

Let us pray....



An opportunity to look at our relationship with God, with others, and with ourselves.



The year dedicated to Saint Francis can be an invitation to simplify prayer by deepening it, rather than multiplying it; to live the Gospel concretely rather than merely talking about it.

10th January 2026 – 10th January 2027.

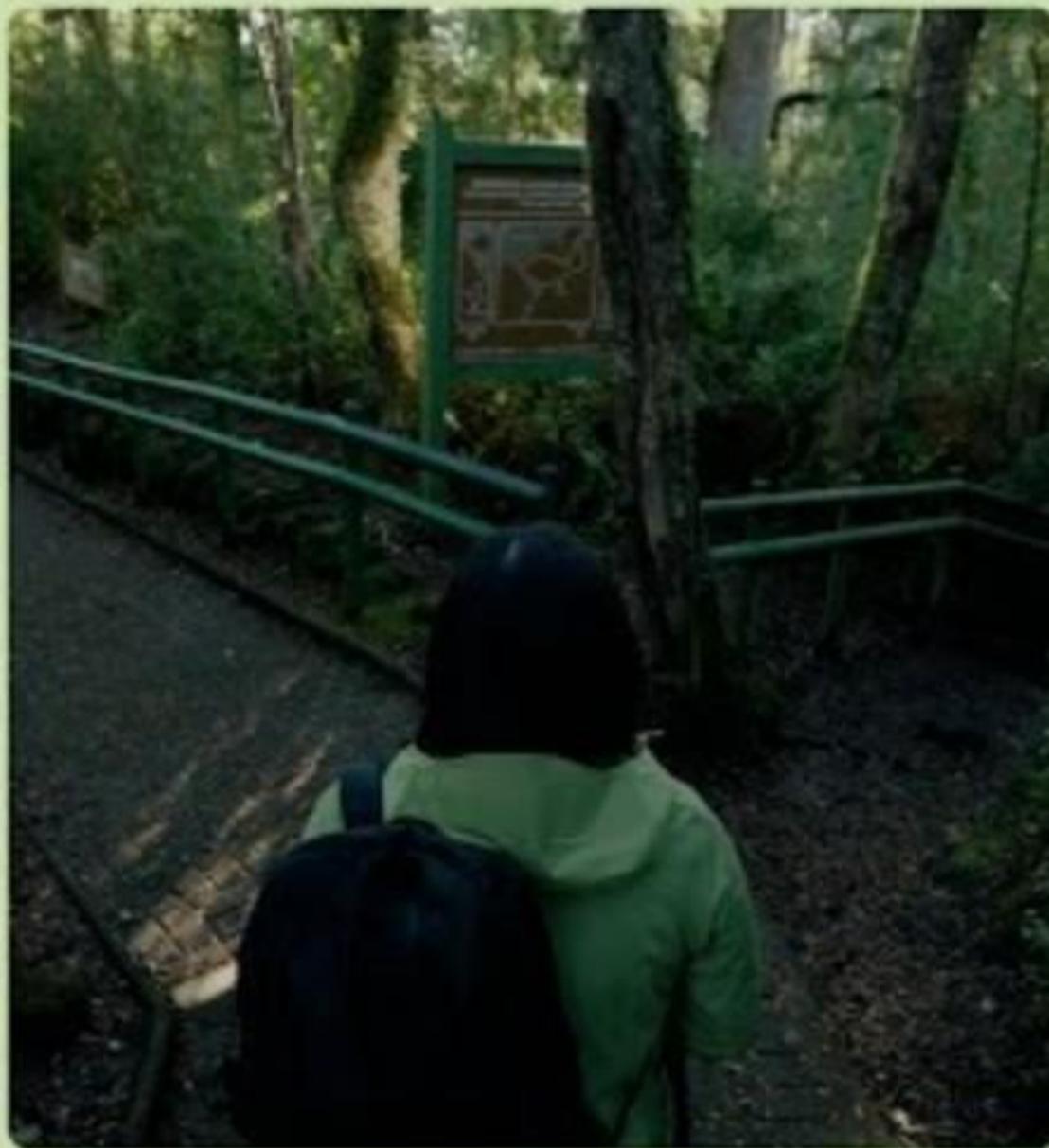
For formation in discernment

JULY 2025



THE POPE VIDEO

Pope's Worldwide Prayer Network



Let us pray....

We pray for those lives,
made in your image,
damaged by violence.

Response: Comfort, O comfort your people.

We pray for those in authority
that they may use their power
to bind wounds, heal relationships and find common ground.

Response: Comfort, O comfort your people.

We pray for a transforming peace,
turning fear into trust,
pain into hope
and doubt into confidence
for a better future.

Response: Comfort, O comfort your people.

