

DET Reviews (Detailed)

No	Division	Delivery Date	Review	Description	Contact Officer	Cost
1.	s. 73(2) – Information not relevant to access application					
2.	State Schools	July 2016	Review of the <i>Connect</i> Religious Instruction Materials	The purpose of the review of the <i>Connect</i> RI materials is to determine if they are consistent with legislation and DET policy / procedures, including the Religious Instruction policy statement.	Danielle McAllister, Executive Director, State Schools - Operations	Internal
3.	s. 73(2) – Information not relevant to access application					

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s. 73(2) – Information not relevant to access application

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Released under the RTI Act by DET

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s. 73(2) – Information not relevant to access application

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Released under the RTI Act by DET

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s. 73(2) – information not relevant to access application

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14.

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Concept document – DRAFT ONLY

Infants A1, Lessons 1-10

- Story of creation
- Adam and Eve
- Noah and the Ark
- Cain and Abel
- Zacchaeus the tax collector
- Jesus dying on the cross so that our sin may be forgiven.

Notes and quotes from this handbook:

- Page 36 – talks about giving out smarties or M&Ms for a creation activity where students have to think of an object of God’s creation of that colour. This is inconsistent with Smart Choices.
- P50 – discusses Adam and Eve disobeying God - they showed that they didn’t love and trust God and their friendship with God was spoilt
- Page 61 – Cain hurt his brother so badly that Abel died. This made God very sad because God wants people to care for each other (No acting out of this suggested)
- Page 65 Story of Noah’s Ark – “If a student asks about the fate of people who didn’t go on board the ark, you may point out that the ark was for all of the people who chose to follow God. P 67 includes a re-enactment of Noah’s Ark but everyone in the class must get on.
- Page 67 – “Anyone who trusts Jesus can be forgiven.”
- Some of the activities eg crossword puzzle page 68 (and in workbook) may be too difficult for 5 & 6 year olds
- Page 69 – Jesus’ death on the cross may be confronting but is fundamental to Christian beliefs and the Easter story, so unavoidable. It warns “some students may be upset by this story of the death of Jesus. Do not go into details of Jesus’ suffering with students of this age group”
- There is a colouring-in hand out of Jesus being led away to the cross. Another colouring in of Jesus on the cross only shows the back of the cross – so isn’t as confronting
- P79 – “Jesus didn’t just come to the world to save cheats like Zacchaeus. He came to save you and me too. Without Jesus, we are all lost. He wants us to say “sorry” for living our own way.” (Again, pretty fundamental to Christianity so should be acceptable.)
- P 80 – “What makes God happy” (sample student answer provided: When a person turns back to follow God)
- P 85 – “Encourage students to discuss the Easter story with family and friends” – doesn’t seem unreasonable.
- P87 – talks about sin and punishment “When we live our own way it is known as sin. The Bible says that sin must be punished.”
- Page 99 – The solution to the word puzzle in the workbook is “Tell others hi is alive and to trust in him” – from the Easter story.
- P 100 – make Easter cards to send to family and friends – need to make sure these aren’t given to friends at school!
- Workbook for Infants A1 includes prayers and words to songs at the end – including the Lord’s Prayer and songs about accepting Jesus – this is quite normal for a Sunday school class I would expect and most parents would likely expect this in an RI class. “Love God” chorus says “Hope for the future, a reason to live; A heavenly prize for all who believe; Say yes to Jesus, don’t delay; His Spirit will guide us all the way”.
- Workbook page 19 – quote “God loves you. He wants you to turn back to him and live his way” (This is about living “God’s way” or “Our way”)

Concept document – DRAFT ONLY

Upper Primary C1, Lessons 1-10

- God sent 10 plagues (p14)

Notes and quotes from the handbook

- p 16 Draw an image of the Israelites crying out to God
- p17 This handbook invites students to pray but doesn't demand it (each lesson)
- p 19 refers to slave labour (in a worksheet for students)
- p 20 – visual of squirrel in a trap ??
- p24 – Bible background for the teacher talks about barren women (doesn't appear in speaking points for the lesson through) however, page 26 does say "Hannah was teased and bullied because she had no children"
- p27 – referernces to death and killings in the Bible – Phillistines killed 30,000 soldiers; Eli fell of his chair, broke his neck and died
- p 28 "Ask students do you know who loves and obeys God?" The notes then say "Accept the responses. You may actually be the only Christian person in the lives of some of these students".
- P 35 – sin, death, punishment
- P 46 – in student handout "Saul killed one of his animals" (sacrifices)
- P 50 – in discussion on about an 'inkblot' used to help studnets understand that everyone sees things differently "curb any rude or inappropriate cornments"
- P51 – sin and punishment

Up to notes on lesson 6

- *Lesson 8 in UP C1 – is about the domino effect of sinning. Examples are given of sinners and how this then led to babies dying, unhappiness, etc. Would some students then blame themselves for bad things that happen to family and friends and that are then outside their control??*
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Manual reviewed: (Infants C1, 2012)

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	Servant, death as consequence of sin, rape, killed, murder, assassination
For use with students (in bold speaking points or worksheets)	Servant, evil, killed, die, sin

Observation

- Section on *Using appropriate language in the (S)RE class* (p.220) acknowledges that students attend the (Special) Religious Education class because their parent or caregiver enrolled them at the school or in the specific class and not all by choice. However it is at the back of all the lessons, which may be easy to be missed. Suggest this section to be moved to the front of the manual.

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/ questions/ concerns
Proselytising	Teacher’s prayer, Lesson 1 (p.13): “Thank God for the new school year. Pray for each of your students, that the Holy Spirit will be active throughout this year, <u>changing them and bringing them into a personal trust of Jesus</u> . Give any anxiety or nervousness you may be feeling to the Lord. Ask the Holy Spirit to fill you instead with his peace and assuredness.”	Not sure if these would considered as proselytising?
Health and Wellbeing (social and emotional health)	Bible focus Hannah’s promise to God, Lesson 2 (pp.20-21): <ul style="list-style-type: none"> • “She (Hannah) brought Samuel (her son) to God’s temple where Eli lived.” • ““Here is the child I prayed for,’ said Hannah. ‘I promised to give him back to God. He will be the Lord’s servant as long as he lives.”” • “So Samuel stayed with Eli.” Bible background, Lesson 6 (p.54) “This narrative points forward to another day when God would again rescue his people in an unexpected way – through the death of the Anointed One, a carpenter from Nazareth, on a Roman cross. Through Jesus, David’s descendant, God would save his people forever from	Concern about this may impact on students’ emotional health and may cause discomfort/upset of students. i.e. a mother left her own child to a stranger. Whilst the Bible background aims to help the teacher to understand the elements of the lesson, it is unsure

