



# National Sahaja Yoga Schools Policy



LETA occasionally receives inquiries about teaching Sahaja Yoga Meditation in public or private schools and in directions from legislation there are a number of restrictions and requirements which are provided below as guidelines.

## National Sahaja Yoga Schools Policy Statement

1. Teaching of Sahaja Yoga in schools can only happen through Special Religious Education. Sahaja Yoga would need to apply to each state where yogis wish to teach it.
2. Teaching of meditation in schools can be approached through the Health and Physical Education Curriculum.

## SAHAJA YOGA IN SCHOOLS CAN ONLY BE TAUGHT TO CHILDREN OF EXISTING SAHAJA YOGA FAMILIES.

Sahaja Yoga when presented in schools must adhere strictly to the conditions and restraints approved by the Religious Education Policy of each State Education Department.

State laws require that Sahaja Yogis who wish to teach religious education or meditation must apply to the Trustees for approval to

- Develop an application for the state authority
- Present the application for approval by Trustees
- Present the proposed curriculum
- Demonstrate the viability of the program and its sustainability. E.g. who will replace them during absences
- Have a current WWCC and or police check according to their state regulations
- Undertake Sahaja Yoga Schools training
- Sign a Code of Ethics
- Maintain accreditation with Trustees

These requirements are required because the Trustees are responsible for the quality of the education program that is to be delivered and they are required to screen their accredited representatives and provide them with ongoing support and training and ensure they are delivering only the authorised program.

Yogis must realise that the school will determine the day, time and length of lesson.

### 1. Sahaja Yoga School Curriculum

- Curriculum must be approved by LETA
- Lesson content must be available to the school and accessible on a website providing a program outline, curriculum scope and sequence documents
- The only program materials to be used must be available online
- Publications are not to be accessible to other students

### 2. Meditation in Schools

In the Australian Curriculum, general capabilities refer to an integrated and interconnected set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling, students develop and use the general capabilities across all learning areas, in co-curricular programs and in their lives outside school.

## There are seven general capabilities in the Australian Curriculum:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Meditation comes under the general capability of Personal and Social Capability through the Health and Physical Curriculum under the strand of:

## Making healthy and safe choices

Y 1-2 Recognise situations and opportunities to promote health, safety and wellbeing

Y 3-4 Identify and practise strategies to promote health, safety and wellbeing

Y 5-6 Plan and practise strategies to promote health, safety and wellbeing

Y 7-8 Investigate and select strategies to promote health, safety and wellbeing

Y 9-10 Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices

Sahaja Yogis who wish to do meditation programs and presentations in schools through the General Capabilities or Health strands cannot by law relate it to Sahaja Yoga.

The same protocols for teaching religious education in schools as above need to be followed.



Signed:

LETA Trustee/

Director Date:

1/10/20

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