We pray for world leaders
that they may establish structures for justice,
protecting human dignity,
enabling reconciliation
and building God's kingdom.

Response: Comfort, O comfort your people. Sue Cooper/CAFOD

Let us pray....

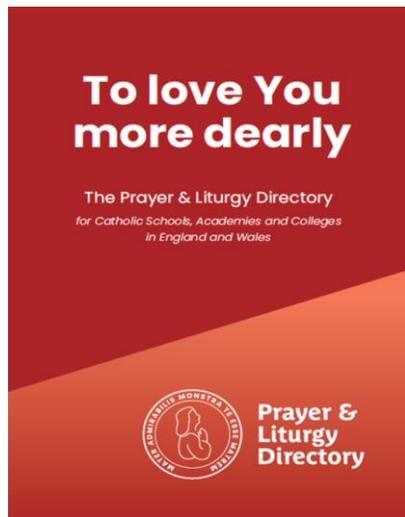
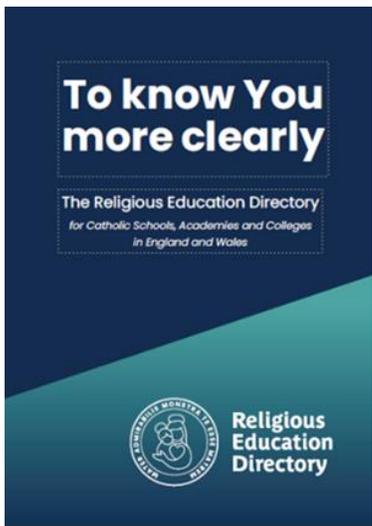
Dear friends, let us ask for the grace of a Lent
that leads us to greater attentiveness to God and
to the least among us

POPE LEO'S MESSAGE FOR LENT 2026



**Lent calls us to true
conversion through
deep listening and
meaningful fasting,
not only from food,
but from hurtful
words, judgment,
and indifference,
so that our lives may
reflect mercy, peace,
and genuine love
for God and others.**

MESSAGE OF POPE LEO XIV FOR LENT 2026
Listening and Fasting: Lent as a Time of Conversion



Department for Education
Diocese of Salford
@RCSalfordEd

Thank you... CPD Engagement.

Supporting the Implementation of the Religious Education Directory (RED) in Primary Schools through Lightning the Path. . RED Folder Spring 2026
[RE Leaders – Roman Catholic Diocese of Salford](#)

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.

Session 3 focus on prayer and Celebration of the Word, Sacraments, Ascension, Pentecost, Ordinary Time, CST through the curriculum, Encyclicals – Laudato Si.

Catholic Classroom for ECTs will be running again next academic year.

2025/ 2026 RE CPD. Spring Term.

[CPD - Roman Catholic Diocese of Salford](#)

Date	Session	Venue
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
Thursday 12/3/26	Primary Leaders of Prayer and Liturgy: Developing Pupil Ministries in Primary school and Supporting Pupil Leadership in Prayer and Liturgy.	Cathedral Centre 9.30–12.30 Or 1.30–4.30
Friday 8/5/26 Morning only	<p>These half day sessions will allow staff to consider how pupil ministries / pupil leadership can be developed in a primary school. The session will be repeated throughout the year.</p> <ul style="list-style-type: none">• How to explore scripture with young people to plan and lead prayer and Celebration of the Word.• Exploring the ministries that primary aged pupil can plan and lead: welcomer, lector, music, developing prayer spaces, encouraging home / school / parish links.• Empowering and inspiring young people to create memorable and meaningful prayer experiences.	



2025/ 2026 RE CPD. Summer Term.

CPD - Roman Catholic Diocese of Salford

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
Tuesday 30/6/26 Or Wednesday 1/7/26	Primary RE Lead Cluster Briefings. Links will be sent out on Monday 29 th June 2026. Agenda available in summer update.	Online 3.30 – 4.45pm

2026 / 2027 RE CPD.

Date	Session	Venue
September 2026	Autumn Term. Primary RE Leads. Supporting Prayer and Liturgy in Primary Schools. Supporting / furthering prayer / Celebration of the Word. Lectio, Visio	
January / February 2027	Spring Term. Primary RE Leads. Curriculum RE. Assessment, moderation, Branch 6.	
June / July 2027	Summer Term. Primary RE Leads / Secondary staff. Introduction to Catholic Life and Mission Directory.	

Focus: Continuous focus on RED / OUP Lightning the Path – refining the scheme.
Begin developing exemplars of work (KS1).
Reflective story telling to support RED.



PLD Update...

