being viewed by the students.

Pray and prepare your lessons well - the work put into preparation will be rewarded in the classroom.

Question the students—their ideas are valuable.

Remember to carry your Authorisation Card and lanyard.

Students respond to all types of digital media - use this to your advantage.

Teach only the approved curriculum - Christ our Light and Life (COLAL).

Understand that students learn and respond in different ways and at different speeds.

Visual aids will make any lesson brighter and more interesting.

When using additional resource material ensure they are in line with the approved curriculum (COLAL).

Xplain clearly the behaviour you expect from your students and always give clear instructions.

You always need to remember that parents are the first and principle educators of their children in their faith.

Zeal and zest inspired by the Holy Spirit makes this ministry vibrant.



## ROLE OF SRE HELPER

An SRE Helper/Assistant is someone who journeys with a SRE Teacher. They can participate in the lesson, assist the students and provide support as necessary.

The role of the Helper/Assistant will be negotiated between the SRE Teacher and the Helper/Assistant and may include:

- Leading the class in prayer
- Marking the class roll
- Distributing Student Activity Books
- Assisting students with their book work or activities, eg. craft
- Assisting with technology, eg CD player, data projector etc
- When appropriate, assisting with reading in class
- Demonstrating actions for a song or drama
- In collaboration with the SRE Teacher nominating children for merit awards
- In collaboration with the SRE Teacher planning the lesson
- When confident, assisting in the presentation of the lesson
- Evaluating the lesson with the SRE Teacher following the lesson

SRE Helpers/Assistants should be provided with a copy of the Teacher's Manual and Student Activity books for the class they are helping/assisting. The SRE Teacher should provide the lesson plan to the Helper/Assistant so they have an awareness of what will be taught during each lesson.

SRE Helpers/Assistants are encouraged to attend the CCD Level 1 Accreditation Course. Upon completion of the course a Helper/Assistant could fulfill all the duties of an SRE Teacher and teach an SRE class on their own, if they choose.

An SRE Helper/Assistant may choose to remain a Helper/Assistant and not take on the responsibility of teaching a class. This decision remains the choice of the Helper/Assistant. However, should a Helper/Assistant make this decision, the Level One Training must be undertaken.



## RESPONSIBILITIES OF PROVIDERS

Reference: <http://bit.ly/2CCSSRW>

1. The authorisation of personnel to teach SRE is the sole responsibility of each individual religious persuasion. The persuasions are not to authorise any person as a SRE teacher who has not obtained a Working With Children Check that has been verified by the Diocese of Parramatta or who has a criminal conviction for:
  - a crime against a minor; or
  - violence; or
  - sexual assault; or
  - the provision of prohibited drugs.
2. It is the responsibility of each persuasion to provide sufficient SRE teachers. The relevant representative of the religious persuasion should inform the principal when SRE teachers are unavailable.
3. It is the responsibility of the approved religious persuasion to:
  - a) authorise representatives to teach SRE
  - b) authorise materials and pedagogy used by SRE teachers
  - c) ensure that the school is provided with a list of the names, date of birth and Authorisation Card numbers of authorised SRE teachers.
  - d) provide information about the content of lessons when requested by parents/ caregivers.

## OPPORTUNITIES FOR SRE TRAINING AND FORMATION

Sharing faith with others is a great responsibility, and it requires the development of special skills and knowledge.

In an address to a plenary assembly in April 1992, Blessed Pope John Paul II stated that:

*‘To set high standards (for catechist training) means both to provide a thorough basic training and to keep it constantly updated. This is a fundamental duty, in order to ensure qualified personnel for the Church’s mission, with good training programs and adequate structures, providing for all aspects of formation – human, spiritual, doctrinal, apostolic and professional.’*

As a person of faith, SREs (catechists) hand on the tradition and teaching of the Catholic Church to students. As a result, anyone planning on being involved in the SRE ministry will be required to participate in Training (Minimum Level 1).

CCD Parramatta offers numerous opportunities for skills training, personal growth and faith formation. Please take advantage of the Training Courses, Reflection days and In-services on offer.

Please contact your parish co-ordinator or the CCD office for details.

