

It is important you make wise decisions around the use of material in addition to what is in the curriculum. It is important to stick to the curriculum as closely as possible, but there may be times you will come across a resource that you might find supplements the lesson well. Additional resources could include songs, poems, podcasts, videos, YouTube clips, visuals or pictures you found on the internet.

In planning your lessons, always check the SRE approved curriculum that you are using and any guidelines or process that it has around extra resources before using this checklist. For example, if you use CEP curriculums, they offer a service of reviewing resources but require a 10-day turnaround for notification of approval.

Always use currently approved curriculum and resources. Using older curriculum may put you at risk of breaching DoE policies and procedures as well as licensing agreements of curriculum providers.

**Please note- the Bible itself is not an approved curriculum.** It contains adult themes and topics that would be contravening DoE policies and procedures around controversial issues and age appropriateness and sensitivity. Use wisdom in how you allow students access to the Bible in an SRE class or if being given as a gift. This is covered in Module 5.

We suggest using the checklist below for all extra resources involved in teaching SRE in NSW that have not been identified as a part of a curriculum. If you register a no, please avoid using this and look for something else or stay with the curriculum resources for that lesson. If you are still unsure after using this checklist, please contact your Approved Provider for assistance.

Component	Description	YES	NO
Teaching	Is the main purpose of the resource to teach about faith or aspects of faith & does not require students to make faith statements that may not be true for them?		
Supplement	Is the resource being used to supplement the curriculum (Additional resources must only be added as a support to the lesson and not become the whole lesson)		
Policy	Is the resource in line with the NSW Department of Education's policies (Code of Conduct, Social Media & Controversial Issues)? Covered in Module 7 & Refresher 1, and policies available on DoE website.		
Language	Is the resource free of offensive or derogative language ?		
Graphic Images	Are all video / visual images age appropriate and sensitive and in line with the currently approved curriculum? Please note: Avoid using images and videos from older curriculum as they have most likely been removed because they are no longer considered age appropriate, sensitive and/or in line with the current approved curriculum.		
Outcomes	Does the resource link back to the big idea/outcomes of the lesson?		
Discriminative, Controversial or sensitive issues	Are the visuals including videos you have chosen for the lesson, culturally sensitive, contemporary and age appropriate? Is the resource free from potentially discriminative, sensitive or controversial issues (even if seemingly minor), such that a student would need extra emotional or mental support in the lesson?		
Appropriateness	Does the resource meet rating restrictions for students? If it has a rating, is it rated E or, G for K to Year 8 E, G or PG for Year 9 to 12? (No M, MA15+ or above material can be shown at any time for SRE). If there is no rating, is the resource in keeping with the Social Media Policy and Procedures & Audio-visual Material in Schools?		
Copyright	Do you/Have you checked you have permission to copy/download/ reproduce the resource you are looking to use? If there is no rating, is the resource in keeping with the Social Media Policy and Procedures & Audio-visual Material in Schools?		
Communication	Does the resource communicate simply, visually & clearly positive Christian beliefs & values that are held by mainstream Christianity?		
Student responses	Do you anticipate the resource will promote positive responses from students? Is the resource unlikely to raise possible questions or comments from students that could potentially be controversial in nature?		
Thinking & reasoning	Is the resource able to stand by itself and not require a lot of background knowledge or experience from the students, or are you confident that the rest of the lesson sets it in context well?		