	<p>their greatest enemies – sin, death and Satan.”</p> <p>Connections, Lesson 10 (p.87)</p> <ul style="list-style-type: none"> • “At Easter Christians remember that God sent his Son, Jesus, to die and come back to life, so that when we love and trust him, we can know for sure that we will live with him forever.” • “Jesus wants us all to love and trust in him and to live God’s way.” • “The King of all kings” • “Died on a cross” • “For you and me” • “But he was more powerful than death” • “And came back alive!” • “Jesus is <i>my</i> king” • “And he can be yours too!” <p>Connections, Lesson 13 (p.124)</p> <p>Instruction of teacher after question Why is Jesus known as the Saviour King – who is he saving, and what is he saving them from?</p> <p>“Lead students to the understanding that we are all people who want to live our own way [sinful] and need to be saved from the punishment this brings. Ensure they realise that this includes us.”</p> <p>Our own way, Lesson 13 (p.125)</p> <p>“Solomon disobey God and lived his own way. Sin is when we live our own way. The Bible tells us that all people have sinned. But God’s plan was always to save his people from sin so they could always live as his friends.”</p> <p>Bible focus, Lesson 16 (p.149)</p> <p>Students were playing the ‘Snakes and Ladders’ game. “This card says, ‘Enough! Says God. You Haven’t trusted and loved me. Now you will have to leave the land I gave you pack your things and go! I promised you could stay here as long as you obeyed me. Because you haven’t obeyed me, I’m now keeping my promise. I ALWAYS keep my promises! Move back to square 1.’</p>	<p>if it would be referred in the lesson. Concern about the references to death it is mentioned in lessons.</p> <p>Reference to how Jesus dies and come back to life may cause some discomfort to students who have not heard of this story before.</p> <p>Could be discomforting for some students – to live our own way is considered as sinful and this could lead to punishment</p> <p>The game instructed in a way to demonstrate consequences if people don’t obey God. The example given may be too confronting for students who had a rough day at</p>
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	<p>Bible focus, Lesson 20 (p.191) “When some people listen to Jesus, they quickly forget what he says. Other people don’t want to listen to the good news about Jesus. They don’t want to hear how, because of sin, the world is not as it should be but that <u>God sent his Son Jesus to die and come back alive so that we can be forgiven.</u> They don’t want to listen to <u>how they can live forever with Jesus if they love him and live his way.</u>”</p> <p>Bible focus, Easter assembly (p.196) “But Kind Jesus wasn’t like other kings. Even though he was killed, he came alive again! That’s what Easter is all about!”</p> <p>Visual aid includes a picture of Jesus on cross (black and white without details) (p.198)</p> <p>Workbook (p.32) Coloured pictures in the workbook has Jesus on cross.</p>	<p>home or living in foster homes.</p> <p>Concern about description of God sent his son Jesus to die and come back alive. Younger students who do not have the Christian background may try to understand this as biological parent and son relationship.</p> <p>Pictures in colours that shows Jesus on cross – may cause discomfort for some students.</p>
<p>Inclusivity</p>	<p>Bible focus, the whole session, Lesson 18 (pp.170-172) The class is to be divided into four groups: good and bad shepherds, weaker sheep and strong, selfish sheep. Examples:</p> <ul style="list-style-type: none"> • “Good shepherds, how do you go about feeding your sheep?” • “1. The bad shepherds didn’t provide food of fresh water for the sheep. What about the kings? Well, if there was a drought and the people starved, the kings didn’t care whether the people were hungry or thirsty.” <p>“The strong, selfish sheep used their large horns to push the other weaker sheep out of the way. Some of God’s people are like that. They were bullies to the other people.”</p> <p>Help with classroom management (pp.207 and 208) Example: How do we make our teaching effective? “always try to be fair, not giving more attention to girls than boys or to students from Christian homes who can provide the correct answers”</p> <p>Notes on discipline (p.208)</p> <ul style="list-style-type: none"> • “Give warning before moving students.” • “Do not let students off after promising punishment.” 	<p>Concern about putting students into groups that being labelled as good and bad, strong and weak, with direct examples about what would bad/strong groups do to other groups.</p> <p>Consider rewording the language of these sections to be more inclusive – text include some labelling and stereotyping.</p>

	<p>“Punish a misbehaving student rather than the whole group.”</p> <p>Helpful teaching techniques (pp.209-211)</p> <p>Is your class different? (pp.215-216)</p> <ul style="list-style-type: none"> - Information included in ‘Helping those with special needs’ <p>The special needs of indigenous students (p.217)</p> <ul style="list-style-type: none"> • “Teachers must learn to listen to Aboriginal student and appreciate that their needs may be quite different from non-indigenous students.” <p>Appropriate teaching methods</p> <ul style="list-style-type: none"> • “Aboriginal students most teachable when sitting in small groups outside under a tree.” • “(S)RE followed by a barbecue lunch on Friday, then an afternoon’s sport would be the most pleasurable experience Aboriginal Primary students could imagine. It is worth negotiating with the school principal to see if this arrangement is possible.” 	
<p><i>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</i></p>	<p>Some of the bible background examples mentioned above may also be included here.</p> <p>Bible focus, Lesson 6 (p.57)</p> <ul style="list-style-type: none"> • Goliath went on. ‘Do you think you can beat me? What a joke! I will feed you to the birds and wild animals when I’m finished with you.’ • “As David started to walk towards Goliath, David put a stone in his sling and swung it around. A sling was a weapon that a shepherd in those days might have used to scare wild animals away from the sheep.” • “Around and around went the sling.” • “When David let go, the stone flew through the air and hit Goliath on the forehead. There was a great thud as Goliath fell face-down on the ground.” • “David had won! God had won the battle for him.” <p>Bible background, Lesson 7 (p.62)</p> <p>“Saul, after becoming profoundly jealous of David’s instant stardom, not to mention his valour and many God-empowered military successes, relentlessly pursued David in an attempt to kill him.”</p> <p>Bible background, Lesson 8 (p.70)</p> <p>“A significant proportion of the narrative of David’s reign in 2 Samuel is given to the disastrous events that occur within his family. These include the rape of his daughter, Tamar, by her half-brother, Amnon (13:1-20); Amnon’s murder by Tamar’s brother, Absalom (13:21-33); and</p>	<p>Explicit description of violent and unsafe behaviour. I.e. David put a stone in a sling (a weapon) and swung it. The stone flew through and hit Goliath’s forehead.</p> <p>It is unclear if Bible background will be discussed at lessons, they include references to unsafe behaviours e.g. murder, rape, types of suffering</p>

	<p>Absalom’s subsequent flight to Geshur (13:33-39). “God frustrated Absalom’s counsel (17) and, as a result, he died after attempting to kill his father.” “Bathsheba conceived and when his attempts to cover up his adultery failed, David had Uriah killed in battle and took Bathsheba as his wife (11).</p> <p>Bible background, Lesson 10 (p.84) “To bring peace, this king would first suffer humiliation, beatings, rejection, abandonment, and finally death in order to bring his people into his eternal kingdom.” “Yet death would not be the end for the Messiah. For the immortal words of David, ‘I am your chosen one. You won’t leave me in the grave or let my body decay’ (Psalm 16:10). David died and was buried and his body is still in his grave.”</p> <p>Bible focus, Lesson 10 (pp.86-87)</p> <ul style="list-style-type: none"> • “They (soldiers) put a purple robe on him (Jesus), then made a crown out of prickly branches and put it on his head. They thought it was very funny to dress Jesus like a king. The people standing around watching were laughing and calling out insulting things to Jesus.” • “The soldiers were very scared, and they realised what they had done. They had killed the King of all people – the King of all kings.” • “After a while Jesus’ body was placed into a tomb, like a cave in the side of a hill.” <p>Bible background, Lesson 11 (p.98) “Long before DNA testing, in order to discover who the child’s real mother was, Solomon ordered that the living child be cut in half. In his wisdom he realised that the real mother would object.”</p> <p>Bible background, Lesson 14 (p.128) “Evil king after evil king, <u>assassination after assassination</u>, and widespread idol worship led to Israel’s exile at the hands of the Assyrians in 722BC (2 Kings 17).”</p> <p>Bible background, Lesson 15 (p.136) “And fight is what they did. At least three times God’s people <u>desired to kill</u> Jeremiah (Chapters 20, 26, 38), false prophets opposed him (23:9-40), and his own family turned against him (12:6). But God protected his prophet just as he promised”</p>	<p>Explicit description about unsafe and violent behaviours.</p> <p>Not sure how students would cope if example is mentioned in lesson</p> <p>Concern about words “assassination after assassination” and “desired to kill” in these Bible backgrounds.</p>
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Manual reviewed: Lower Primary A2**General points**

- Version is 2011
- Appears to have been written for delivery as Religious Education lessons delivered in a Religious school (ie Anglican)
 - p.201 'Students attend the Religious Education class because their parent or caregiver enrolled them at the school'.
- Need to ensure that any materials developed in the classroom eg. posters, collages, charts with students names are removed from the classroom at the end of the lesson and not left for other students who are not participating in RI to see.