Prayer and Liturgy - Roman Catholic Diocese of Salford

- ✓ Updated C of W planning sheet with evaluation questions.
- ✓ Be still... simpler stilling for primary pupils to be added to weekly PPs.
- ✓ Model Policy – Appendix 9.4

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
- Peace Week Beginning 7 Dec
- Joy Week Beginning 14 Dec
- Love Week Beginning 21 Dec
- Light Week Beginning 4 Jan
- Beginnings Week Beginning 11 Jan
- Unity Week Beginning 18 Jan
- Listen Week Beginning 25 Jan
- Justice Week Beginning 1 Feb
- Influence Week Beginning 8 Feb
- Return Week Beginning 15 Feb
- Lent Week Beginning 22 Feb
- Change Week Beginning 1 March
- Life Week Beginning 8 March
- Healing Week Beginning 15 March
- Faith Week Beginning 22 March
- Holy Week Week Beginning 29 March

To love You
more dearly

The Prayer & Liturgy Directory
for Catholic Schools, Academies and Colleges
in England and Wales



Prayer &
Liturgy
Directory

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.

Time scale:

Implementation for Primary schools September 2026.

Release Dates:



To know You
more clearly

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



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				

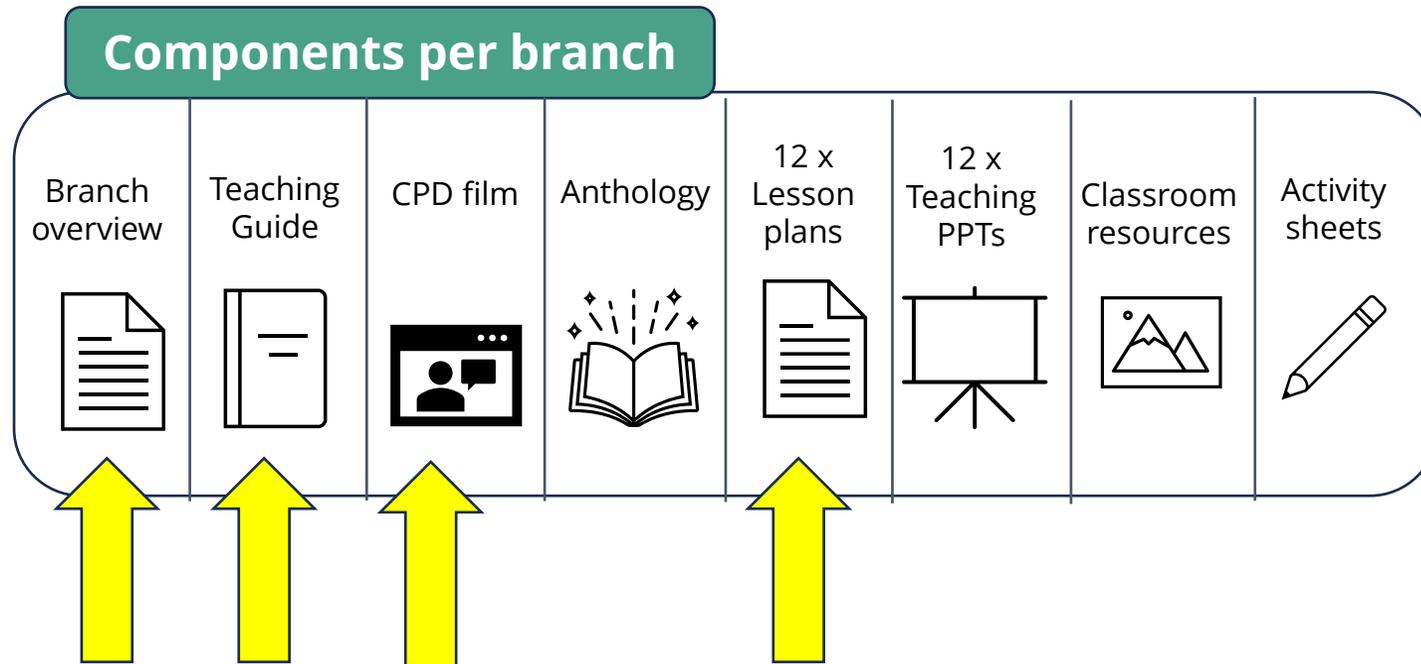
https://global.oup.com/education/content/primary/series/lighting-the-path/?region=uk&srsItid=AfmBOoqBLbCbioWGdP5ogUMLt0sxOrDEvC1g1LK4835TBZ2p_WyFJIXM

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.”



Things to consider...

Sharing with KS 2 staff the layout of Lighting the Path scheme... videos, teacher notes, lesson plans.

Feedback from staff / annotating planning – what works/ changes to be made but remaining true to the expected outcomes.

