

CAFOD Catholic Agency for Overseas Development



Department for Education
Diocese of Salford
@RCSalfordEd

Let us pray....

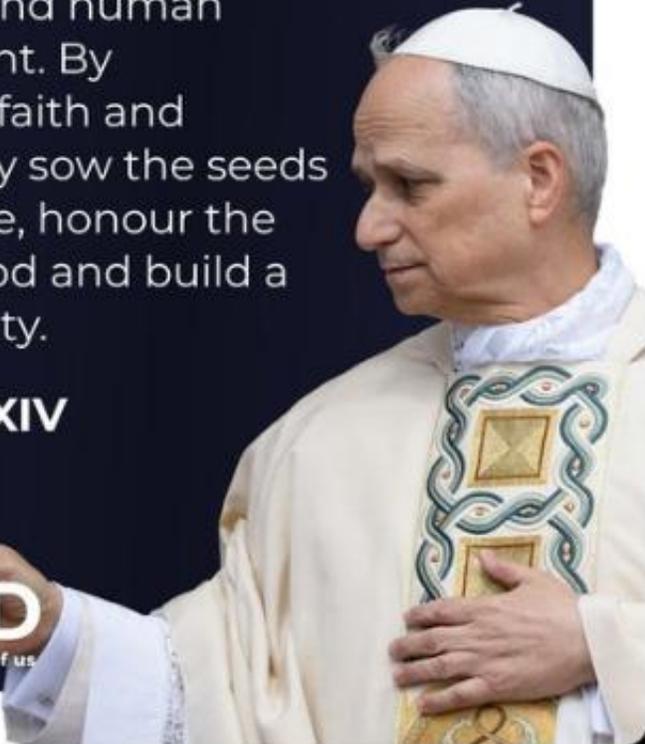


Dilexi te

Catholic schools, therefore, when they are faithful to their name, are places of inclusion, integral formation and human development. By combining faith and culture, they sow the seeds of the future, honour the image of God and build a better society.

Pope Leo XIV

CAFOD
A better world needs all of us



Dilexi te means "I have loved you" and echoes the title of Pope Francis' last encyclical letter *Dilexit Nos* ("he loved us"), on the devotion to the Sacred Heart.

Following on from the work of Pope Francis, it reflects on love for the poor, the importance of action and the importance of education.

More than thirty saints are mentioned by name, including St Francis and St Clare, St Augustine, St Benedict, St Teresa of Calcutta and St Oscar Romero.

[Apostolic Exhortation Dilexi te of the Holy Father Leo XIV on Love for the Poor \(4 October 2025\)](#)

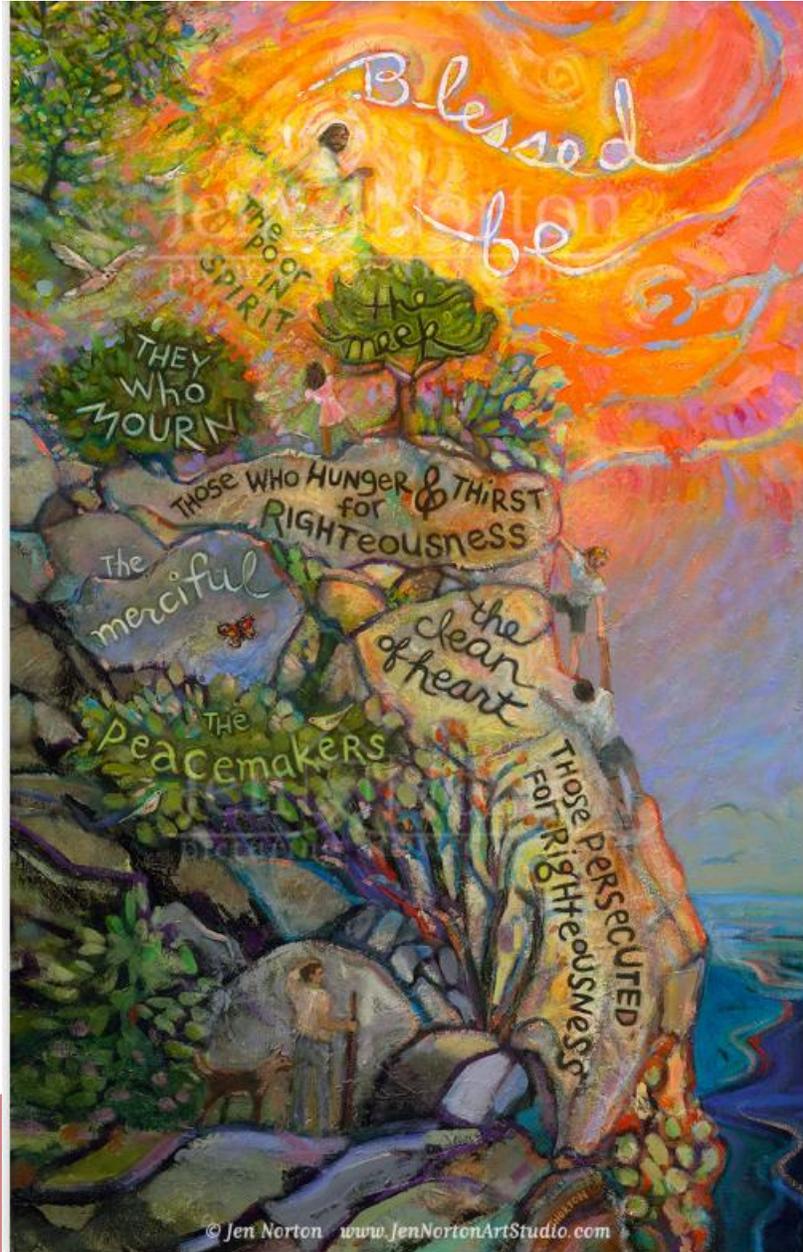
Let us pray....



Matthew 5:1-12

'Blessed are the poor in spirit, for theirs is the kingdom of heaven...

Rejoice and be Glad'



Let us pray....

October 31 – November 2, 2025

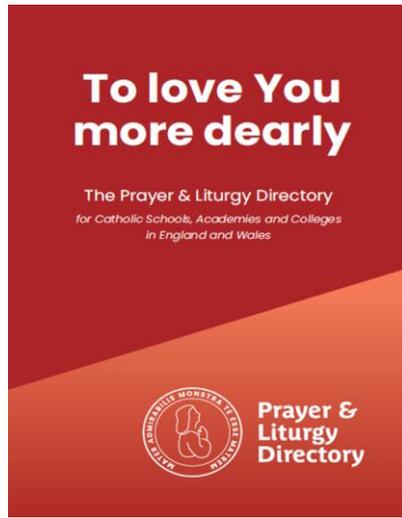
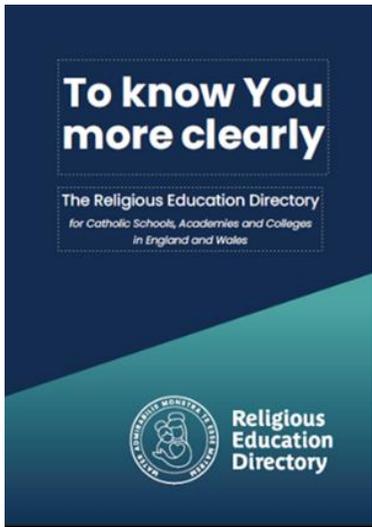


A Prayer for Catholic Schools

Almighty God,
You sent forth your Son
as a beacon of hope for all people.
As a Teacher, He has given us the prime example
of the importance of education.
As disciples, we look to him
for inspiration and strength.
Thank you for the many people
who have dedicated their lives
in service to our Catholic Schools.
Thank you for the teachers and administrators
who sustain our schools.

Thank you for the parents
who have given support and witness
to the importance of Catholic education.
Thank you for the students who work hard
to further their education.
Bless all our Catholic Schools
and the many people who advance our mission.
May our schools be a home
for those who seek to grow in openness, faith,
love, intellect, and commitment to justice.
In your name, we pray. **Amen.**

National Catholic Educational Association



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Thank you.... CPD Engagement.

Developing Prayer and Liturgy in Primary Schools. RED Folder Autumn 2025.

[RE Leaders – Roman Catholic Diocese of Salford](#)

Developing Pupil Ministries in Primary school and Supporting Pupil Leadership in Prayer and Liturgy.

PPs will be sent out after the training session.

ECTs. The Catholic Classroom: Distinctive nature of a Catholic School, being part of Salford Diocese, Liturgical Year, Celebration of the Word, Curriculum RE, Catholic Life and Mission, Understanding and embedding Catholic Social Teaching.