Any key words/concepts that you want to mention:	
For the teacher's background information, i.e Bible focus section	n/a
For use with students (in bold speaking points or worksheets)	No instructions prior to <i>Concluding prayer</i> in this version for those students who may not wish to pray.

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	Lesson 8, p. 80 – 'Sharing the love of Jesus' – inviting a missionary or Christian who works for God in another occupation, to come and speak to the student about how they share the love of Jesus with the people they serve.	Parents may need to give permission for students to attend the presentation of the guest speaker. Guest speaker need to be aware of policy on proselytising.
	Lesson 16, p. 142 -- Connections – followers of Jesus	Students are encouraged to show they are followers of Jesus – could be encouraging them to share with classmates who are not in the RI class.
	Lesson 19, p. 168 – Christmas Card Making	Ensure students aren't encouraged to share Christmas Cards they make with students who do not participate in the RI class as they contain religious messages.
Health and Wellbeing (social and emotional)	Lesson 1, p.21 – Graphic of Jesus nailed to the cross	May be the first time a 7 year old has seen this – could be

health)	<p>Lesson 6, p. 63 – ‘Mystery Bible Cakes’</p> <p>Lesson 8, p. 77 – Using a sewing needle as a prop</p> <p>Lesson 10, p. 93 ‘special friends’ – also used in other lessons</p> <p>Resource – Lesson 15, p. 173 1 Timothy 5:23 (CEV) <i>Stop drinking only water. Take a little wine to help your stomach trouble and other illnesses you always have.</i></p> <p>Special lesson, p. 182 – Dealing with grief – very sensitive issue.</p>	<p>confronting.</p> <p>Suggest cooking if the appropriate facilities available. Need to be aware of allergies of children and recipe to fit with Smart Choices (eg. from 2017 iced cupcakes will not fit)</p> <p>Advice is given to make sure none of the students touch or handle the sewing needle.</p> <p>‘Special friends’ is sometimes used in a Child Protection context. Ensure students have a share understanding of how this term is used in the Bible.</p> <p>Could be used out of context.</p> <p>No the role of the RI instructor to deal with a student or families personal issues during the RI lesson. Includes a list of useful resources but no links available.</p>
Inclusivity	<p>Lesson 6, p.60 – ‘Servant, come here’.</p> <p>Lesson 19, p. 167 – Followers of Jesus.</p> <p>Assembly – Christmas – p, 178</p>	<p>Need to provide the context of the role of a servant in Biblical times – difference between servant and slave.</p> <p>Some students may feel pressured into adding their name to the ‘Followers of Jesus’ list. Some students may be concerned about the consequences of not putting their name on the list.</p> <p>RI instructor should understand that this lesson would not be delivered as a whole of school assembly.</p>
Safe and Supportive schools (eg causing harm to self and others; not inciting		

<i>people to break the law)</i>		
Other - Resources	<p>Lesson 11, p.105 'I Believe' – one minute talk</p> <p>Lesson 12, p 111 – Game – activity book</p> <p>Lesson 17, p. 150 – 'Stained Glass Windows'</p>	<p>Preparing and delivering a one minute talk may not be an age appropriate activity for 7 – 9 year olds.</p> <p>Instructions suggest the classroom teacher can assist with a class set of dice or spinners – this should not be the role of the classroom teacher.</p> <p>Stained glass windows should not stay in the classroom.</p>

Manual reviewed: Lower PrimaryB1

Any key words/concepts that you want to mention:	
For the teacher's background information, i.e Bible focus section	Sin/sinner/sinfulness – pages 34, 54, 90, 110, 122, 154, Student Workbook Lesson 1, Lesson 9, Lesson 14, Song – Jesus died for me page 26 Creation – page 62 Before you start – page 101 (snacks not recommended by Smart Choices), Sacrifice of child Isaac page 140
For use with students (in bold speaking points or worksheets)	<ul style="list-style-type: none"> Lesson Aim – pages 44 (sinfulness), 56 (forgive sins), 90 (sinful people), Lesson Outcomes – pages 54 (sins forgiven), 72 (saved from our sins), 90 (rescue people from sin), 110 (sin & judgement/curses), Bible focus – pages 14 (sins forgiven), 124 (cycle of sin, judgement and grace), Taking it further – pages 16 (sin), Debate page 94 (whether it was right or wrong for the disciple to cut off the servant of the high priest's ear), Lesson 9 Interview Script page 98 (sword cut off my right ear), Definitions – sin page 113, Explore – warning of how we are not to respond to God page 113, A baby in our old age! page 134, Connections – pages 27 (forgiven), 37 (trust in Jesus' death and resurrection and not in ourselves), 57 (sin), 85 (died for my sins), 93 (rescue us from our sins), 102 & 103 (our bodies get sick/injured/die), 103 (Forgiveness prayer), 112 & 114-118 (sin & judgement/curses), Concluding prayer – pages 47 (sinful), 141 (sins can be forgiven)

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	Connections page 37 Who are God's promises for? Teacher's prayer page 91 Concluding prayer page 143 Connections page 173 We can come to Jesus to be saved from our sins Teacher's prayer page 181 Teacher's prayer page 197 Easter Assembly pages 196-205 –appears to have been written for a Christian school	Could be used to proselytise

Health and Wellbeing (social and emotional health)	Warning re judgement about lack of trust in God – page 130	
Inclusivity	Student Workbook Lesson 7	
Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)		
Other		
Other		

Manual reviewed: (Lower Primary/C1)

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	
For use with students (in bold speaking points or worksheets)	We need rescuing from Sin, sacrifice

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>For each Lesson – Concluding Prayer</p> <p>Memory verses (pg. 4) We encourage students to learn these verses as the Bible has power to bring about change as it is applied by the Holy Spirit.</p> <p>What do you think your life would look like if you were living with God as your King? (Accept responses.....Learn well in (S)RE class. Attend church or a local kids’ club if possible. Pray to God). (pg. 28)</p> <p>“..Israel didn’t trust that God knew what was best for them. We don’t want to be like them and think that we are better than God. God is our king and his way is the best way to live”. (pg. 35) and activity on page 36.</p> <p>Memory verse – Always follow the Lord and worship him with all your heart</p> <p>“..You know, Israel needed rescuing from the Philistine army, but we need rescuing from something too. We need rescuing from something called ‘sin’ “. (pg. 58)</p>	<p>There is no option or instruction in the teacher’s manual for a student to not participate in the concluding prayer each lesson.</p> <p>The statement suggests purpose is to bring about change.</p> <p>Is this Okay? - Implied that if you want to live with God as your king you should/must attend church or local kid’s club.</p> <p>Raised as a concern by principal of Windsor State School-This is not an issue if all kids in the class are nominated by parents to receive religious instruction. Accepted from the bible.</p> <p>Raised as a concern by principal of Windsor State School – No issue as bible passage 1 Samuel 12:20b</p> <p>Not about changing a student’s belief but a powerful message for a 7-9 year old that we need rescuing from sin. The lesson is about David & Goliath. The</p>

