

Special Religious Education (SRE) Special Education in Ethics (SEE)

Special Religious Education (SRE) is education in the beliefs and practices of an approved religious persuasion by authorised representatives of that persuasion. SRE was previously known as 'scripture'.

Special Education in Ethics (SEE) is education in ethical decision making, action and reflection within a secular framework, based on a branch of philosophy.

The principal (or his/her nominee) is advised to meet with approved providers the year prior to commencement of the following year's SRE/SEE lessons. During that meeting the principal is advised to confirm arrangements to ensure adherence to the current policies and implementation procedures. This checklist is available for principals to use to ensure policy and procedures are addressed prior to SRE/SEE lessons being delivered by approved providers. Please retain for your records.

Principal Checklist	✓
The principal and nominee should be familiar with:	
1. The Religious Education Policy and Religious Education Implementation Procedures (REIP).	
2. The SEE Policy and SEE Implementation Procedures (SEEIP). SEE is currently available for students K-6.	
3. The Flowchart and Factsheet , page 5 of the REIP and page 4 of the SEEIP regarding the enrolment procedure.	
4. The 'Application to Enrol in a NSW Government School' form released in Term 4, 2015. Where SRE choice requires clarification, e.g. religion field left blank, or a provider for the stated religion is not available, principals are required to provide a participation letter as outlined in the Flowchart and Factsheet .	
5. The approved provider list to ensure SRE/SEE teachers delivering lessons have approval.	
6. The names and contact details for authorised SRE/SEE teachers provided by the Approved Provider.	
7. Working with Children Checks for SRE/SEE . Refer to Q14 of the FAQ.	
8. The materials to be used in SRE/SEE classes at the school. Refer to pages 6 and 8 of the REIP, pages 4 and 6 of SEEIP and Q26 of the FAQ.	
9. The types of suitable alternative meaningful activities for students withdrawn from SRE. Refer to page 6 of the REIP and Q8 of the FAQ.	
The principal should:	
1. Identify a school-based coordinator for SRE/SEE ensuring they understand their responsibilities. Refer to page 7 of the REIP and page 5 of the SEEIP.	
2. Allow for adequate facilities to be available including timetable provisions and classrooms for students attending SRE, SEE and students withdrawn from SRE/SEE. Refer to page 4 of the REIP and SEEIP.	
3. Document the school's SRE/SEE arrangements ensuring staff are aware of their responsibilities.	
4. Inform parents/caregivers of the planned activities for students withdrawn from SRE.	
5. Advise parents/caregivers how SRE/SEE classes are organised at enrolment, and provide updates as changes occur, using usual school procedures to communicate information to parents/caregivers. Refer to page 5 of the REIP and page 3 of the SEEIP.	
6. Include general SRE/SEE information in the school newsletter, on the school website or via usual school procedures to communicate to parents/caregivers, including updates as changes occur. Refer to page 6 of the REIP and page 3 of the SEEIP.	

Note: Further advice may be obtained from:

- <http://www.curriculumsupport.education.nsw.gov.au/policies/religion>
- the Department's SRE and SEE Officer (contact details at right)

Related Policies

- Protecting and Supporting Children and Young People Policy: https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml?level=
- WHS Policy: <https://detwww.det.nsw.edu.au/workhealthandsafety/whs-policy>
- Multicultural Education Policy: https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234.shtml

Contact Information

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