Thursday 18/ 9/25, Thursday 15 /1 /26, Thursday 21/5/26 9.30am – 3.15pm Cathedral Centre.

Please check in with ECT's from these sessions.

Session 1 focus on prayer and Celebration of the Word, Advent.

Session 2 focus on curriculum RE, Lent / Easter.

2025 / 2026 RE CPD. Autumn Term:

| Date | Session | Venue |
|--|---|---|
| Wednesday 12/11/25 | Preparing your CSED and APoP. Session to focus on writing / developing CSED. Looking at evidence and how to include impact Session for HT/ SLT/ RE Lead | Ewood Park Blackburn Rovers 9.30 – 3.30 Book here |
| Friday 14/11/25 OR Thursday 20/11/25 | Primary Deputy Headteachers Networks. ✓ National updates (Catholic Education Service, CSI and Ofsted) and local updates. ✓ Opportunities to discuss the support provided by the Department of Education. ✓ Opportunities to meet with other Deputy Headteachers from across the diocese to share good practice. | Oldham Athletic 1.30 -3pm Book here Dunkenhalgh 1.30-3pm Book here |



2025/ 2026 RE CPD. Spring Term:

| Date | Session | Venue |
|----------------------|---|--|
| Wednesday 4/2/26 | Primary RE Leads – Curriculum / Implementing the RED. Focus on OUP resource. Assessment / moderation opportunities. Dr Nancy Walbank. Story to enhance EYFS / YR 1 curriculum. | Oldham Athletic 9.30 – 3 Link available in December |
| Wednesday 4/3/26 | Primary RE Lead Cluster Briefings. | Zoom 3.30 – 4.45pm |
| Thursday 5/3/26 | Primary RE Lead Cluster Briefings. | Zoom 3.30 – 4.45pm |
| Wednesday 11/3/26 | CSI Briefing for Schools due in 2026–2027. You will receive an invite to this session. | Online 1.00 – 3.00pm |

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2025/ 2026 RE CPD. Summer Term:

| Date | Session | Venue |
|----------------------|--|-------------------------|
| Wednesday 22/4/26 | Implementing the RED using the OUP Resource. Year 3 teachers and RE Leads | Online 2-4pm |
| Wednesday 29/4/26 | Implementing the RED using the OUP Resource. Year 4 teachers and RE Leads | Online 2-4pm |
| Wednesday 20/5/26 | Implementing the RED using the OUP Resource. Year 5 teachers and RE Leads | Online 2-4pm |
| Wednesday 10/6/26 | Implementing the RED using the OUP Resource. Year 6 teachers and RE Leads | Online 2-4pm |
| Tuesday 16/6/26 | Primary CSI Update Session. RE Lead and HT can attend. Updates and information from inspections this year. | Ewood Park 9.30- 3pm |

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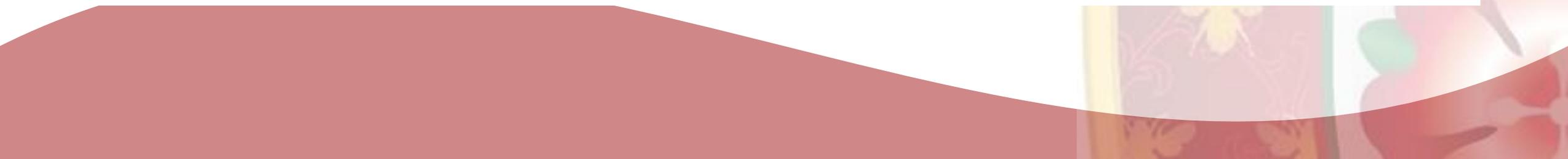
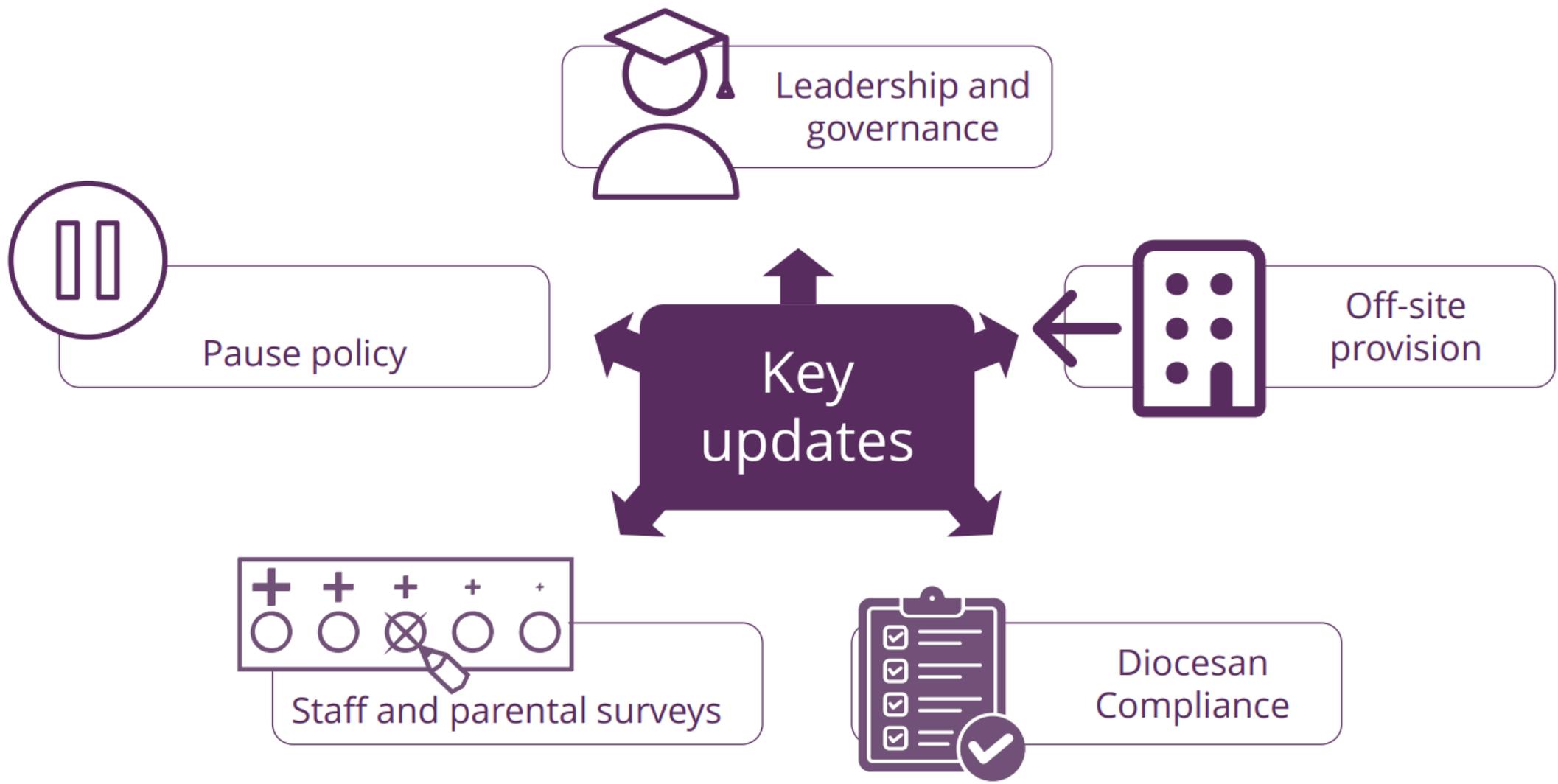
CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Inspection Handbook Updates

Version 4.0 – September 2025





1. Leadership and Governance

- Reflects new structures: Executive Headteachers and CSELs in Multi-Academy Trusts (MATs)
- Executive HT (most senior person) informed of inspection (and named with HoS on report)
- Lead inspector should contact CSEL (or their nominee) before inspection:
 - Inform them and gather leadership/governance evidence
 - Record discussion on Evidence Form (EF)
- CSELs copied into notification and receive report
- Deferral requests: must come from headteacher, not CSEL

2. Off-Site Provision

- Some pupils educated at other sites (MATs or local authority)
- Inspectors not expected to visit, but must include off-site pupils in evidence
- Schools must demonstrate parity of Catholic education and outcomes
- Paragraph 24 updated to ensure inspectors check equality of provision

3. Diocesan Compliance

- Appendix 7.2: All dioceses to promulgate directives during 2025–26
- All additional requirements replaced by September 2026
- Interim expectations:
 - Requirements clearly set out
 - Properly consulted upon
 - Communicated to schools in good time