	<p>Concluding prayer – Dear God, thank you that you are in control and that your plans for us always come true. Help us to love and follow Jesus, whom you sent to bring us forgiveness, so that we can live with you in heaven forever. Amen. (pg. 79)</p> <p>Connections – What will happen to those who have faith in Jesus, who love and follow Jesus as their king? Accept responses. They will have eternal life – they will live forever with God). & What might it look like for you to live with Jesus as your king here and now? (pg. 87)</p> <p>Teaching Techniques and Hints – “..Some lessons encourage a direct link to Jesus in the New Testament, so take advantage of these connections so students don’t incorrectly think they are just being taught some ‘nice’ stories. Emphasise that these events are historical and true, and that God is in control over everything that happens in his plans for Israel in the Old Testament, Jesus in the New Testament, and us in the present (pg. 93)</p> <p>Listen to God – Students work in pairs to work out three reasons why they should listen to God’s words in the Bible. After a class discussion students could refine their ideas and then design and create a poster entitled, ‘Why we should read the Bible’ (pg. 121).</p> <p>Connections – God loved his people and wanted them to know the truth – that he is the one true and living God and that living his way is the best way! God loves us too, right now! God wants us to know the truth, He wants us to see that he is the one true and living God and that loving and following Jesus, who died for us, is the best way to live (pg. 129)</p>	<p>connection paragraph on sin is totally unrelated to the lesson plan.</p> <p>The prayers are not optional and are not direct passage from bible. This prayer was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising.</p> <p>This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising.</p> <p>Teachers/Instructors told to emphasise events are historical and true, that God is control over everything including us in the present.</p> <p>This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising. This may be acceptable for students who want to learn about religion.</p> <p>The learning focus is for students to love and follow Jesus and that he is the one true God. This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising.</p>
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<p>Health and Wellbeing (social and emotional health)</p>	<p>Connections – “How does it make you feel to know that if you love and follow Jesus as king of your life that he is always with you? (Accept responses. Happy, confident, secure, safe and so on). (pg. 103)</p> <p>Connections – What does it mean for someone to accept Jesus as their good shepherd? It means that Jesus gave up his life for that person and gives them eternal life. What does eternal life mean? (...Living forever with God in heaven..) Would you like to have Jesus as your good shepherd? (pg. 157)</p> <p>Connections – What does the verse say we shouldn’t trust. (Accept responses. Don’t trust our own judgement). So God says not to follow our own feelings and what we think is right, but instead to trust God. How can God lead us? (Accept responses. God can lead us in the Bible – this means that we need to be reading the bible so that we can discover how we can live God’s way and not our own way). (pg. 173)</p> <p>Easter lesson – Farewell – Thank everyone for their attendance and for the opportunity to hold the assembly. Hand out Easter flyers if you have them.</p>	<p>This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising.</p> <p>This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising. These messages are acceptable for students in families who have made personal choice to place their child in the religious instruction.</p> <p>This connection was raised as a concern in the principal of Windsor State School. No evidence that it might be considered Proselytising. These messages probably fine for students in families who have made personal choice to place their child in the religious instruction.</p> <p>Handing out of Easter Flyers. Is it acceptable?</p>
<p>Inclusivity</p>		
<p>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</p>	<p>“...So these other leaders met together to try and think of a plan to get rid of Daniel. With a partner, spend one minute thinking of ways to they might get rid of him” (pg. 146)</p> <p>Bible Focus – Place your pretend sacrifice on a desk so all students can see. Take the lid off your jug of water onto the pretend sacrifice (pg. 128) followed by a role play with pretend sacrifices using script on page 133.</p>	<p>Thoughts of getting rid of someone centre on breaking the law or causing harm in most peoples thinking?</p> <p>What would a pretend sacrifice be? Why is this necessary to demonstrate to students. It may promote students to replicate.</p>

Other	Lesson plan mentions other church volunteers to dress up and help with this drama. (pg. 179)	Believe only one volunteer would have permission to deliver the content each week.
Other	<p>Use of rewards in the Easter Lesson (pg. 179-180)</p> <p>Use of wrapped sweets as rewards for memory verse activities (pg. 198)</p>	Consider allergies such as peanuts in chocolates which could be life threatening.

DRAFT

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Manual reviewed: Lower Primary C2

Any key words/concepts that you want to mention:	
For the teacher's background information, i.e Bible focus section	Sacrifice, death is a consequence of sin, sin
For use with students (in bold speaking points or worksheets)	Killing, devil, pgs 146, 148, 153 (re. spreading the word), people wondering if being blind is a punishment from God, hate

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	p.143 Lesson 16 Handout some leaflets for your local kids' clubs and Sunday schools if you have them.	Is this appropriate?
Evangelism	p.146 Lesson 17 ...Jesus commissioned his disciples to go and preach the good news to everyone in the world....but this wasn't just a task for Jesus' first disciples-it is the job of all of his disciples. Kingdom Kids are called to tell others about their king. p.148 Lesson 17 What is Jesus telling us to do here? Jesus is saying that we should tell others the good news about him, the good news we learned in our 'Good News Book', so they can also know Jesus and trust and follow him. We want them to become Kingdom kids too! p.153 Lesson 17 Good news beads ...Step 1:... wear your good news beads around your neck Step 2: be ready to explain the good news about Jesus	
Health and Wellbeing (social and emotional health)	p.80 Lesson 9 Now every human being has to face the consequences of their sin, which is death.	Death is inevitable, regardless of sin or not.

	<p>p.83 Lesson 9 Sin is when we live our own way instead of living God's way</p> <p>p.90 Lesson 9 Jewish leaders didn't like him calling himself God's son, and so they thought of ways to kill Jesus.</p> <p>p.91 Lesson 9 'I won't believe Jesus is alive unless I see where the nails went in his hands....I see where the soldier put the spear in Jesus' side...and touch it with my finger.</p> <p>p.100 Lesson 11 The relationship between God and his people was broken because sin entered the world. And ever since that day, all people have been guilty of sin.</p> <p>p.102 Lesson 11 Adam and Eve ...And people, right now, are in the same situation where our disobedience (which is sin) means we can't be friends with God.</p> <p>p.134 Lesson 15 ...but God doesn't talk about brushing teeth in the bible and it definitely isn't the most important commandment.</p> <p>p.157 Lesson 18 We can be joyful knowing that God loves us so much (remember our memory verse and song) and that we can trust God to look after us. So this lesson we learn that 'Kingdom Kids' are joyful and don't have to worry.</p>	<p>Strong emphasis on sin, without a clear understanding of what sin actually is (outside of not loving God's way).</p> <p>The concept of thinking of ways to kill someone is inappropriate.</p> <p>Graphic details of injuries sustained during death.</p> <p>Previous lessons focused on how horrible it is to sin, then the lesson goes on to say that everyone sins – this message could be confusing for students.</p> <p>See previous comments.</p> <p>This is not a good example of what is not a commandment.</p> <p>This is not the only definition of joyful.</p>
Health (Smart Choices)	<p>p.22 Way in If we could change this water into ..., Coke or lemonade, which would you choose</p>	<p>Encourages students to make choices outside of the Smart Choices strategy</p>
Inclusivity	<p>p.38 Lesson 4 This was because the Jews and the Samaritans did not get along. In fact, they hated each other.</p> <p>p.54 Lesson 6 ...he had 38 long years of not being able to</p>	<p>At the centre of this lesson is the hatred between two groups of people.</p> <p>This is putting the focus on what a person with disability</p>

