



# ORIENTATION PROGRAM FOR STUDENT SRE HELPERS ASSISTING IN THE CLASSROOM

CCD PARRAMATTA  
FEBRUARY 2020

**“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](http://parracatholic.org/ccd)

# 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)

### CONTACTS

<b>ADDRESS</b>	Suite 6, Level 1 10 Victoria Rd Parramatta NSW	PO Box 3154 North Parramatta NSW 1750	
<b>CCD DIRECTOR</b>	Cecilia Zammit	02 8838 3486	cecilia.zammit@parracatholic.org
<b>CCD OFFICE MANAGER</b>	Maree Collis	02 8838 3486	maree.collis@parracatholic.org



# PRAYER

## OPENING PRAYER

Leader: Lord, you call us to this ministry of Special Religious Education to share in the Church's mission of spreading the Gospel. We ask you to bless our gathering. May today's session help us grow in readiness to use our gifts and talents at the service of your son through this 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 little children are welcome to come to him and not to stop them (Mt 19:14). 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?***

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

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***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.

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.

We endeavour, by our living of gospel values, to nourish and support the faith development of the children and their families.

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.

We accept the responsibility of continually calling each other to ongoing formation and commitment to mission.

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



# COLAL OVERVIEW

(Christ our Light and Life Curriculum Overview)

## CONTENT STRANDS:



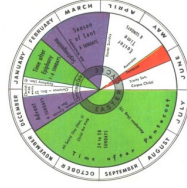
1. God the Holy Trinity



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

# CONTENT STRANDS

## GOD, THE HOLY TRINITY:

The content strand God, the Holy Trinity enables students to become aware of the mystery of the one God as a Trinity of three distinct Persons – Father, Son and Holy Spirit: the Father as the first Person known to the Hebrews in Old Testament times; the second Person, Jesus Christ, true God and true man; and the Holy Spirit, the third Person sent by the Father and the Son at Pentecost.

The relationship between these three Persons is explored and understood, as well as their attributed roles of Creator, Redeemer and Sanctifier.

## CREATION:

The content strand Creation enables students to appreciate the goodness and interconnectedness of all creation. All creatures reflect God in his perfections.

The levels of creation are examined, distinguishing between matter and spirit, plants and animals, humans and angels. An in-depth study is made of the human person, created in the image and likeness of God.

The human person is constituted of body and soul, with the spiritual powers of intelligence and free will. These spiritual powers are the crown of human dignity, and bring with them moral responsibility. Part of human responsibility is to care for and nurture God's good creation.

Finally, the 'Last Things' are explored, with an emphasis on how creation will find its consummation in Christ, and how the human person is destined to everlasting life in God's heavenly Kingdom.

## THE CHURCH:

The content strand The Church enables students to appreciate the mystery of Christ's 'Mystical Body', and its mission to continue Christ's work of teaching, governing and sanctifying.

Aspects of the Church examined include the Magisterium, or teaching Church, the role of Sacred Scripture and Tradition, the Liturgy, the Sacraments, the works of the Church, discipleship and mission, the Church in heaven (Mary and the Saints) and the Church suffering (Purgatory).

The Church is the People of God, the Body of Christ, comprising clergy, religious and laity. Students are invited to a deeper appreciation and participation in the life and mission of the Church.

## THE LITURGY AND THE LITURGICAL YEAR:

The content strand The Liturgy and the Liturgical Year aims to give students an understanding of the nature of the Liturgy, its importance and centrality in Christian public worship.

Within this, emphasis is given to provide a deeper appreciation of the Eucharist and the Divine Office, inviting students to a greater level of active and fruitful participation.

The sacraments are presented as visible channels of grace, established by Christ to impart his life to us.

Exploration is also made of the Liturgical Year and how it presents the great events of the Christian message to the People of God, especially Advent/Christmas, Lent/Holy Week and Easter/Pentecost, as well as commemorating the lives of inspirational men and women recognised as Saints by the Church.

## THE MORAL LIFE:

The content strand The Moral Life presents the moral law as taught by Christ in the Sermon on the Mount. The Commandments and Beatitudes.