4. Staff and Parental Surveys

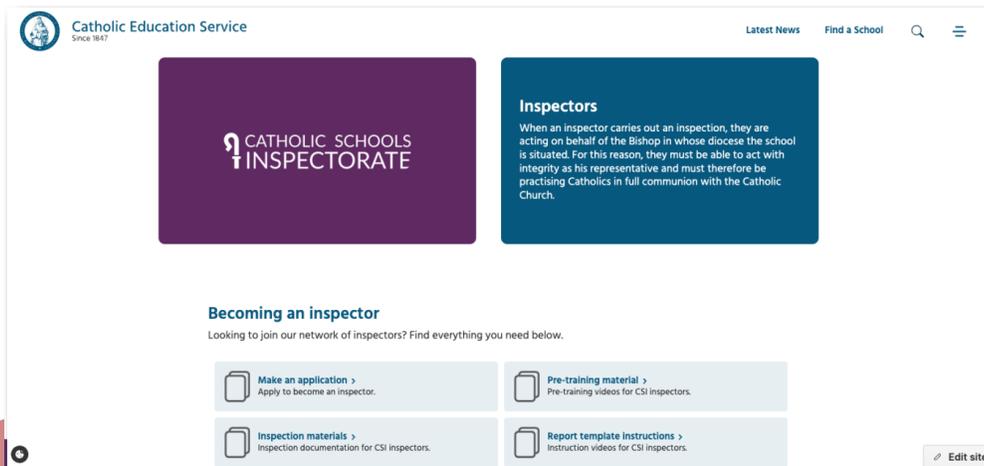
- Survey adapts based on staff role and inspection history
- New questions:
 - Whether school has been inspected before & whether the person completing the survey was a member of staff when the school or college was last inspected
 - Branching added to reveal some questions only to those people who were present in the school or college when it was last inspected.
 - Whether respondent teaches RE & branching added to reveal some questions only to those who teach RE.
- Likert scale responses (strongly disagree - strongly agree) re-ordered so that results will display in a more intuitive way.
- Likert scale responses amended to absorb 'don't know/not applicable' into the neutral category, so that responses to questions can be more easily compared at a glance.

5. Pause Policy (Appendix 6.1)

- Appendix renamed: 'Deferral and Pause Policy'
- Definitions:
 - Deferral: reschedule before inspection begins
 - Pause: temporary halt once inspection has started
- Once begun, inspection must complete within 10 working days
- Reasons to pause (exceptional circumstances, and only for very serious reasons):
 - To protect the safety, or mental health and wellbeing of the school leader, or other member of staff.
 - To protect the safety, or mental health and wellbeing of members of the inspection team.
 - Major incident affecting school or inspection
- Requests go to diocesan authority using Template 05

6. Other Administrative Updates

- Introduction of new CSI website
- New CSI email accounts will be introduced for inspectors
- Report template revision – electronic – from January 2026



2026-2027 Diocese of Salford

6 inspections during Au1 term:

- Grade 1: 4
- Grade 2: 2



10%

- Appendix 7.1: What compliance with the Catholic Bishops' Conference of England and Wales requires in relation to religious education
- The centrality of curriculum religious education to the curriculum is reflected in several ways in Catholic schools, including the parity it has with other core curriculum subjects. This parity means that religious education should be taught, as far as possible, by subject specialists or by those trained by such specialists and Catholic leaders must ensure that in terms of funding, facilities and staffing it is at least as well-resourced as the other core curriculum subjects. As a demonstration of this parity, the bishops have mandated that pupils are entitled to receive a religious education that constitutes 10% of each repeating cycle of the regular school timetable in each year of compulsory schooling, and 5% of each repeating cycle of the regular school timetable in the sixth form.
- the 10% figure represents the minimum expectation for the amount of time to be devoted to religious education in each repeating cycle of the regular school timetable of a Catholic school.

Principles of compliance

- For ages 5-16 The bishops require that Catholic school leaders ensure that:
 - religious education be taught for a specified portion of each repeating cycle of the regular school timetable in each year of compulsory schooling.
 - the amount of time must constitute at least 10% of this repeating cycle, as a proportion of the taught curriculum time, excluding non-curriculum directed time (such as assemblies, form time, or prayer and liturgy)

Exemplars for different ages and phases

- **Ages 3–5**

- In UK law, there is no legal requirement for children to attend school before the age of 5. Likewise, the bishops have not specified what proportion of the curriculum should be devoted to religious education before the beginning of compulsory schooling in the Early Years Foundation Stage (EYFS).
- Furthermore, timetables in EYFS are more pupil-centred and are less formally structured than those in the years of compulsory schooling. Nevertheless, in a Catholic school, religious education should remain at the heart of the pupils' school experience even in the non-compulsory portions of their education. Further details on how this can be achieved can be found in the relevant section of the Religious Education Directory.

Age 5-11

- In primary schools, in each year of compulsory schooling, the 10% will best be understood as a minimum number of hours in each of these repeating cycles, which in primary schools are usually one week in length. For example:
- in a school week of 22.5 hours of curriculum time, the number of hours spent teaching curriculum religious education must be no less than 2 hours and 15 minutes.
- in a school week of 25 hours of curriculum time, the number of hours spent teaching curriculum religious education must be no less than 2 hours and 30 minutes

PLD Update...

Implementation by September 2025.
It is a guidance document to support prayer and liturgy in school.

Support:

- ✓ CPD available in the Resource Centre.
- ✓ Prayer and Liturgy Model Policy (9.4 pg 69 of PLD).
- ✓ Calendar to support APoP
- ✓ Resources produced by Rachel Thompson in Resource Centre

Calendar 2025-2026

| Week beginning and theme | Sunday Gospel/ Liturgical Year | Feast days | Events | Resources |
|--|---|--|--|--|
| 31 st August CREATION | Luke 14:1. 7-14 <i>'Everyone who exalts himself will be humbled, and he who humbles himself will be exalted.'</i> | (3 rd) St Gregory the Great | Season of Creation (1st Sept - 4th Oct) (1 st) World Day of Prayer for the Care of Creation | Season of Creation Schools - Laudato Si' Centre (laudatosicentre.org) Creation Care: The Speaks (cafod.org.uk/schools) |
| 7 th September COMMUNITY | Luke 14:25-33 <i>'Anyone who does not renounce all that he has cannot be my disciple.'</i> | (8 th) The Birthday of the Blessed Virgin Mary | Caritas Harvest Shopping list | www.caritasallor.org |
| 14 th September EDUCATION | John 3:13-17 <i>'The Son of Man must be lifted up.'</i> | (14 th) The Exaltation of the Holy Cross (17 th) St Hildegard of Bingham, patron saint of ecology | (14 th) Education Sunday | Catholic Bishops' Education Sunday Together |
| 21 st September SERVICE | Luke 16:1-13 <i>'You cannot serve God and money.'</i> | (21 st) St Matthew (24 th) Our Lady of Walsingham (27 th) St Vincent de Paul | (21 st) UN International Day of Peace (22 nd -28 th) Recycle week (22 nd -5 th Oct) Fairtrade Fortnight | Evangelii Gaudium Catholic Bishops' (cbscw.org.uk) Recycle Week can Now Peace one Day Fairtrade Fortnight |

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Prayer Resources - Weekly Powerpoints

- Weekly PowerPoints: What are the weekly Powerpoints and how do I use them?
- Creation Week Beginning 31 August
- Community Week Beginning 7 September
- Education Week Beginning 14 September
- Service Week Beginning 21 Sept
- Gratitude Week Beginning 28 Sept
- Trust Week Beginning 5 Oct
- Thanksgiving Week Beginning 12 Oct
- Mission Week Beginning 19 Oct
- Rejoice Week Beginning 2 Nov
- Remembrance Week Beginning 9 Nov
- Endurance Week Beginning 16 Nov
- Youth Week Beginning 23 Nov
- Hope Week Beginning 30 Nov



Lent



Easter and Pentecost



Advent and Christmas



Ordinary Time



Saints



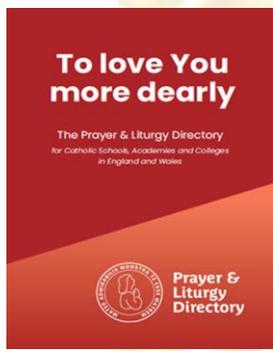
2025 Year of Jubilee

The Wednesday Word Primary School Resource |

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Prayer and Liturgy - Roman Catholic Diocese of Salford



PLD – Frequency of different models of prayer.

| Everyday | Every week | Every term | Every year |
|---|------------|------------|------------|
| Daily prayer – beginning and end, before and after meals. | | | |
| Celebrations of the Word | | | |
| Mass | | | |
| Sacrament of Reconciliation | | | |
| Other liturgies and devotions | | | |

The local circumstances of each school will influence the manner in which prayer, celebration of the word and liturgy is shaped in a school.