	<p>walk, run, jump... invite the students to suggest other things the man would not be able to do.</p> <p>p.57 Lesson 6 – obstacle course</p> <p>p.74 Lesson 8 – way in and bible focus Some of the people from that village wondered why this man was born blind. Was it a punishment from God because his parents or someone else had done something wrong.</p> <p>p.124 Lesson 14 ...I am going to handout these wooden pegs, textas and tissues and we are going to make our own man with leprosy</p>	<p>cannot do.</p> <p>This activity is based on the assumption that all students have 'healthy legs'.</p> <p>Being blind should not be mentioned as a punishment, nor should it be mentioned it was because his parents did something wrong.</p> <p>Is it appropriate to make a man with leprosy?</p>
<i>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</i>	<p>p.117 Lesson 13 Who know what temptation is....You need to choose whether you are going to live your own way or God's way and sometimes that can be really hard.</p>	<p>it may be best to develop a standard example of what they are meaning here.</p>
Concepts that are not appropriate	<p>p.50 Lesson 5 As a class, make a list of the things parents could do if their child was sick...compare the two lists.</p> <p>p.55 Lesson 6 In fact they were so angry about what Jesus did, they wanted to kill nim!</p> <p>p.55 ...Loving others was more important for Jesus than obeying rules.</p> <p>p.56 Lesson 6 Who can remember what sin is?</p> <p>p.64 Lesson 7 – bible background As essential feature of the Passover was the sacrifice of a lamb, and the lambs blood that was to be painted over Israelites' doorways.</p> <p>p.75 Lesson 8</p>	<p>This concept may too mature for students in the lower primary.</p> <p>Message of killing</p> <p>This may contradict lawful activity</p> <p>Students interpretation of sin may be very different and this question could raise potentially contentious issues.</p> <p>The actual definition of faith is</p>

	<p>What does 'faith' mean?</p> <p>p.112 Lesson 12 ...and don't give the devil a chance...stop all of your dirty talk</p> <p>p.119 Lesson 13 – PRAY section Students form small groups and use their bodies to form the letters 'pray'. For child protection reasons the teacher should not participate in this activity.</p>	<p>not what is defined in the response section.</p> <p>Are references to the devil and dirt talk appropriate?</p> <p>This is not a child protection issue, this would be inappropriate.</p>
<p>Issues raised prior to review</p>	<p>p.20 and p.23, Lesson 2 Jesus is the Christ who came to bring peace to his people. Yet the wine created in ceremonial cleansing jars, gives us a hint as to how this peace would be accomplished-Jesus, the lamb of God (1:29) would shed his blood in order to cleanse people of their sin. And as a result of seeing the sign, his disciples put their faith in him.</p>	
<p>Other</p>	<p>Various – Resources are mentioned throughout the teacher materials.</p> <p>p. 193 Some notes on discipline</p> <p>p.4, You will need section</p>	<p>Resources mentioned throughout the resources including; Kingdom Kids poster, individuals Good News Book, puzzles, passages, prayer sheets, Christmas cards from the teacher.</p> <p>It should be made clear that schools may have different policies and procedures for managing student discipline. Teachers must adhere to the schools disciplinary measures.</p> <p>As part of phase 2 of the review, could we please see the coloured visual aid pack?</p>

Manual reviewed: Upper Primary A1

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	
For use with students (in bold speaking points or worksheets)	

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>Page 177 Easter Assembly: Opening Prayer: “Help us to understand that we need to follow Jesus”</p> <p>Page 180: Easter Assembly: “Do you want to know God forever? If you do, and if you trust that Jesus has put you right with God and if you follow Jesus as your king, Jesus promises that we too will live forever with him in heaven”</p>	<p>Taking away child choice.</p> <p>Could be taken very literally- maybe not appropriate for a whole-school assembly?</p>
Health and Wellbeing (social and emotional health)	<p>Page 55: Life Outside the Garden; “Some people don’t listen to God’s word in the Bible. They don’t respond to the warning that God has given us in his word. They don’t explore the good things God intends for his people.” This follows section on marriage breakdowns and murder</p> <p>Page 107: Gideon; “Just as Israel didn’t actually deserve God’s help, so we don’t deserve for Jesus to die on the cross in our place”</p> <p>Page 133: Elisha: Teacher’s prayer- “help me to trust you and remember that you are alive and that you save your people from death”</p>	<p>Concern that children will self-blame for others’ actions; particularly in relation to family breakups.</p> <p>Not sure if this is appropriate for students who have social and emotional difficulties.</p> <p>This could be taken literally and misinterpreted.</p>
Inclusivity	<p>Page 11: Teaching that the Bible “is a book of facts. There is no fiction in it”</p>	<p>With no other information this encourages a very literal interpretation of aspects which can lead to student exclusion</p>

	<p>Is Your Class Different? Page 198: information on students with disability is not good- "Teachers should not jump to the false conclusion that these students are unintelligent"</p> <p>Dos and Don'ts when teaching special needs students- lists out generalisations.</p>	<p>Not appropriate discussion of student needs. Privileges intelligence.</p>
<p><i>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</i></p>	<p>Page 190: Help with Classroom Management: Some notes on discipline</p> <ul style="list-style-type: none"> • Follow up a threat if misbehaviour occurs • Do not let students off after promising punishment • Punish a misbehaving student rather than the whole group 	<p>Clear delineation of RI instructors boundaries need to be given here- would discipline be the Classroom Teacher's responsibility?</p>
Other		
Other		

Manual reviewed: (Upper Primary B1)

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	
For use with students (in bold speaking points or worksheets)	Use of animal sacrifices, killing, chopping ear, death

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>Lesson 20 – p.204 <i>When she was in Indonesia Holly realised that God was real and that she needed to put her trust in him. Holly became a Christian and also became a volunteer for Compassion Australia.</i></p> <p>Lesson 20 – p.206 <i>Holly saw how every person who met Compassion Australia workers in Indonesia was told about Jesus</i></p>	<p>Not sure if this can be seen as proselytising</p> <p>Again not sure - but knowing that Indonesia has a larger Muslim population than any other country in the world. Also maybe this apply for Compassion Australia only and not relevant for RI at schools</p>
Health and Wellbeing (social and emotional health)	<p>Lesson 7 -- p.66-67 <i>Jesus healed a sick woman</i></p> <p>Lesson 7 – p.68 <i>Who believes this chair would hold them up?</i></p>	<p>As per their own words: “this lesson may bring up issues surrounding sickness and death”</p> <p>Asking children to sit on the paddle-pop-stick chair – which will break. Is it safe?</p>
Inclusivity		
Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)	<p>Lesson 9 – p.86 <i>“Lord should we attack them with our swords? And one of them pulled out his sword and chopped off the right ear of one of the men with Judas”.</i></p> <p>Lesson 9 – p.87 Q - What is the punishment for sin?</p>	<p>Too violent</p> <p>Too violent</p>

	<p>A – Death</p> <p>Easter Assembly – p.218 <i>Superhero: “OK ... so everyone who sins earns death!”</i> <i>Host: “That’s it!”</i></p>	<p>Too violent</p>
Other	<p>Lesson 3 – p.34 <i>The warning is don’t ignore Jesus</i></p> <p>Lesson 15 – p. 152 <i>Would you be willing to give up all your privileges AS THE ELDEST CHILD in your family for a bowl of red lentil stew?</i></p> <p>Lesson 17 – p.168 <i>As a means of escaping Esau’s plan to kill him, Jacob was sent to his uncle Laban’s place where he fell in love with Rachel, Laban’s youngest daughter. Jacob was deceived by his uncle and ended up with both Rachel and her older sister, Leah, as wives.</i></p>	<p>Looks like a threat</p> <p>Children should be equal – no privileges for anyone</p> <p>Two wives? (and possible incest).</p>
Other	<p>Too much focus on Compassion Australia</p>	<p>Favouritism of just ONE charity organisation</p>

Manual reviewed: Upper Primary B2

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	Sin, to enter uninvited or unclean in the presence of God was punishable by death, sacrificial system in final chapters of Exodus, prostitute, devil, everyone deserves the punishment of god as we have all sinned, evil
For use with students (in bold speaking points or worksheets)	p. 36 Punishing the king and all of Egypt p. 53 killing the first born

