RELIGIOUS EDUCATION GUIDELINES  F-10

The *Awakenings* Religious Education Curriculum supports the role of the Catholic school as an evangelising community that promotes lifelong learning in religious identity and faith formation.

The resources of the *Awakenings* are provided to shape and enliven learning and teaching in Religious Education throughout the Diocese of Ballarat. In particular, they are designed for use by religious educators in the Catholic primary schools and secondary colleges located and operated within the diocese.

The school’s Religious Education program embodies *Awakenings* within the context of its particular community.

**Regulations**

1. **Timetabling**
   a. Class and school prayer are integral elements of the daily life in a Catholic school.
   b. The Principal ensures that the timetabling of Religious Education is given first priority within the life of the school.
   c. The delivery of the Religious Education curriculum shall be timetabled for a minimum of 2.5 hours a week or equivalent in each of the four terms across the school year in both primary and secondary schools.
   d. Eucharist, prayer celebrations, hymn practice and other practices reflective of the liturgical life of the school as well as Personal Development Education are not included in this provision.

2. **Programmes**
   a. Each school has a validated program prepared in accordance with Diocesan guidelines.
   b. Each school has its Religious Education program endorsed and affirmed through the pertinent validation process of the Diocese.
   c. Each school is to review its Religious Education program regularly in line with good educational practice, the context of their school community and Diocesan requirements.
   d. Professional learning for the whole staff in support of the Religious Education program, will be allocated at least one day or equivalent annually to complement ongoing faith formation.
   e. Delivery of the Religious Education program while supported by all staff, will be undertaken by teachers accredited to teach Religious Education (in line with the CECV policy), and who are provided adequate preparation time to support their practice.
   f. The overall plan of the program is available to parents, at least in summary form.

3. **Reporting**
   a. All student achievement is to be recorded using a five point scale.
   b. A judgment of a student’s level of achievement is made against the appropriate achievement standard.

4. **Scripture**
   a. Only Catholic editions of the Bible are prescribed for use in the Religious Education program accompanied by quality Catholic commentaries.
   b. It is recommended that schools choose the NRSV translation for hard copy and digital access.
   c. All students should have access to a class Bible or a set of Bibles.
CEOB RE Semester reporting guidelines for schools

All student achievement should be recorded using a five point scale. A judgement of a student’s level of achievement is made against the achievement standards covered for that semester. All reporting processes should reflect this principle.

Student achievement must comprise accurate, objective and on-balance judgements of assessment evidence gathered from each strand covered throughout a semester.

If the school wishes to include a written comment to support the achievement standard judgements it should be specific to the individual student. It is the space to elaborate on how that particular student performed for the semester against the achievement standards. This is the opportunity to provide supporting evidence for the level of achievement of that student from class work and or assessments.

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1 Catholic Dioceses of Victoria. *Reporting Student Progress and Achievement – 2019: Revised Guidelines for Victorian Catholic Schools*