Year 5 pilot will remain on Resource Centre and will add Year 6 'pilot' resources for next year to supplement Lightning the Path

Mixed aged planning... a Google form will be sent to RE Leads to complete around split age classes for next academic year... please complete showing makeup of all classes e.g

School A

Nursery / Reception

Reception

Reception / Year 1

Year 1

Year 1/2

Year 2

Year 2/3

School B

Nursery / Reception

Reception

Reception / Year 1

Year 1

Year 1/2

Year 2

Year 2/3

Things to come....

RE policy summer term

Assessment:

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
U5.4.1.	Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
U5.4.2.	Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.
U5.4.3.	Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.
U5.4.4.	Use specialist vocabulary to describe the term 'conscience'. (RVE)
U5.4.5.	Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
U5.4.6.	Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.
U5.4.7.	Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.4.1.	Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?
D5.4.2.	Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.4.1.	Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change. (RVE)
R5.4.3.	Reflecting on the meaning of what they have learned for their own lives. (RVE)

Knowledge.. Understand.
Assessment.



Expected outcomes



Understand

By the end of this unit of study, pupils will be able to:

- | | |
|---------|--|
| U5.4.1. | Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. |
| U5.4.2. | Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. |
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Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

- | | |
|---------|--|
| D5.4.1. | Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person? |
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Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- | | |
|---------|---|
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| R5.4.3. | Reflecting on the meaning of what they have learned for their own lives. (RVE) |

Knowledge.. Understand.
Assessment.



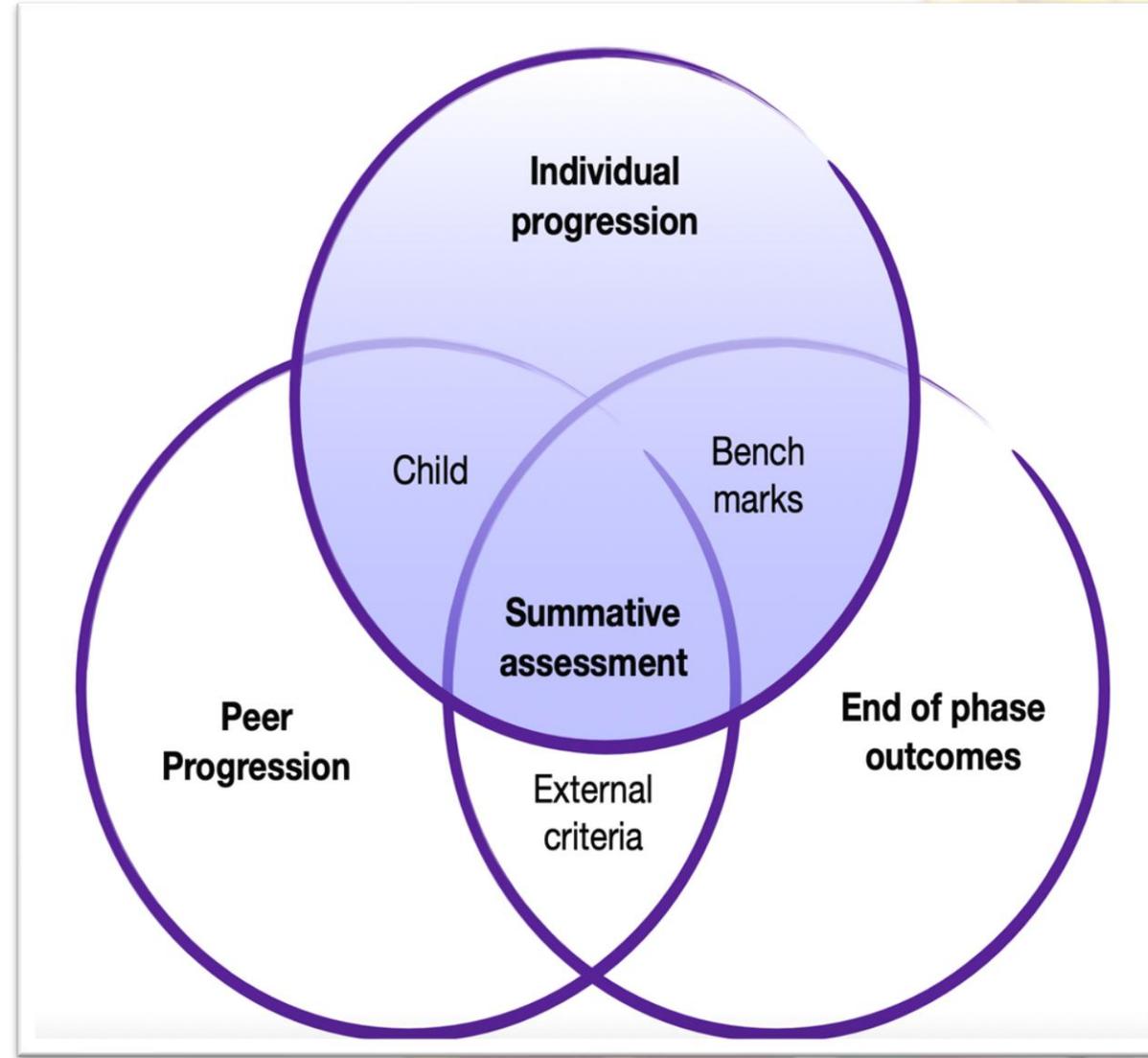
Engage with critical
thinking skills.
Applying the
knowledge.