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>Lesson 4, p. 54 If you want to put your trust in Jesus for his death in your place, then have a read of the prayer in your activity book If you want to put your trust in Jesus, I’d love to talk to you after.</p> <p>Lesson 13 p. 148 If you haven’t put your trust in Jesus, are you ready to do that today?</p> <p>Lesson 17 p. 178, (bible background) Christians have a great responsibility to tell others the good news about Jesus. p. 181 How about asking your parents if you could come along to kids church or kids club. (This would be a good time to hand out flyers)</p> <p>Lesson 18 p. 186 Gospel is to be proclaimed to all the nations. p. 187 students are each asked to write a newspaper article and they’re to be collated in to a newspaper to be distributed at the schools Christmas assembly. The newspaper could have details about the local church’s Christmas services at the back. p. 189 we need also to be telling others about Jesus p. 190 students could compose a poem, song, drama, film to communicate the gospel to others</p>	

<p>Health and Wellbeing (social and emotional health)</p>	<p>Lesson 3 , p. 35 Slime time Drinking tomato juice to represent blood</p> <p>Lesson 4, p. 53 What is sin? - the bad things we do show the problem in our heart p.54 the punishment for sin is death</p> <p>Lesson 6, p75. Punishment for sin is death so the animals would die in their place to take the punishment. p. 77 student sot reflect on how their own sinfulness separates them from God</p> <p>Lesson 12, p. 138 What are some evil things that people do that should be punished? p. 139 Should God let me in to heaven? Why, why not? p. 139 No-one is perfect. No-one deserves to be in heaven. Everyone deserves to be punished for their sin.</p> <p>Lesson 13, p. 147 What does Paul say our sin earns us? Death</p> <p>Lesson 14, p. 155 The people we used to be were nailed to the cross with Jesus.</p> <p>Lesson 15, p. 160 Is it because of the good things we do that we can be confident of our place in heaven. No, ... On our own we would only ever earn death. p. 161 Our place in heaven doesn't come because of hard work. Our efforts only earn us death. p. 161 they must not live to satisfy their sinful desires p. 162 Good deeds on their own earn death</p>	<p>Mitigating: Teacher encouraged to check with school re policies and sharing food.</p>
<p>Inclusivity</p>		
<p>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</p>	<p>Lesson 12, p. 138 Justice is a good thing. When people do the wrong thing they deserve to be punished. We want people to get what they deserve don't we.</p> <p>p. 236 Advice to the teacher - Do not let the students off after promising punishment.</p>	<p>Should be using the language of correction more in line with school's policy.</p>

<p>Using inappropriate foods, eating activities</p>	<p>Lollies, who can eat most ice-cream in one minute, giving chocolates in the lesson, use of coke and peps (not to drink) as examples of products to be promoted.</p>	
<p>Meeting /communicating with students one on one</p>	<p>p.54 If you want to put your trust in Jesus, I'd love to talk to you after. p. 237 If the student's answer is very lengthy you may like to suggest that the student could see you later and continue to talk with you. p. 237 Consider writing an answer to a student's question in letter form and delivering it personally. p. 249 A student may indicate to you that they wish to respond to the gospel message. It is suggested that you arrange to speak to them individually and out of earshot but in view of other people immediately after the lesson</p>	<p>Mitigating: Seek permission from the student's teacher</p>
<p>Health and Safety</p>	<p>Lesson 17 p. 183 Bring in a dead animal to dissect Wearing bandannas and getting in to tribes (lessons 1 – 5)</p>	<p>Mitigating: Check with your classroom teacher or Principal Would they be washed between use</p>
<p>Activity book</p>	<p>p. 29 The holy spirit will set you free from sin and death p. 29 If you live to satisfy your desires you will die p. 38 virgin, sleeping together p. 45 song content -</p>	

Manual reviewed: Upper Primary - C1

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e. Bible focus section	murder, rape, incest, adultery, Satan, animal sacrifices, barren women
For use with students (in bold speaking points or worksheets)	sin, death, punishment, killing and sacrificing animals; God sent 10 plagues; slavery;

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>In each lesson: Speaking points for the introduction to the Concluding Prayer: “This is how Christians talk to God. If you would like to pray with me please join me.”</p> <p>p. 97, Lesson 10 – Have some posters ready about your church’s Easter service if students show an interest.</p> <p>p. 100, Lesson 10 – Hand out flyers for local church services if you have them.</p>	<p>Example of mitigating against proselytising Students have an option whether or not to pray.</p> <p>(Should be okay -- only if students interested)</p> <p>No specific caveats about “interested students” could potentially be proselytising</p>
Health and Wellbeing (social and emotional health)	<p>p. 63, Lesson 6: “When I’m finished with you, I’ll feed you to the birds and wild animals”.</p> <p>p. 72, Lesson 8 – “The domino effect” – This lesson is about the domino effect of sin. David killed Uriah so that he could take his wife. His family would never have peace – his wives would die, his child would die...etc</p> <p>p.90, Lesson 9 – God had a plan for us too..... All those who put their trust in Jesus can be confident that God is working out a good plan for their lives. Nothing can stop God’s plan.</p> <p>p. 100 , Lesson 10 – in concluding prayer: “Thank you that he died in our place to take the punishment that we deserve.”</p>	<p>Is this okay?</p> <p>Will students blame themselves for bad things happening around them?</p> <p>Is this a risk to wellbeing for students whose lives aren’t good?</p> <p>Is this okay?</p>
Inclusivity		
Safe and Supportive		

<i>schools (e.g. causing harm to self and others; not inciting people to break the law)</i>		

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Manual reviewed: Upper Primary C2**Any key words/concepts that you want to mention:**

For the teacher's background information, i.e. Bible focus section

For use with students (in bold speaking points or worksheets)

Sentenced to death, nailed to the cross (80)

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>Specific passages cited by Mr Keong in his letter:</p> <p>1. Lesson 3 (p29) <i>"The Bible tells us there are two kinds of people: the people who have faith and will live forever with God, and those who choose to say no to Jesus. We need to decide which type of person we want to be. Will we follow Jesus?"</i></p> <p><u>My observation:</u> there is not an issue with students not asked for a decision or action. In the Teacher Manual the actual instruction for teachers is "not to ask the students to respond ... to sit quietly for a few moments ... write three response sections 'for closer investigation' in their activity books"</p> <p>2. Lesson 11 (p88) <i>"Kingdom Kids!</i> <i>Students will learn to consider their own standing with Jesus.</i> <i>We are invited by god to be part of his family right now. And we extend this invitation to the students, in our classes – the invitation to be a child of God, a Kingdom Kid.</i> <i>Maybe you're not a Kingdom Kid yet. If you would like to live in God's way and follow Jesus, we can pray a prayer right now."</i></p> <p><u>My observation:</u> I was unable to locate this specific reference in Lesson 11 as identified or anywhere else in the document.</p>	<p>General:</p> <ul style="list-style-type: none"> The material definitively represents the view, beliefs and teachings of the Christian faith (based on biblical reference as fact) in the Anglican context making the aspect of proselytising subject to interpretation. The DET definition of <u>proselytising</u> in the <u>Religious instruction policy statement</u> identifies proselytising as "soliciting a student for a decision to change their religious affiliation". <p><u>My observation,</u> in this context, is that the 'content' does not proselytise – as it provides a supporting framework for the Anglican context.</p> <ul style="list-style-type: none"> The content could, however, definitively provide a presenter/deliverer the 'opportunity' to proselytise, and there is no requirement/guideline as to 'who' can present the material.
Health and Wellbeing (social and emotional health)	<ul style="list-style-type: none"> One potential wellbeing concern could be linked to the nature of the content/context – how is a student's emotional and psychological health 	