The community of a Catholic school will generally be inclusive of people who are not Catholics or Christians. This context provides Catholic schools with a unique opportunity to present, in an authentic way, our tradition of Catholic prayer and liturgy, while at the same time providing a welcoming environment for all pupils and staff. In order to respond to this most fruitfully, we are called to understand the tradition of the catholic faith and maintain an approach that responds to the integrity of all members of the school community.

Section 2.3 – p.6



The Parable of the Mustard Seed

PRAYER AND LITURGY CPD

A variety of CPD packages are available and can be tailored to your school. Recent CPD has included:

- Understanding the Prayer and Liturgy Directory
- Key elements of prayer and liturgy in school
- Developing staff confidence
- Practical examples of prayer to use in school
- Experiencing and exploring resources
- Developing pupil leadership

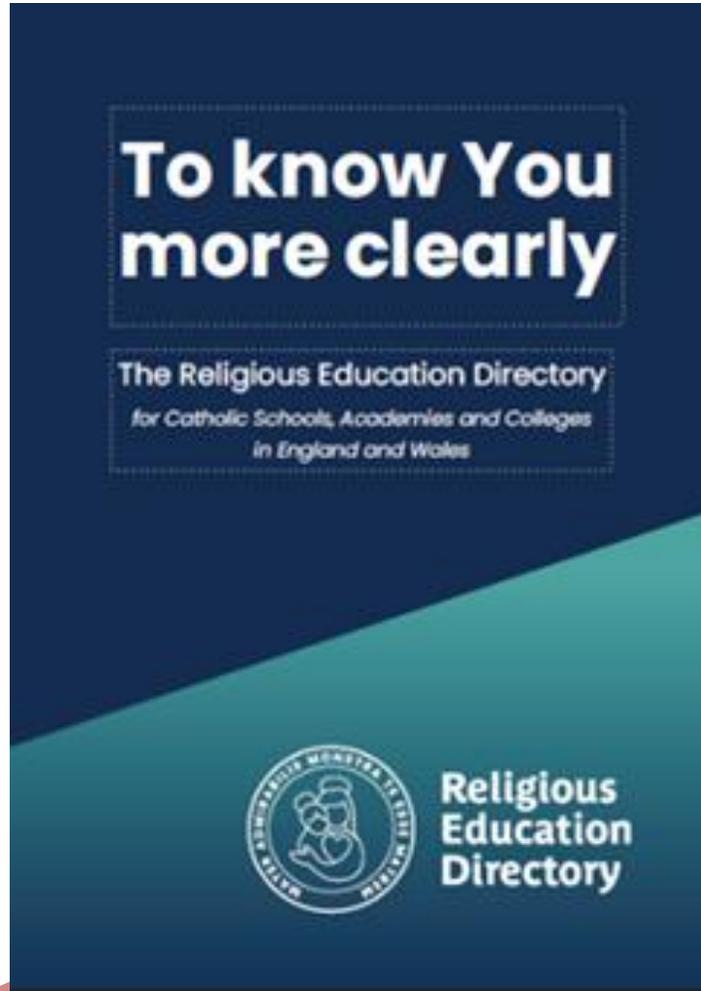
rachelmthompson@hotmail.com



Rachel Thompson

After studying theology, Rachel's career has been in teaching, youthwork and chaplaincy. She was Head of RE for fifteen years and lead for Catholic Life and Mission on SLT. Rachel is the Children's Editor for Redemptorist Publications. She has many years experience as a catechist and in leading both the music group and children's liturgy in her parish. Rachel is a CSI Inspector, primary school RE link Governor and is currently working with the Salford Diocesan Education team, leading on prayer and liturgy.

Thank you... again!



what are other words for teething troubles?



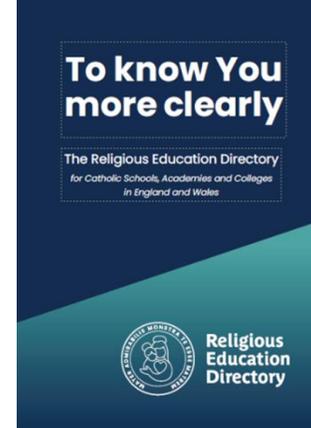
snags, problems, difficulties, complications, hitches, glitches, reservations, hard knocks, rough going



Time scale:

The implementation date for secondary schools (KS3) remains September 2025. Implementation for Primary schools September 2026.

Release Dates:



| Release date | Content | Infant £207 | Junior £285 | Whole School £466 | 3-year sub £1250 |
|--------------|---------------------------------|----------------|----------------|------------------------|---------------------|
| Jun 25 | Years R, 1, 2 Branches 1 & 2 | Available | | Available (discounted) | |
| Nov 25 | Years R, 1, 2 Branches 3 & 4 | | | | |
| Feb 26 | Years R, 1, 2 Branches 5 & 6 | | | | |
| Jun 26 | Years 3, 4, 5, 6 Branches 1 & 2 | | Available | | Available |
| Nov 26 | Years 3, 4, 5, 6 Branches 3 & 4 | | | | |
| Feb 27 | Years 3, 4, 5, 6 Branches 5 & 6 | | | | |

https://global.oup.com/education/content/primary/series/lighting-the-path/?region=uk&srsItid=AfmBOoqBLbCbioWGdP5ogUMLt0sxOrDEvC1g1LK4835TBZ2p_WyFJIXM

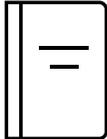
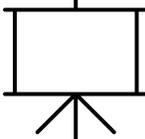
Structure and components

Lighting the Path offers the following components for every branch at every year. There are 12 lessons for every branch.

All components are accessed through the digital subscription.

“Excellent resources and has got great feedback from the schools who have trialled it.”

Components per branch

| | | | | | | | |
|---|---|---|---|--|---|---|---|
| Branch overview | Teaching Guide | CPD film | Anthology | 12 x Lesson plans | 12 x Teaching PPTs | Classroom resources | Activity sheets |
|  |  |  |  |  |  |  |  |

**CPD to run in Spring term – focus on assessment / moderation/ ideas for EYFS / KS1 use of story.
Summer 2026 for Yr 3 – 6**

Implementation Plan... things you might want to include...

- ✓ CPD received from diocese and how this has been implemented back in school – staff training about the document and implications on the teaching of RE and how this has been applied to curriculum RE.
- ✓ Trial units that you as a school have undertaken / used for CPD.
- ✓ Timeline of roll out of year groups over the coming years (*OUP release date will support*).
- ✓ Timeline of CPD training that staff will be attending – staff meetings to planning with year group teachers. Videos [RE Leaders – Roman Catholic Diocese of Salford](#) – Summer 2025 File. **Spring and Summer 2026 CPD...**
- ✓ How you have kept governors updated on the RED and will continue to do so.
- ✓ **Is time being taken to review the branches – feedback from staff to RE Lead and also teacher notes to feed into planning for next year.**
- ✓ **Work scrutiny – feedback. Fidelity to the scheme.....**
- ✓ **Moderation of work. School moderation and opportunity in clusters.**

Diocesan Pilot Resources:

Year 3 and Year 5 Pilot Resources.
No Year 3 PPs or WAGOLL.



Centre » Department for Education » Religious Education

ous Education

The new Religious Education Directory (RED) has been published which can be found here. More information about the directory can be found here.

The Ofsted research review for Religious Education has now been published. Whilst Ofsted will not carry out a deep dive of RE in faith schools, the review contains useful information for all teachers of RE.



Ofsted Research Review of Religious Education

NATRE review of Ofsted reports with references to RE (new framework)

Further Reading

Primary RE >

Secondary

Further Reading

RE Leaders >

Primary RE Toolkit >

CPD >

RED Resources >

To know You more clearly

The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales



Religious Education Directory



NEWS DIOCESE FAITH DIRECTORY SAFEGUARDING ENVIRONMENT EDUCATION

Home » Resource Centre » Department for Education » Religious Education » Primary RE » RED Resources

RED Resources

The resources below have been developed by a small working party of Primary RE Leads in Salford schools. The branches have been planned using the expected end of age-phase outcomes and the model curriculum for Year 3 in the RED. The working party have also created a WAGOLL for branch 1 Creation and Covenant. These are pilot resources, they are to give schools ideas on what the branches may look like, schools are not expected to use these resources or begin developing their own resources for the RED in this academic year, ideas can be used to support current teaching and learning in curriculum RE.