From this branch...

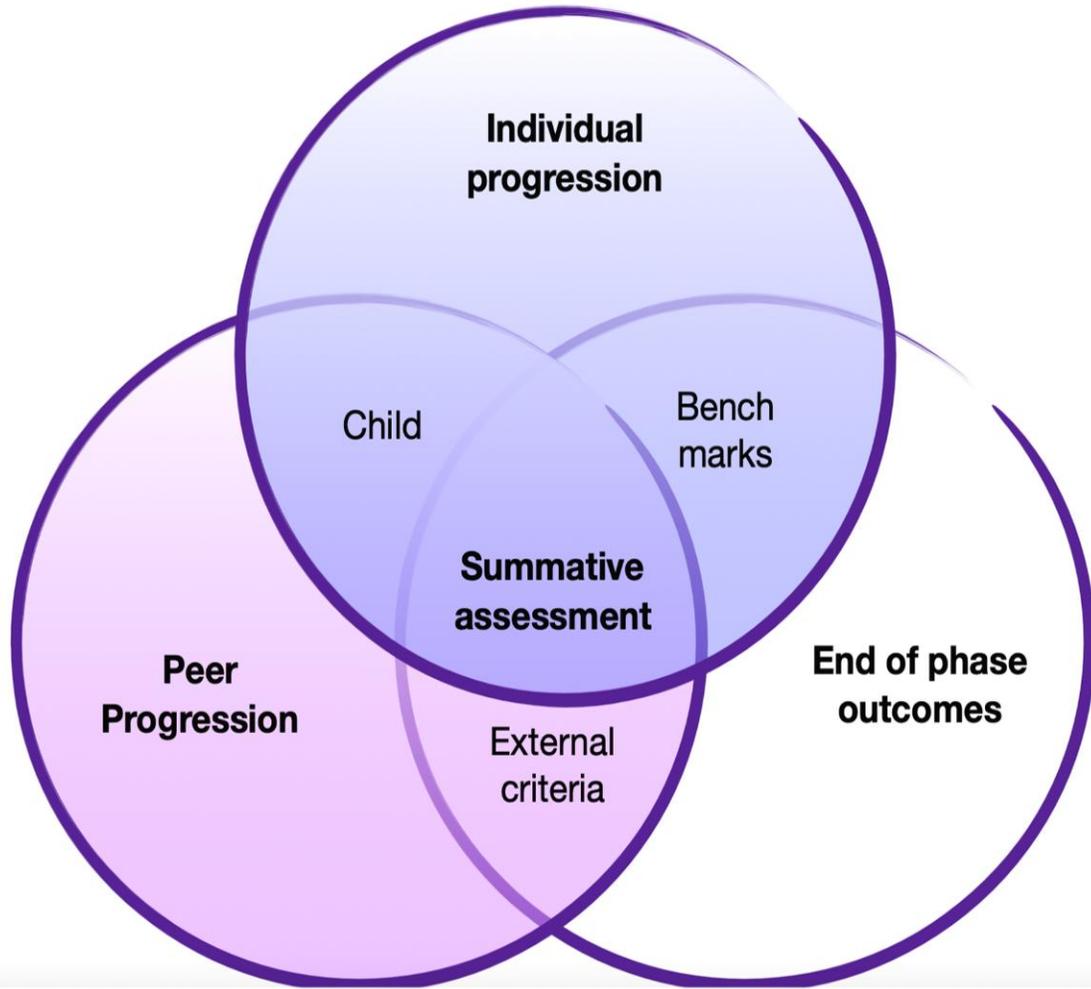
Individual progression

- Are children participating in all parts of the four-part lesson?
- Can they complete the individual task?
- Can they answer the questions in the end of branch assessment lesson and complete the task?



Classroom level

Peer progression



- How do children engage with RE lessons compared to classmates? (Mindful of SEND)
- How does their learning compare with others in the class lesson by lesson? (Remembering RE learning might not be written)
- Where does their learning at the end of the branch sit compared to others in the class?

School level

Year 5, Branch 4: Desert to Garden

Lesson	Lesson title
2	The Importance of Ash Wednesday and Lent.
RED linked outcomes	Scripture
U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer	

Can children use religious vocabulary to show their understanding of the signs and symbols and what happens throughout Lent and on Ash Wednesday?