# CCD RESOURCES

Resources, including music, books and posters named in the curriculum Christ our Light and Life, are approved for the SRE classroom to be used in a sensitive and age-appropriate way. Any other materials and internet resources must be approved by the CCD office and Diocese of Parramatta.

The CCD library is located at Suite 6/10 Victoria Road, Parramatta. It has extensive resources available for borrowing.

Please call Maree at the Diocesan office on 02 8838 3486 before coming in to ensure that someone will be at the office to let you in. Below is a selection of some of the resources available for borrowing:

## MUSIC

### CDs for classroom use

- Andrew Chinn, Bible Songs, Carey Landry/Carol Gene Kinghorn, Circadian Rhythms, Colin Buchanan, Hillsong, John Burland, Jack Middleton, Jeanne Cotter, Jim Cosgrove, John Burland, Johnny Burn, Joyce Rupp, Kevin Bates, Mark Friedman & Janet Vog, Michael Mangan, Monica Brown, Peter Kearney, Walking with Jesus – Early Stage 1, Stage 1, 2 and 3

### CDs for personal reflection

- Bernadette Farrell, David Haas, Joyce Rupp, Marty Haugen, Monica Brown, Secret Garden, Taize

## DVDS

- Music – Andrew Chinn and John Burland
- Other – Bible Stories, Christmas, Easter, Faces of Jesus, Sacramental, St Mary of the Cross MacKillop

## BOOKS

- Story Books – Wide range of Arch Books
- Big Books – Ascension and Pentecost, Holy Week and Easter, Jonah, Jesus is Risen, Joseph and the Dreamer, King David, Moses, Old Testament Stories, Parables of the Kingdom, Stories Jesus Told, The Easter Story, The Good Shepherd, The Last Supper, The Christmas Story, The Passover, The Story of the Lost Sheep, When Jesus met Zacchaeus

## POSTER SETS

- God's Promises – The Old Testament Part 1, Holy Week Posters, Jesus our Hope – the Ministry of our Lord – New Testament, Jesus our Light – the Early Life of Jesus, Posters of Old Testament Images, Sing Praise – The Psalms – Old Testament Part 2, The Footsteps of Jesus – Journey of the Cross and Beyond

**Craft and Activity Books** – Bible, Creative arts and many others

**Adult Reflective and Formative**

**Dramas/Games/Liturgies /Plays**

**Biblical Characters**










## OTHER RESOURCES

### Parish

- **CCD Library** - some parishes have their own Library
- **Local Catholic School** - See your Parish Co-ordinator to find out about the process for borrowing resources from your parish catholic school.

### Useful Websites

- **Andrew Chinn website** -  [www.butterflymusic.com.au](http://www.butterflymusic.com.au)
- **CCD Sydney** -  [www.ccdsydney.catholic.edu.au](http://www.ccdsydney.catholic.edu.au)
- **John Burland Website** -  [www.johnburland.com](http://www.johnburland.com)
- **Michael Mangan** -  [www.litmusproductions.com](http://www.litmusproductions.com)
- **Together at One Altar** -  [www.togetheratonealtar.catholic.edu.au](http://www.togetheratonealtar.catholic.edu.au)

### Bookshops

- **CCD Sydney** - Polding Centre, Level 6, 133 Liverpool Street, Sydney NSW 2000
- **Koorong** - 28 West Pde, West Ryde NSW 2114 ☎ (02) 9857 4477
- **Koorong** - 61/79 Henry St, Penrith NSW 2750 ☎ (02) 4724 4477
- **Mustard Seed Bookshop** - 133 Liverpool St, Sydney NSW 2000 ☎ (02) 9307 8350

## SENDING FORTH

Matthew 28:19–20

*“Go, therefore, and make disciples of all nations,  
baptising them in the name of the Father,  
and of the Son, and of the Holy Spirit,  
teaching them to observe all that  
I have commanded you.  
And behold, I am with you always,  
until the end of the age.”*





**CCD Diocese of Parramatta**  
**PO Box 3154,**  
**North Parramatta NSW 1750**  
**☎ 02 8838 3486**  
**🌐 [parracatholic.org/ccd-home](http://parracatholic.org/ccd-home)**