Updates about the RED and a scheme can be found in the latest Primary RE newsletter and in the training that will be offered to all primary RE Leads in this academic year.

| | |
|--|---|
| Creation and Covenant Year 3 Branch 1 Pilot | + |
| Prophecy and Promise Year 3 Branch 2 Pilot | + |
| Galilee to Jerusalem Year 3 Branch 3 Pilot | + |
| Desert to Garden Year 3 Branch 4 Pilot | + |
| To the Ends of the Earth Year 3 Branch 5 Pilot | + |
| Creation and Covenant Year 5 | + |

<https://dioceseofsalford.org.uk/resource-centre/education/religious-education/primary-re/home-school-learning/>

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Diocesan Pilot Resources – Year 3 and 4.

Year 3 Creation and Covenant

Step 4 – Who was St Francis? Make links between Genesis 1:1-31 and the Canticle of St Francis.

| Expected Outcomes | Teaching | Possible Activities / Resources |
|--|---|--|
| Using some religious vocabulary, describe a prayer praises creation. (U3.1.5) Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (D3.1.3) Reflecting on the prayerful words studied that give thanks for Creation. (R3.1.3) | <p>Recap on previous session: Why it important to appreciate our common home? How have we done this this week? What else could we do? Have you seen anyone you know showing appreciation? How did they do this? (The work on St Francis will be met again in the Year 4 Creation and Covenant branch).</p> <p>St Francis was known for his love of the earth and writing prayers that praise creation. Read the story of St Francis. Examples: Francis of Assisi from 101 Saints and Special people – Don Bosco Publications. St Francis of Assisi By Joyce Denham / Elena Temporin Other examples about St Francis- CAFOD - St Francis Loyola Press St Francis Resources - RE:quest (request.org.uk)</p> <p>Share canticle of St Francis, discuss the language of the hymn of praise. (Resource 8)</p> | <p>Pupils to annotate the images once they have found out about St Francis, linking the images to what they have found out about St Francis. (Resource 7)</p> <p>After having read the canticle encourage pupils to identify in the prayer: Who St Francis is calling his brothers and sisters Who is being praised and why?</p> <p>Pupils to make links with Genesis 1: 1-31 e.g brother sun who brings us the day and lends us his light links with Gen 1: 3-4.</p> |

Page | 15

Yr 3 and 4 teachers to plan together.

Adapt to fit your cohort.

We have used steps. These are not individual lessons, staff can decide how to break up into lessons to suit their cohort.

Children to have a copy of Genesis and Canticle of St Francis and make links between scripture and prayer e.g *Who brings us the day and ends us his light – Day 1 Genesis 1:3-5*
Discuss how the language of the canticle encourages us to give thanks, not take for granted.

Selected to be a Pope they change the name of a saint who inspires them. Why do you think St Francis was an inspiration to Pope Francis?

Discuss with talk partners
Why did Pope Francis choose the name Francis?
Why do you think St Francis was an inspiration to Pope Francis?

Pupils to imagine they are Pope Francis, write back to George explaining why they chose the name Francis after St Francis. Encourage them to bring in elements of St Francis life into their answer – love of poor, care for creation etc. from the information on St Francis and the Canticle. Finish the step with the following question.

St Francis died a long time ago. What does he know about the world today?
Is St Francis and his canticle still important today? Explain

Possible activities recorded in books:

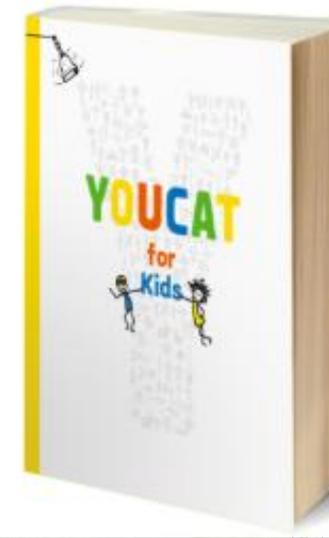
- ✓ Annotated Canticle of St Francis – showing understanding of vocabulary, making links with Genesis.
- ✓ Letter from St Francis to George.
- ✓ Answer to critical question is St Francis still relevant in today?

See **(Resource 9)** – Use the example of Dear Pope Francis book.

What bibles should we use? Should teachers be reading from the bible in lessons to EYFS, Yr 1 pupils etc? What do KS 2 need?

Bible story: The

story is from the Christian story. Children are given a picture of the story and look at it. What do you recognise in the picture?



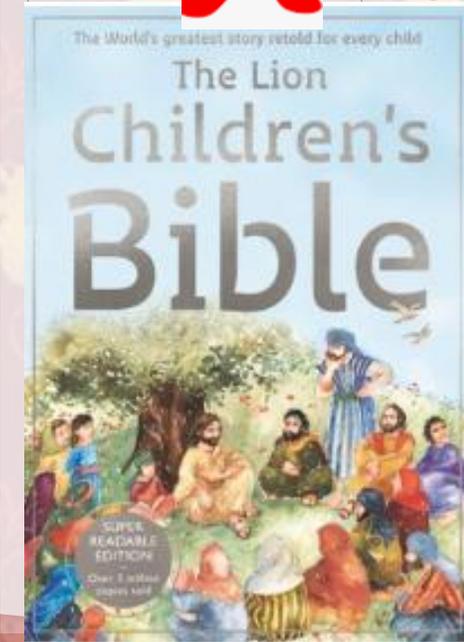
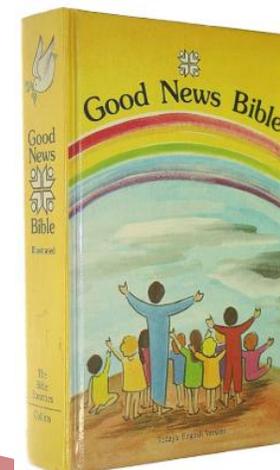
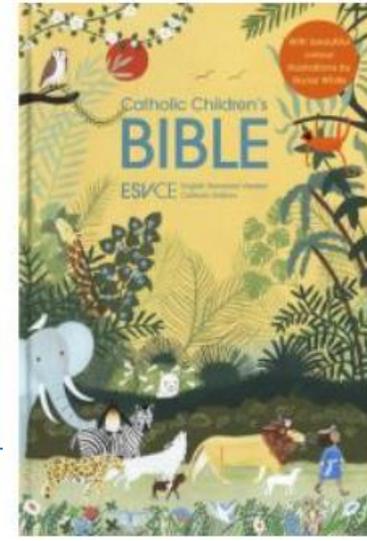
Creation

Year R, Branch 1: Creation and covenant

| Outcomes | Lesson title |
|--|---|
| | The first story of Creation |
| | Scripture |
| God made our beautiful world and everything in it. God made the wonderful world. | The first account of Creation (Genesis 1:1-5, 24-25) |
| Knowledge lens(es) | CCC and RED links |
| Hear, Believe | YCFK 1 |
| Key vocabulary | Resources and preparation |
| God, Bible | Class Bible Stimuli for children to draw pictures of things God created e.g. small world animals, plants or pictures |



Yes, it is important that pupils are hearing the actual scripture. Teachers may need to adapt the language as they read.



Creation Classroom resource

children of the things they saw, not things people have made.

of the objects again and

human beings were made. Remind 'e people can read stories about tten by someone who wondered,

2-3 of the Anthology for an ory 'heavens' means sky and

ldren to say what happens in each

in. Ask the children what they rage them to answer, 'God saw

ictures in the Classroom resource. y can remember what God said

it was good'. This could be in the w that it was good' in the centre of n alternative to drawing. You may . You could label children's work

<https://www.paulineuk.org/browse?Keywords=children+bibles>
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Should we be following the scheme word for word?

That is a school decision.

✓ Follow the sequence of lessons for correct coverage / progression.

✓ Teachers may feel they have a task / activity that suits their cohort rather than a suggestion in the scheme but make sure it matches the lesson outcome.

✓ Good to review at the end of each branch in preparation for the second year.

Bible story: The first story of Creation

This story is from the Christian special book, the Bible.

Listen to the story and look at the picture. 

What do you recognise in the picture?



Year R, Branch 1: Creation and covenant

| Lesson | Lesson title |
|--|--|
| 2 | The first story of Creation |
| Related outcomes | Scripture |
| God made our beautiful world and everything in it. God made the wonderful world. | The first account of Creation (Genesis 1:1–5, 24–25) |
| Knowledge lens(es) | CCC and RED links |
| Hear, Believe | YCFK 1 |
| Key vocabulary | Resources and preparation |
| God, Bible | Class Bible Stimuli for children to draw pictures of things God created e.g. small world animals, plants or pictures of the sun. The first story of Creation Classroom resource (CR_YR_B1_L02) |

Lesson outline

Using the floor book activity from the last lesson as a stimulus, remind the children of the things they saw that made them say 'wow'. Remind children that these are things in nature, not things people have made. Invite them to wonder why some things make us say 'Wow!' If you used the alternative feely box/bag activity, begin by looking at some of the objects again and remembering children's descriptions.

