



Selecting resources for SOURCE OF LIFE

Religious Education teachers should encourage a rigorous study and discussion of Church teaching. They will often be called upon to respond to questions or teach about what they or others would regard as sensitive issues of faith or morals.

This document has been prepared to support those making decisions about the selection of resources to support the Sandhurst Religious Education Source of Life curriculum. Implementation of a quality Religious Education program calls for the careful selection of resources to ensure that they are in accordance with the principles of the curriculum and appropriate to the various audiences (especially students) who will use them.

Teachers of Religious Education are encouraged to prepare themselves thoroughly for this enterprise; knowledge of the Church's teachings brings a confidence in responding to such issues. Source of Life unit outlines all contain a "Theological Background for Teachers" to support teachers in this regard.

While students may discuss and consider various views on a social or moral issue, they have a right to be informed of the Church's teachings, their inspiration and application. Teachers have a duty to present the Church's teaching on faith and morals in a confident and truthful way so that the teaching will inspire its own response from students.

Those with the responsibility for selecting resources should first consider what the chief purpose is within the total learning experience of the students. For example, is the resource to help students to enter into the learning process, to access or process new information or to respond to their new insights and understandings?

Guiding questions for those responsible for selecting appropriate resources include:

Church context

Is this resource:

- Consistent with diocesan Religious Education and [Catholic Identity policies and statements](#)?
- Suitable for use in a Catholic school?
- Theologically sound (reflecting contemporary Catholic teaching)?
- Hermeneutically correct? (encouraging a personal response; encouraging symbolic rather than literal meanings)
- Supportive of recontextualisation?
- Multi-correlational? (dialoguing with diverse beliefs and worldviews re human experience)

- Consistent, i.e., reflective of beliefs and assumptions throughout the resource?

Educational context

Is this resource:

- Reflective of good contemporary educational practice?
- Relevant to the school's curriculum and programs?
- Appropriate to the age levels of users?
- Capable of engaging students with respect to the language and media used?
- Culturally and contextually relevant?
- Positive in its portrayals e.g. of different groups in society including women, First Nations, ethnic groups, people with disability?
- Free of bias or prejudice?
- Consistent, ie reflective of beliefs and assumptions throughout the resource?

Consider also the practicalities of purchasing this resource:

- Is it suitably priced and within the budget? Is it value for money?
- Is it suitable for use over an extended timespan?
- Is it appropriate for use in more than one learning area?
- Does it replace any existing resources?

Catholic Education Sandhurst has policies and protocols which guide the selection, purchase, distribution, storage, maintenance and use of a full range of resources. These include:

- [Policy](#) – Copyright (e.g. with respect to liturgical music)
- [Protocol](#) – Engaging Personnel External to the Diocese (re guest speakers)

When teachers or RELs are unsure of the suitability of any resource they should consult others in their community, e.g. the REL, principal, parish priest, or a member of the CES Religious Education Team.