	<p>considered if -</p> <p>The student has a very close friend who has separate/alternative/no faith beliefs - - given the student can securely believe they will have 'eternal life', however, because of what they have learned their best friend will not?</p>	
Inclusivity	<p>The course material does not have synergy with DET policy in a number of areas including:</p> <ul style="list-style-type: none"> • <i>Helping those with special needs</i> • <i>The special needs of indigenous students</i> 	
Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)		
Delivery	<ul style="list-style-type: none"> • The material is developed and published by a religious group designed for a contextual faith based delivery. • The Teacher's Manual is written in language appropriate for teachers. The question that arises is 'how' the presenter/deliverer actually presents the material to the students. Do they adapt the language to the level of the students or use the Teacher's Manual words as a 'script'. In either case teaching and clarifying contextual literacy will be required as the supporting concepts are often 'biblical text' and references. • Teaching techniques and hints – identifies the 'evidence board' <p>The representation and nature of 'evidence' in the material in reference to the 'evidence board' is vastly different than the DET curriculum interpretation of what evidence is. This could very likely cause confusion when students are 'providing evidence' for curriculum assignments and assessment. Particularly what does and does not represent 'evidence'.</p>	

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Manual reviewed: Lower Primary A1

Any key words/concepts that you want to mention:	
<p>For the teacher’s background information, i.e Bible focus section</p>	<p>Negative terms, such as references to this world as “fallen”. Example on page 40 (Bible background, second para, last line). Page 48 (Bible background, second last para) “Bringing life into the world would mean suffering”. Terms such as criminal and death (page 82 under Bible background).</p>
<p>For use with students (in bold speaking points or worksheets)</p>	<p>The use of word “special” should be avoided as it has different connotations and undertones in terms of its association to disability. Example on page 42 (Way in, first para).</p> <p>The use of negative concepts such as killing, angry, and judging other’s attitude to be bad - used on page 61.</p> <p>Page 86 (Taking it further – A SAD DAY) – this type of activity should not be included in the Manual. It is not appropriate to ask the students to write a message to a friend, expressing their feelings and confusion about all they saw and heard when Jesus was arrested and killed. Comment - The language and the activity are not appropriate for teaching. It has the potential to cause psychological harm and affect students’ emotional and health wellbeing.</p> <p>Page 118 (Bible focus, last question) – Do you think the israelites deserved God’s help? Comment - This question is asking students to make judgements about other people.</p> <p>Page 121 (Taking it further – BATTLE CRY) – Ask the students to write a battle cry for Gideon and his army. Provide time for students to present their battle cries to the class. Comment - This activity is teaching violence to students.</p> <p>Page 131 (GOD’S LOVE) – What difficult things may happen to us? Comment – This type of activity should be avoided. It has the potential to upset some students and cause psychological harm.</p> <p>Page 144 (Way in, first three questions) – Including this type of activity which relates to teaching students about leprosy which can be a quite debilitating condition, is questionable. This can have an emotional and psychological impact on students.</p>

	<p>Page 152 (Bible focus, questions and answers) – What does “doomed” mean? What does it mean to “sin”? Sin is living my life, my way, not God’s way.</p> <p>Page 153 – Hold up the sign for the class to read out loud together. <i>The Lord has seen your terrible sins. You are doomed.</i></p> <p>Page 160 – Can anyone remember the way we described what sin is?</p> <p>Page 169 – What is sin?</p> <p>Comment – this type of activity has the potential to cause students emotional and psychological harm.</p>
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Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	<p>Page 163 (TRUST IN GOD’S PROMISES) – What does it mean to return to the Lord (verses 6, 7)? (Accept responses. Discuss what it means to live as a friend of God. You may like to give your students a small tract about how to become a Christian).</p> <p>Lesson 20, pages 180-183(Graham Wade) -- The focus of the lesson appear to be on encouraging children about preaching.</p> <p>Concluding prayer (pages 16, 26, 38, 43, 52, 61, 70, 96, 108, 130, 140, 146, 162, 170, 183, 195) – This Could be perceived as unintentional proselytising if students are encouraged to participate in the prayer.</p>	<p>This question/possible response appear to be soliciting students through its focus on providing students with information about how to become a Christian.</p> <p>Overall comments Religion and faith language appears to be mixed-up in the manual. Use of “us” and “we” throughout the manual has the potential to be seen to influence a student’s thinking beyond instruction.</p> <p>Lesson Aims and outcomes - these sections in the manual seems to focus around ensuring that students’ thinking as well as practice is moulded in some way. It may be just the use of language which can have unintended impact/influence on a student’s thinking. Teacher reflections sections appear to have a similar language focus. Distinction between preaching and teaching may need to be considered in any future updates to the Manual.</p>
Health and Wellbeing (social and emotional)	Page 8 (Five circles of learning, second last para) – Each student brings his or her life	This has the potential to make some students upset.

health)	story.	
	Page 10 (Application for students) – Students will see that people have rejected God’s rule and while God holds people accountable for this, he also provides the way for people to be saved from the consequence of this rejection.	Language of rejection can be psychologically harmful to students.
	Page 11 (General Bible Background, third para) – The loss of relationship was keenly felt by both God and humanity. While people embraced evil thoughts and behaviours.	The use of evil thoughts, loss of relationship and trust are questionable in terms of their negative impact on a student’s emotional and psychological health if used in the instruction. It can be upsetting to students who may be experiencing life difficulties and they relate this to their own circumstances.
	Page 51 (Bible focus, second last question) – Every day we make choices about doing what we want or doing what God wants. If we get it wrong and we get caught, we can be quick to blame someone else. We say things like, ‘it wasn’t my fault! They made me do it!’ Page 51 (Connections, last question) – (Accept responses. We still feel frightened, get sick, people go hungry and so on.)	The language used is questionable in the context of religious teaching, especially how it gets interpreted by a student in their own context and circumstance.
	Page 58 (Bible background, second last para) – We still have many blessings from God, but they are marred by sin. We work hard to gain our food and shelter, but are not satisfied. Our family relationships are flawed by rivalry and opposition, and the very people we love most are the ones we damage most.	Acknowledging that this is written in the background but if used by a teacher in their teaching to students, it has the potential to emotionally and psychologically harm students.
	Page 67 (Before You Start, last para) – Some students may be concerned about those who perished in the flood.----- If anyone else had chosen to follow God, they would have been saved by God too.	This encourages the teacher to share this text to the students which appears to have the potential to emotionally upset harm the students.
	Page 76 (Way in) – But this person did not have a lot of friends.	Reference to someone not having a lot of friends can be upsetting for some students.
	Page 128 (Bible focus) – Sadly, while they were in Moab, Naomi’s husband died. Remove the picture of Naomi’s husband from the Picture frame.	References to death and removal of the picture from the frame can be upsetting for some students.