In this lesson we are going to look at the part of the Creation story before human beings were made. Remind children that Christians believe the Bible is a special book. It is a book where people can read stories about God. Today, the children are going to read a story from long ago. It was written by someone who wondered, 'Where does everything come from?'

Read Genesis 1:1–5, 24–25 and look at the picture on slide 6, or see pages 2-3 of the Anthology for an enlarged version. You may want to use the pictures to explain that in the story 'heavens' means sky and 'earth' means land.

Recap the story, clicking through the pictures one at a time, inviting the children to say what happens in each picture.

Wrap up
Can the children remember the story? Look at the pictures on the slide again. Ask the children what they show. After each picture, ask the question, 'What did God say?' and encourage them to answer, 'God saw that it was good.'

Focus activity
Ask children to take it in turns to retell the Creation story using the first 3 pictures in the Classroom resource. Invite them to work in pairs and take it in turns to retell the story. Ask if they can remember what God said ('God saw that it was good').

Then encourage children to contribute to a class montage of 'God saw that it was good'. This could be in the floor book, or a display piece for the working wall. Write the words 'God saw that it was good' in the centre of the floor book/working wall. You may wish to provide cut out pictures as an alternative to drawing. You may wish to provide small world objects or picture books as a drawing stimulus. You could label children's work with a description, e.g., Sam's fish, Mia's cloud.

D2.1.2 Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah.

Use the 'Hurt No Living Thing' poem by Christian Rosetti as a model for the children to write their own 'caring for all living things' poem. Guide the children to think about their point of view. Why should people care for living things? How can people be good stewards, like Noah? They can use the Activity sheet to get them started.

Caring for all living things

Write a poem to show how people can care for all living things. Then answer the question.

Care for God's creatures,
The and the
the and the
Even the

Protect their homes.
You can
You can
You can

Why should people care for creation?

.....
.....
.....
.....

Alternative Independent activity.

Think about the rainbow as a symbol of God's promise. Using the word 'RAINBOW' as a framework, think about things in creation that people should care about and say why. 'R': rain brings water to the world which keeps everything alive and helps us wash things clean; 'A' is for air that we need to breathe and live.

Rain

Air

Ice

Noah

Boat

Our special place

Wind

U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)

R5.1.2. Reflecting on what makes them truly happy. (RVE)

R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)

Know that a virtue is a positive habit that helps people live a good life.

Courage.



Top Trumps

| | |
|---------------------|------|
| Help others: | 8/10 |
| Builds Friendships: | 9/10 |
| Takes effort: | |
| Brings happiness: | |
| Impressing others: | 2/10 |

Doing the right thing even when you are scared.

Standing up for what is right, not being a follower, speaking out.

Forgiveness.



Top Trumps

| | |
|---------------------|-----|
| Help others: | /10 |
| Builds Friendships: | /10 |
| Takes effort: | /10 |
| Brings happiness: | /10 |
| Impressing others: | /10 |

Letting go of anger and giving others a second chance.



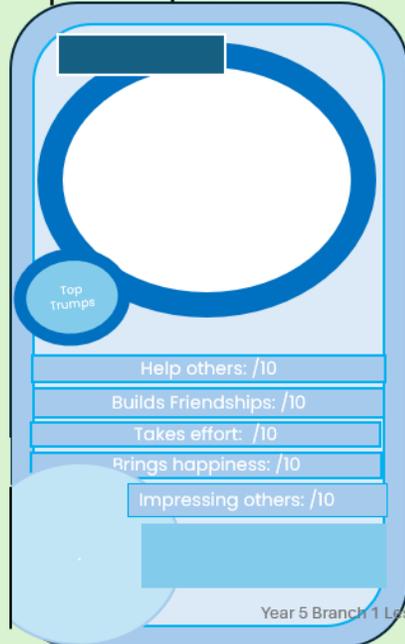
U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)

R5.1.2. Reflecting on what makes them truly happy. (RVE)

R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)

Know that a virtue is a positive habit that helps people live a good life.

Design your own top trump card for faith, hope or love



Choose a virtue, how can you show it in:

Your school community?

Home?

World?

Use words and pictures

Using these as definitions (Love – love of God and love of neighbour; Faith – Belief in God and belief in all God has said and revealed to us; Hope – placing our trust in God’s promises)

Explain to the pupils that they need to complete their own top trump card for one of these – thinking carefully about the marks out of 10 that they give and being able to explain why they have given that mark.

Timings...

OUP – 12 lessons per branch. Encourage staff to revisit if a concept not understood.

For longer half terms, next branch could be started (next year schools will have access to next branch, also staff will be familiar with the branches).

Diocesan branches not as rigid at this time Yr 3 and 4 currently steps not lessons – staff need to break up into lessons.

Year 5 and 6 branches aiming for 12 lessons, but aware some lessons slightly longer than others.

Teacher discretion!

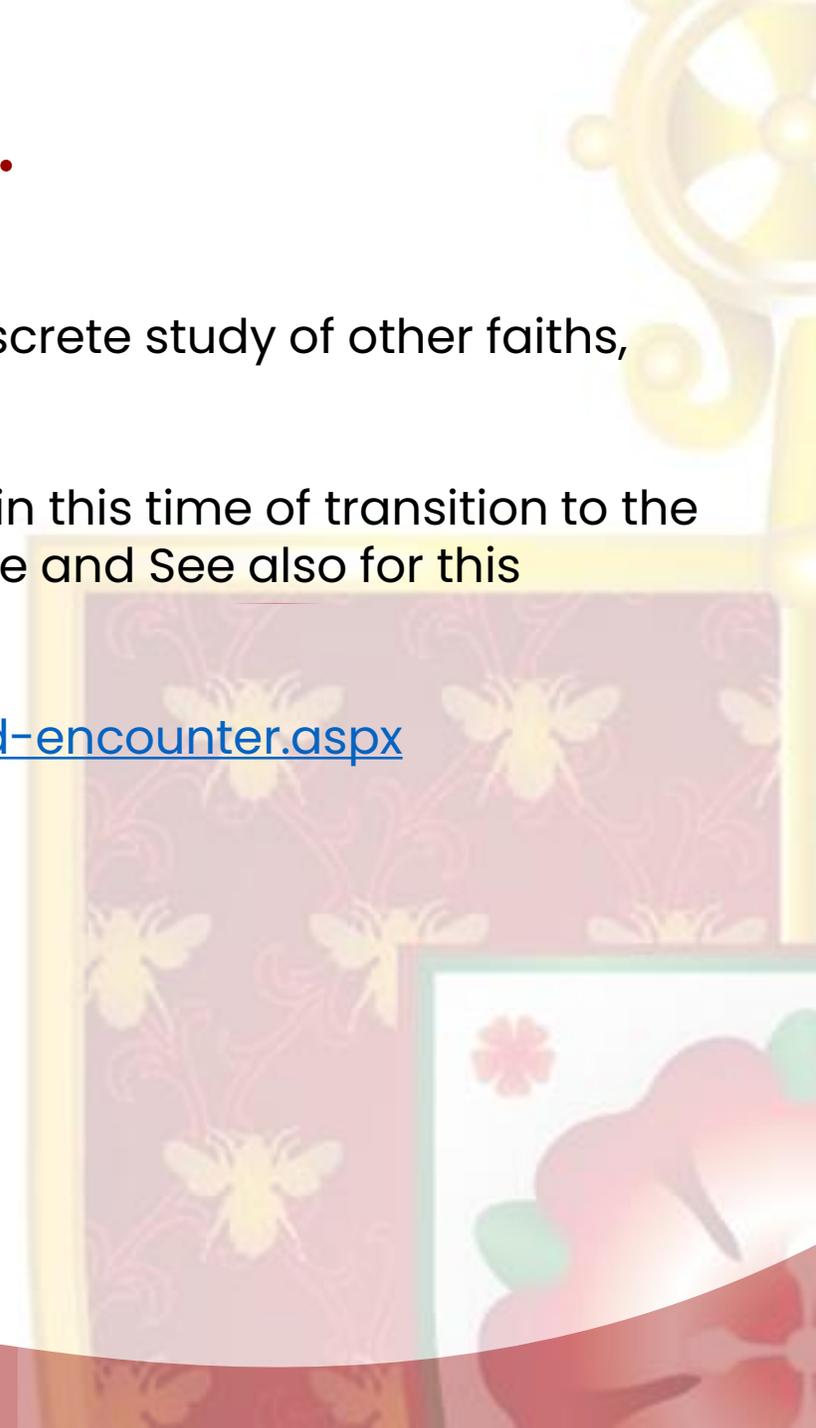
Dialogue and Encounter. Branch 6.

Branch 6 Dialogue and Encounter is where pupils will engage with a discrete study of other faiths, religions and worldviews.