Outcomes

Revise previous lesson

Prayer

To Remember

Year            Lesson No.  
                   Lesson Title

Student Response

Telling the Story

Reflecting on the story "I wonder

Proclaiming the Word





# 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



# 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 in using either the school SRE attendance book or the electronic sign in process (depending which system your school uses)
- 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 using 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. Always practice this with the students.
5. Give instructions clearly and slowly and only one at a time.
6. 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.

## CLASSROOM MANAGEMENT

In our SRE classroom we walk together to seek a deeper relationship with Jesus Christ. In order to do this we strive for a cooperative classroom that encourages us all to show:

- courtesy, respect, humility, tolerance, good humour and integrity.
- respect for and appreciation of the talents of others
- care for the environment in which we live and work

### **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- acknowledge it when it happens
- Calmly insist that reasonable standards are met. Calmly persist until they are
- Don't talk/preach at the students - allow time for questions and discussion
- Above all radiate enthusiasm, joy and calm
- Familiarise yourself with the school policies:
  - Discipline policy (eg cannot send students out of the classroom)
  - Evacuation policy, lock-down procedures
- Make use of the school's reward program e.g. merit cards, points system etc
- Be consistent and fair in discipline
- Follow-through with consequences
- Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room



## USING PRAISE EFFECTIVELY

- Get to know the students by name and use their name 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, so that students begin to understand that you will give them the attention they want when they behave well.
  - Always speak courteously and with respect to students. When speaking to them keep in mind "We are all made in the image and likeness of God" (Gen 1:26-27).

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.

## 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)



# 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**

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>
<b>THEN YOU MUST FOLLOW THE 3RS:</b>	
<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>• SRE teacher in the classroom and SRE Co-ordinator in Catholic high school who will report to Principal and CCD Director.</li> </ul>

## WHAT YOU MUST DO

**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 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 child 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 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 ABC OF SRE

**A**lways be early for your class.

**B**e careful never to be alone with only one or two students .

**C**lass rules/expectations must be discussed and set in your first SRE lesson of the year, always with reference to the school rules/expectations.

**D**o find out about school policies covering rolls, behaviour management, mobile phone policy, lock down and emergency procedures etc.

**E**nure additional resource materials are in line with the approved curriculum (COLAL).

**F**orm good working relationships with scripture teachers from other denominations and staff at the school.

**G**o with confidence into your class knowing God is always with us.

**H**elpers in the classroom are God's gift to teachers.

**I**n all lessons adhere to the approved curriculum - COLAL .

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

**K**now your students' world. Take an interest by noticing special events that are taking place at their school .

**L**earn your student's and class teacher's names

**M**ake sure you are aware of and follow the parish procedure if you are unable to teach/assist your lesson.

**N**ever take photos of the students in your class without the written permission of school and the parents.

**O**ther visual resources should be organised well in advance. All DVDs/videos/You Tube clips, must firstly be viewed by yourself and approved by the school SRE Co-ordinator before being viewed by the students.

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

**Q**uestions are important to achieve high student involvement. They also foster self esteem by your encouragement.

**R**emember to wear your Authorisation Card and lanyard as well as name badge while at the school.

**S**elf reflection is the way we review the effectiveness of our lessons and suggest new ideas to include in future lessons.

**T**eaching is about relationships- we are building relationships with our students and this is the basis of effective communication of the Gospel message. Be mindful to teach with sensitivity and age appropriateness.

**U**nderstand that students learn and respond in different ways and at different speeds, therefore be mindful of students with additional needs.

**V**isual resources will make the lesson brighter and more interesting. Displaying images is a powerful way to build student engagement and boost learning ensuring any visuals are age appropriate.

**W**hen there are issues of disruptive behaviours try positive reinforcement techniques and ask for assistance.

**X**plain clearly the behaviour you expect from your students and always give clear instructions.

**Y**ou always need to remember that parents are the first and principal educators of their children in their faith.

**Z**eal and zest inspired by the Holy Spirit makes this ministry vibrant.





*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.”**

CONFRATERNITY OF CHRISTIAN DOCTRINE,  
DIOCESE OF PARRAMATTA  
PO BOX 3154, NORTH PARRAMATTA NSW 1750  
☎ 02 8838 3486 🌐 [parracatholic.org/ccd](http://parracatholic.org/ccd)