Working Towards:

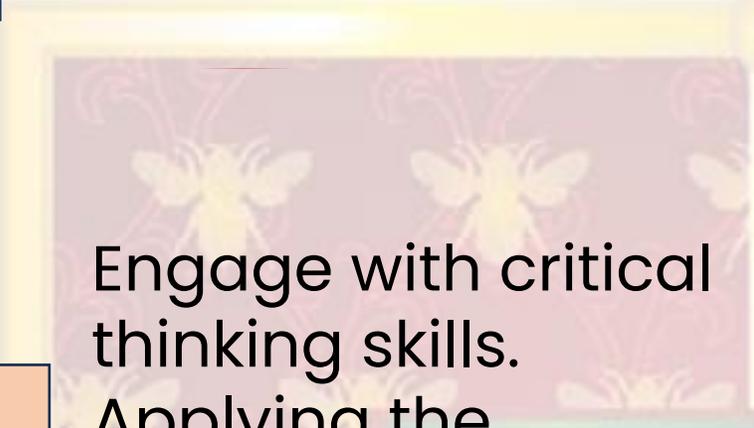
Met+:



Expected outcomes	
 Understand By the end of this unit of study, pupils will be able to:	
U5.4.1.	Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
U5.4.2.	Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.
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R5.4.3.	Reflecting on the meaning of what they have learned for their own lives. (RVE)

What does 'Met' look like at this time?

Knowledge.. Understand. Assessment.



Engage with critical thinking skills. Applying the knowledge.



Is there 'Greater Depth'?



The Parable of the Good Samaritan. Yr 5 Br 3

Think about each of the characters in the parable of the Good Samaritan.
Were you surprised by their actions?

Task: Each character has been asked why they did or did not help the injured man. Give the responses you think they would have given to that question.

Priest.



Levite.

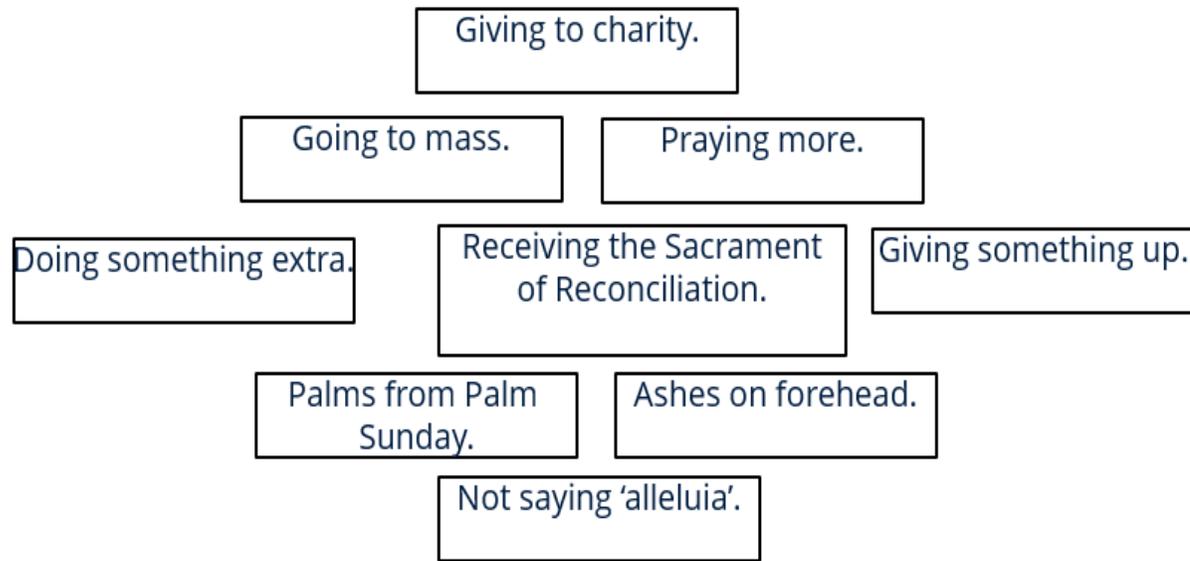


Samaritan.



What happens during Lent?