Branch 6 will not be available for Key Stage 2 in this academic year, so in this time of transition to the RED schools may wish to continue with the Other Faiths units from Come and See also for this academic year:

<https://www.stmarys.ac.uk/education/catholic-diocese/dialogue-and-encounter.aspx>

EYFS and KS 1 – complete branch 6 through OUP resource.



Extras...

Vocabulary sheets – see [Autumn 2 – Prophecy and Promise – Holy Family](#)

[RED Resources – Mission Together](#)

[Five Facts about The Bible – Mission Together](#)

[Five Facts about the Prophets – Mission Together](#)

Free Downloadable Posters

- Bible Timelines and Paul Series – [click here](#)
- Prophets and Kings – [click here](#)
- Scripture and Citizenship – [click here](#)
- Social Justice and Scripture – [click here](#)
- Signs and Wonders – [click here](#)
- Miracles in the Gospels – [click here](#)
- Jesus and the Power of Place – [click here](#)
- Bible Heroines – [click here](#)
- John's Gospel – [click here](#)
- Luke's Gospel – [click here](#)
- Mark's Gospel – [click here](#)
- Matthew's Gospel – [click here](#)
- Journey Through the Bible – [click here](#)
- Paul – Timeline – [click here](#)
- Paul – The Life – [click here](#)
- Paul – The Missionary – [click here](#)
- Paul – Praying – [click here](#)
- Saints in Scripture – [click here](#)
- Our Lady in Scripture – [click here](#)
- Lent, Holy Week and Pentecost – [click here](#)
- Catholic Bible Bookshelf – [click here](#)
- The 12 Apostles – [click here](#)
- I Am Sayings – [click here](#)
- 10 Catholic Symbols – [click here](#)



The prophet, Elijah

missio

Fact One

Prophets are sent by God to speak on his behalf

Elijah left and did what the Lord's word had told him. He went to live by the Cherith River, which is east of the Jordan River. Ravens brought him bread and meat in the morning and in the evening. And he drank from the stream.

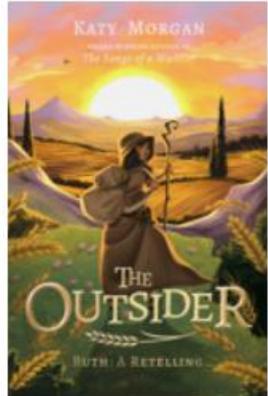
But after some time, the stream dried up because no rain had fallen in the land. Then the Lord spoke his word to Elijah: "Get up, go to Zarephath (which belongs to Sidon), and stay there. I've commanded a widow there to feed you."

The Word of the Lord
1 Kings 17:1-4

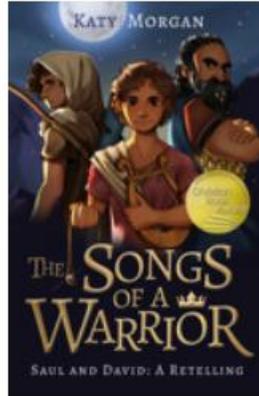


Fact One

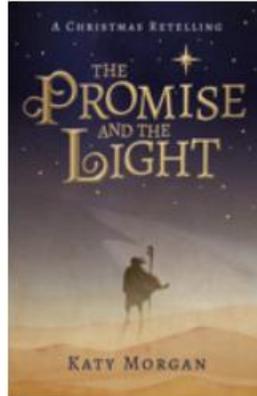
The Bible is made up of many different books.



The Outsider
Katy Morgan



The Songs of a Warrior
Katy Morgan



The Promise and the Light
Katy Morgan

Source *to* Summit

Lighting the Path



This is the start of the journey ... further to work to come from OUP and diocese.

More work on assessment, tracking, five fast facts to close gaps, CPD, Policy for RE....

Jubilee Year. Pilgrims of Hope.



Thank you...

- ✓ Jubilee Year officially finished on 6th January 2026. Schools can continue until 6th January or bring to a close at the end of November / start of December.
- ✓ Join the CYMFED / CAFOD celebration on 21st November.
<https://cafod.org.uk/jubilee-schools/jubilee-celebration-day>
- ✓ Please send a paragraph, a few photographs of how you have marked the Jubilee Year in your school to Millie.Burton@dioceseofsalford.org.uk. This will feed into the diocesan news.

Jubilee Year. Pilgrims of Hope.



Save
the
Date!

Relics of Saint Carlo Acutis to visit the diocese.

Opportunity to bring a small group of pupils (max 10) to celebrate the life of St Carlo Acutis and venerate his relics.

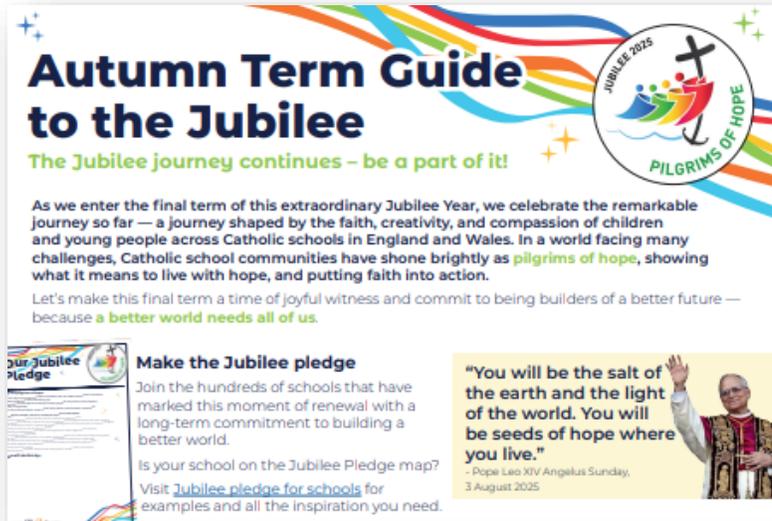
St Mary' of the Assumption Burnley—Thursday 29th January 2026.
St Patrick's Collyhurst—Friday 30th January 2026.

Sessions from 9.30—11.30 or 12.30—2.30.

- ✓ A detailed risk assessment will be provided by the diocese.
- ✓ Prayers will be led by a member of the clergy.
- ✓ Activity pack will be produced by the Education Department to support staff / pupils.



The Jubilee journey continues!



Autumn Term Guide to the Jubilee
The Jubilee journey continues – be a part of it!

As we enter the final term of this extraordinary Jubilee Year, we celebrate the remarkable journey so far — a journey shaped by the faith, creativity, and compassion of children and young people across Catholic schools in England and Wales. In a world facing many challenges, Catholic school communities have shone brightly as pilgrims of hope, showing what it means to live with hope, and putting faith into action.

Let's make this final term a time of joyful witness and commit to being builders of a better future — because a better world needs all of us.

Make the Jubilee pledge
Join the hundreds of schools that have marked this moment of renewal with a long-term commitment to building a better world.

Is your school on the Jubilee Pledge map?
Visit [Jubilee pledge for schools](#) for examples and all the inspiration you need.

"You will be the salt of the earth and the light of the world. You will be seeds of hope where you live."
— Pope Leo XIV Angelus Sunday, 3 August 2025

Autumn Jubilee Guide

All you need to guide your journey through this final term of an historic year! Watch or download from:

jubilee-schools.org.uk



Need an extra **Jubilee witness banner**?

Now only £2 + pp

Exclusive! **Free** banner for Advisers. Use code: **[jubileeforfree](#)** at the online CAFOD shop

shop.cafod.org.uk

Jubilee Pledge Map



Our Jubilee Pledge



Holy Family Catholic Primary School

We are pilgrims of hope.

We walk in solidarity with our sisters and brothers worldwide, sharing challenges and celebrating joys.

We promise to be agents of change, working together for justice, love and peace, locally and globally.

We want to build a fairer world, where every person, and the earth, can flourish.

As pilgrims of hope, we are on a mission to build a world where:

- We recognise the dignity of every person, loved and created by God.
- We follow the example of Jesus' love and his mission to bring good news 'to the poor', (Luke 4)
- We work for the common good of all, understanding that our actions impact our local and global family because we are all interconnected.
- We are good stewards of the earth, knowing that the earth's gifts are for everyone, not just for a privileged few.
- We prepare a path to peace in our world, challenging the root causes of poverty and injustice.
- We speak out for debt relief, to set free those who are burdened by unjust debt.
- We work together with CAFOD and our local Caritas to be practical signs of hope and out love into action.

CAFOD    **caritas**

Great news!