	Page 179 (A PRAYER OF TRUST IN GOD) – What promises has God made that we can trust?	Asking students to write their own prayer of trust in God, using their own practical examples can emotionally upset some students who may be experiencing difficulties in life generally.
	Page 199 – References to hate, ugly and slow.	References to words such as ugly can have psychological impact on students with body image issues.
Inclusivity		
	Page 37 (Connections) – Think about how God has made you special.	The word “special” has a different perception due to sometimes this term being associated to someone’s disability.
	Page 137 (Teacher’s prayer) – Pray for any students in your class who may have special needs.	The focus of this prayer does not align to the inclusivity concept.
	Page 201, Help with Classroom Management – “follow-up a threat if misbehaviour occurs. “do not let students off after promising punishment.” “separate students who misbehave.”	Punishment and exclusion do not comply with the inclusive nature of school education.
	Page 210 – The special needs of Indigenous students, Appropriate teaching methods – Example – “Aboriginal students are most teachable when sitting in small groups outside under a tree.”	This whole section needs a review as it makes a number of references to indigenous students which may not promote inclusive behaviour in a classroom and seems to assume a range of behaviours from cultural perspective which are judgemental.
Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)	Activity Book, Page 12 – Colour the things Gideon gave to his soldiers.	Includes things like knife, handcuffs and other weapons which are associated to violence.
Other	Page 4 (Lesson Outcomes, second para, last line) – Additional time may also need to be factored in for slow workers to complete activities.	Condescending language
Other	Page 5 (Way in, last line) – Teachers may wish to devise their own alternative that suits their past experience or the needs and interests of their students.	This does not give a teacher the scope of what they can and can’t devise as an alternative.

Other	Page 23 (Last para) – Acknowledging evolution related questions.	This advice to the teachers can encourage and assist students to get an opportunity to raise questions about evolution when thinking about creation of this world through theological lens.
Other	Special Lesson, Self-esteem, pages 192 - 196	It is unclear why this lesson needs to be covered as part of the Religious Education. Self-esteem is usually part of the health and being education in a school curriculum.
Other	Activity Book, Page 9	The activities on this page have extensive references to death.

Manual reviewed: Upper Primary A2

Any key words/concepts that you want to mention:	
For the teacher’s background information, i.e Bible focus section	
For use with students (in bold speaking points or worksheets)	Punishment, sin, death,

Themes

Have you identified examples (negative or positive) that could be categorised under the following themes? Add any other emerging themes you have identified.

Theme	Content – Lesson and pages	Comments/questions/concerns
Proselytising	p. 80, Lesson 8: “If	
Health and Wellbeing (social and emotional health)	<p>p. 15, Lesson 1: “When people do the wrong thing they deserve to be punished. Well the punishment for sin is death! Everyone who has sinned deserves to die. And we’ve all sinned! But Jesus died on the cross to take the punishment that we deserve! His death in our place means that we don’t have to be punished for our sin!”</p> <p>p.98, Introduction to lessons: “Students will also discover their own role in telling others how they can be forgiven through Jesus’ death on the cross.”</p> <p>p.104, Lesson 11: “Can you think of someone you know who doesn’t want to hear about Jesus? (Ask the students to write down at least one name of someone they know who doesn’t like to hear about Jesus)...</p> <p>We’re going to pray for these people. We’re going to pray that these people will recognise that Jesus is the King and will want to trust and follow him. Please come up and put your piece of paper into this box. No-one else will look at these, not even me- only God will know the names on the paper.”</p> <p>p. 145, Lesson 16:</p>	<p>Very emotive language aimed at shocking the students. Some children may only hear the first part of this message. It could cause concern for some students.</p> <p>Encouraging students to evangelise.</p> <p>Students are not given an option not to participate. They may be reticent to nominate people. There is also a risk that the names will not be private</p>
Inclusivity	p. 202-203, Is your class different?: “Teachers should not jump to the false conclusion that these students are	The information contained in this section needs to be updated to reflect current thinking and terminology in relation to

	<p>unintelligent.”</p> <p>p.204, The special needs of indigenous students: “The teacher’s role (which is akin to an elder’s role) is to tell the story, teach the values... “Aboriginal students are most teachable when sitting in small groups outside under a tree.”</p>	<p>inclusive practices.</p> <p>The information contained in this section shows a lack of understanding and sensitivity of Aboriginal students’ needs.</p>
<p>Safe and Supportive schools (eg causing harm to self and others; not inciting people to break the law)</p>	<p>p. 81, Lesson 8: “Bring a sewing needle for each student. Ask student to stick the needle onto a blank A4 sheet of paper and write: ‘There are some things that people can’t do, but God can do anything.’ (Luke 18:27). Encourage students to draw an interesting border and thank God that he does the impossible so that we can live forever with him.”</p>	<p>Needles may be a hazard.</p>
<p>Student Protection</p>	<p>p. 28, Lesson 2: “This is an activity to encourage your students to think about why and how Jesus told parables. Place your students in pairs and ask them to think of a secret. Just as Jesus used everyday events to disguise his secret, ask each pair to discuss and then write a story to disguise their own secret.”</p>	<p>This activity could place students in a vulnerable position. From a student protection perspective, a student may be keeping a ‘secret’ about abuse. This could lead to a public disclosure about the abuse.</p>
<p>Smart Choices</p>	<p>p. 65, Lesson 6: “Pass the parcel Create a parcel by wrapping newspaper in layers. Add a lolly or an age-appropriate sticker to each layer. Play music as the students pass the parcel around the circle...”</p>	
<p>Workplace Health and Safety</p>	<p>p. 119, Lesson 13: “Food colouring experiment for the ‘Way in’ and ‘Connections’... Connections: - Add some bleach to the glass of coloured water and stir it around. - The colour should drain out and the water will turn (mostly) transparent again.”</p>	<p>Managing Risks with Chemicals in (DETE) Workplaces http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Managing-Risks-with-Chemicals-in-Department-of-Education,-Training-and-Employment-%28DETE%29-Workplaces.aspx This procedure and related guideline provides information to assist staff at Department of Education, Training and Employment workplaces meet legislative requirements for the safe use of chemicals and to implement effective management practices.</p>

		<p>In relation to Lesson 13 (pp. 118-127), where bleach is used, schools have a clear mandate to ensure that the safety of staff and students is maintained. In the <i>Prohibited and High Risk Chemicals in Departmental Workplaces (v3)</i> document it states:</p> <p>Prohibited - Cleaners (EQ Schools)</p> <ul style="list-style-type: none"> - Bleach (this includes all derivatives of bleach products and all brands). Note however that bleach may be used when specifically directed by a supervisor for hygiene purposes. <p>Managing Risks in School Curriculum Activities http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx This procedure outlines the roles and responsibilities of staff and others to manage the hazards and risks associated with school curriculum activities. In relation to the use of bleach in lesson 13 (pp. 118-127), a risk assessment would need to be undertaken to ensure the safety of staff and students.</p>
<p>Other</p>	<p>p. 46, Lesson4: ""How could you be generous with the things God has given you? (Accept responses. Share my toys with others, invite people over to play, give some of my pocket money to church or to other Christian ministries, give money to charities, sponsor a child, and so on.)</p> <p>p</p>	

MCALLISTER, Danielle

From: WALSH, Becky
Sent: Tuesday, 12 July 2016 12:46 PM
To: MCALLISTER, Danielle
Subject: FW: Moderation

Categories: FOR YOUR INFORMATION ONLY, REPLY FROM EMAIL- RESPOND IF NECESSARY

Yes. Just FYI only, I've added who I think we'd be referring to in this context:

A process of moderation occurred whereby potential concerns as identified by the reviewers were brought to a panel of officers (Becky, Meg, Linda, Milan) for consideration. Concerns that were verified by the panel were then progressed to the relevant policy owner (Sel, Jean S, Hayley, Danielle) for consideration of the specific policy ramifications.

Becky Walsh
Director, State Schools - Operations

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From: MCALLISTER, Danielle
Sent: Tuesday, 12 July 2016 12:36 PM
To: WALSH, Becky
Subject: Moderation

Hey – what process did you use for moderation? Is the following correct?

A process of moderation occurred whereby potential concerns as identified by the reviewers were brought to a panel of officers for consideration. Concerns that were verified by the panel were then progressed to the relevant policy owner for consideration of the specific policy ramifications.



Queensland
Government

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