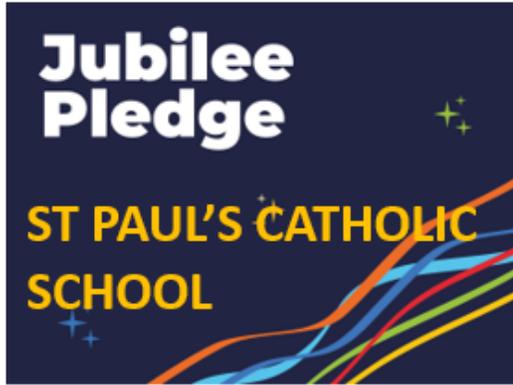
Jubilee for Schools in England and Wales will be presented as part of the Vatican Jubilee for Education event in Rome. We can't wait to celebrate schools!



Jubilee-schools.org.uk:

Receive your Pledge Certificate when you add your school to the pledge map

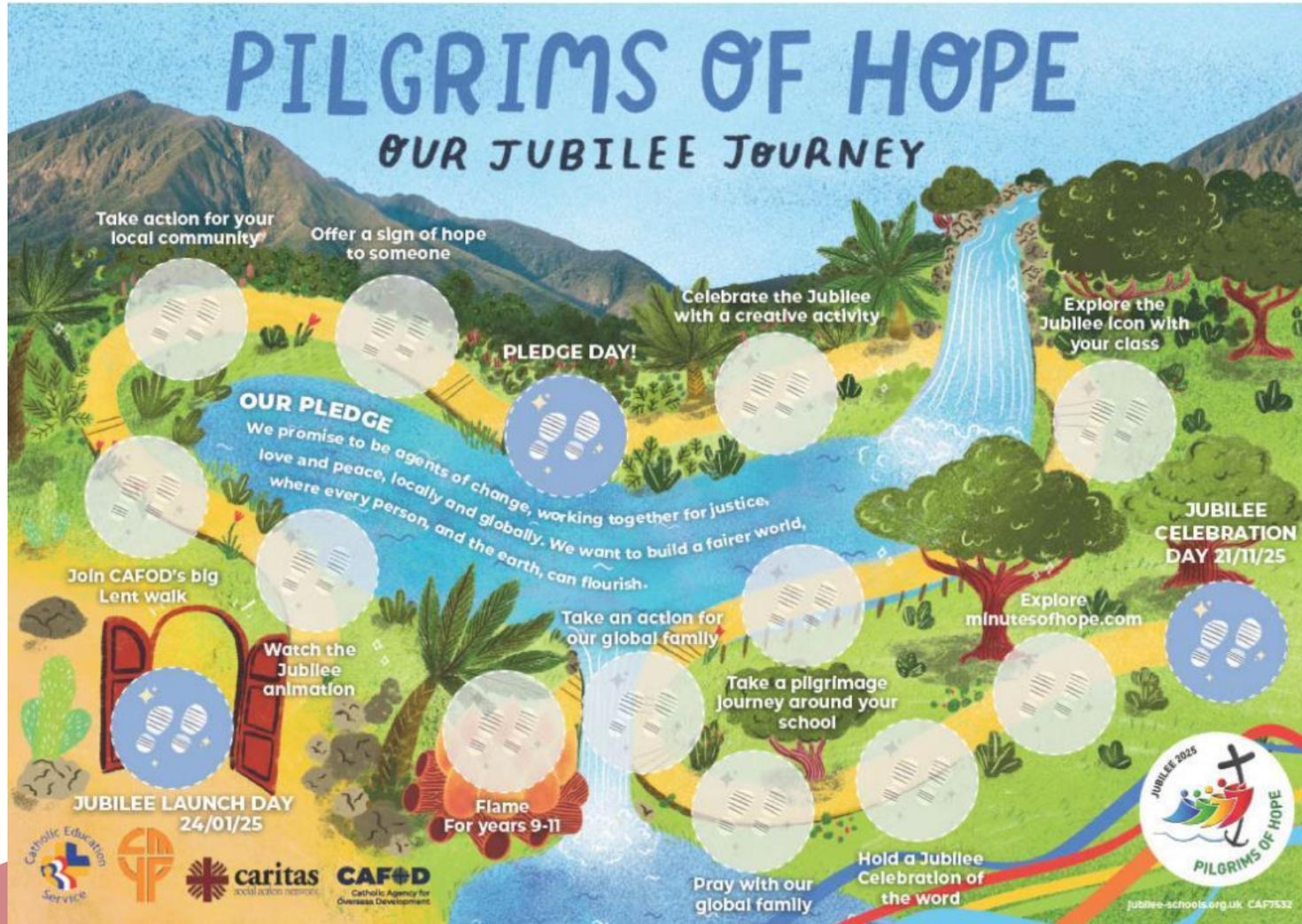
Jubilee Pledge.



- Treating everyone in our school community with respect, welcoming all and honouring their beliefs.
- Showing love and kindness each day through simple acts — sharing smiles, holding doors open, and queueing patiently.
- Working together to care for our environment, keeping it clean and free from litter.
- Offering forgiveness to one another, building a community of peace and understanding.
- Giving generously to our local food bank, so that no one in our community goes hungry.
- Praying for those who are struggling or in need, near and far.
- Continuing our charity work to reach out to people locally, nationally, and around the world.
- Using our faith and voices to work for peace — through prayer, campaigning, and acts of charity.



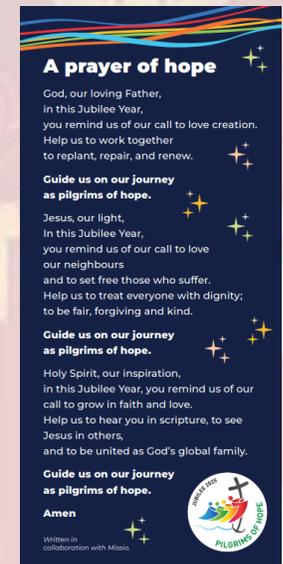
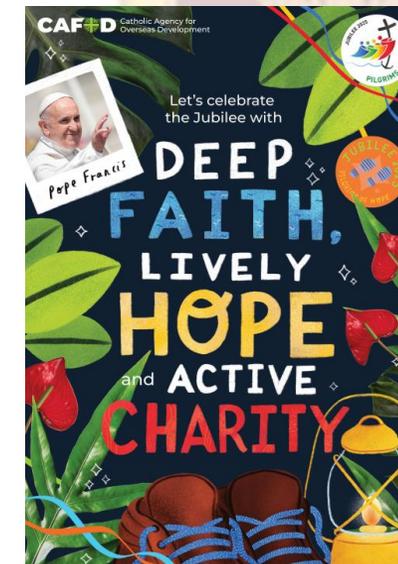
The Jubilee journey continues!



Plenty of stock:

- Jubilee journey maps
- Prayer cards
- Posters

Order now, free of charge, ready for Jubilee Celebration Day!



shop.cafod.org.uk

Jubilee Celebration Day – 21 Nov 2025

<https://cafod.org.uk/jubilee-schools/jubilee-celebration-day>

Celebrate the fantastic journey of school communities throughout the Jubilee Year, looking ahead with renewed commitment and hope!

Coming soon for Celebration Day:

- Film
- Plan
- Liturgy
- Bunting
- Activities

...and more, including a Jubilee Journalling film!



Communication:

Website <https://www.dioceseofsalford.org.uk/education/>

catherine.moss@dioceseofsalford.org.uk

Login area for all staff.

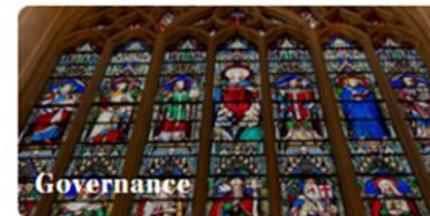
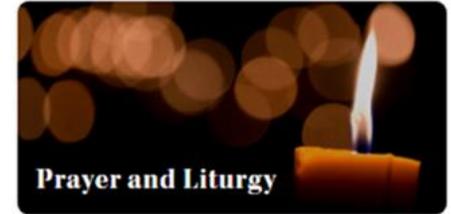
Log-in details available from.

millie.burton@dioceseofsalford.org.uk

angela.Williams@dioceseofsalford.org.uk

Please contact me and / or Millie Burton with contact details for new RE Leads.

please share





A thought on the gift of November....
All Saints—All Souls—All of us.

- Take time to think—***it is a source of power.***
- Take time to read—***it is the foundation of wisdom.***
- Take time to play—***it is the secret of staying young.***
- Take time to be aware—***it is the opportunity to help others.***
- Take time to love and be loved—***it is God's greatest gift.***
- Take time to laugh—***it is the music of the soul.***
- Take time to be friendly—***it is the road to happiness.***
- Take time to dream—***it is what the future is made of.***
- Take time to pray—***it is the greatest power on earth.***