A Year 5 class decided their Diamond 9 for the importance of what happens in Lent should be:

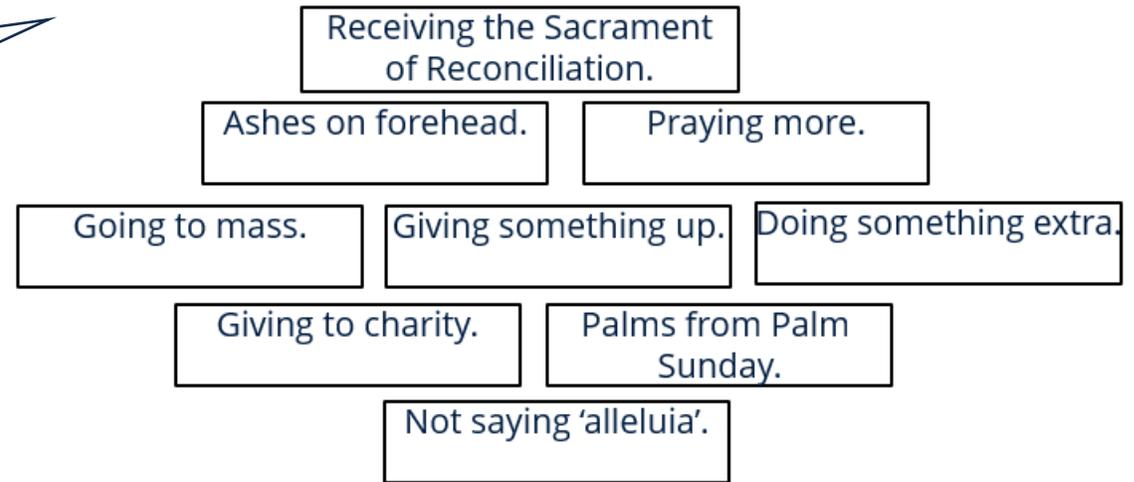


We think in Lent people should try to give to charity, it shows you are thinking of others. It is also important to pray more so we have put going to mass and praying more as important because you pray in mass.

Lent is a penitential season when we think about sins that separate Christians from God and each other, so we chose the Sacrament of Reconciliation where Catholics can say sorry for their sins, receiving ashes to show which is a sign of penitence and praying more, where Christians can say sorry for their sins.

Who do you agree with or would you choose something different? Give reasons.

The other Year 5 class decided on:



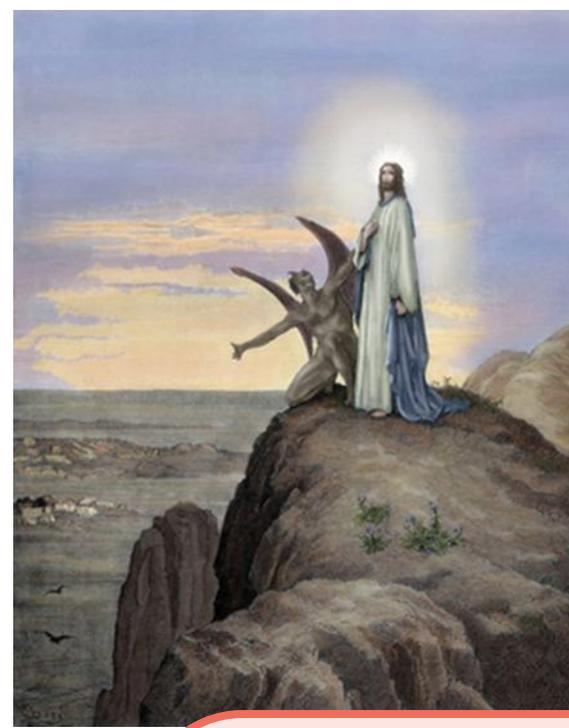
The Temptation of Jesus. Yr 5 Br 4



Michael O'Brien: Christ's Temptations in the Desert



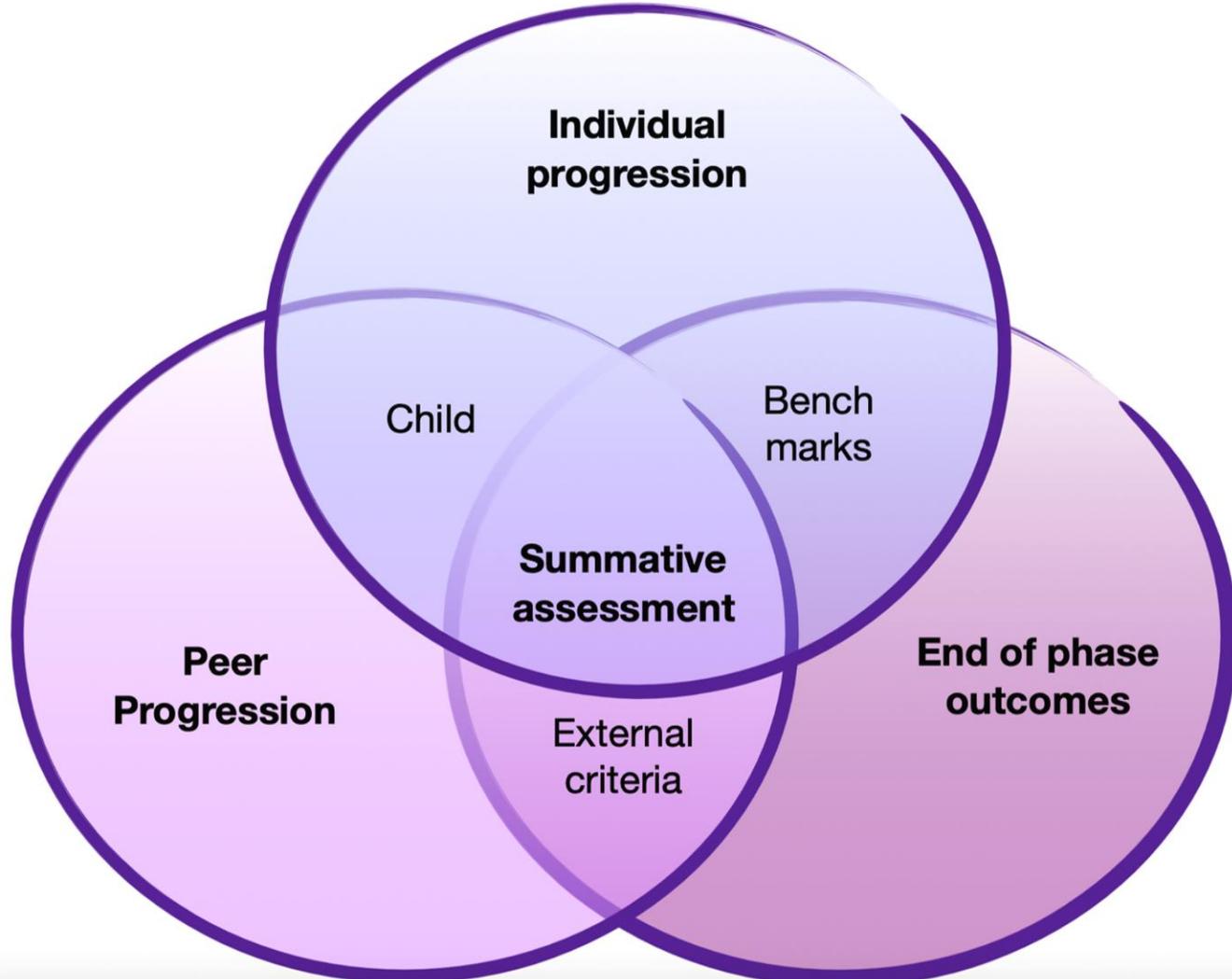
Christ in the Desert Ivan Kramskoi



Look at the interpretation of the Temptation of Jesus by different artists. What messages are the artists trying to show through these images?

Discuss with your Talk Partner. Which image do you think best represents the scripture you have read? Why? What messages might these images give to Christians today?

What needs to happen next?



- Developing Diocesan benchmarks
- WAGOLL
- Begin with understand outcomes based on the Lighting the Path end of branch assessment tasks?

Diocese level

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://drive.google.com/drive/folders/1hUWFcP8FJwwjLLMUSEEYJgzZRmlyWsYw>

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

Access to Day-by-Day Files



These resources have been developed in Microsoft PowerPoint format. Each resource is very large, contains many images and uses a great deal of data.

For the majority of the resources therefore, if you simply double click, you will not be able to preview them in the Google Drive, as this may give you an error message as below:

Google Slides

Could not open file. Try refreshing the page.

We ask instead that you **download** them for use in Microsoft (either right click and download or click on the three vertical dots and download). You may get a message as below but if you are happy to download anyway the resource can be accessed.

Unable to scan the file for viruses

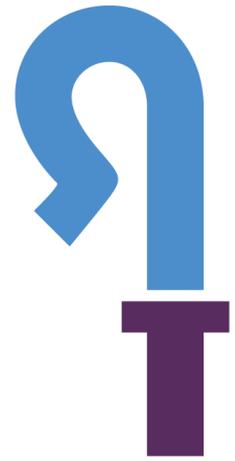
"Year 4 Branch 4 Desert to Garden.pptx" (20948) exceeds the maximum file size that Google can scan. This file might harm your computer, so only download this file if you understand the risks.

Cancel

Download anyway

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 for planning with year group teachers. Videos [RE Leaders – Roman Catholic Diocese of Salford](#) – Summer 2025 File.
Spring term attended CPD with Reflective storytelling, assessment / moderation focus. Actions:
Summer 2026 CPD KS2 staff booked on online sessions.
- ✓ How are you keeping governors updated on the RED and how will this continue...
- ✓ Pupil voice....
- ✓ 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... what to include next year / changes...
- ✓ Work scrutiny – feedback. Fidelity to the scheme..... actions being followed up. Dates / notes...
- ✓ Moderation of work. School moderation and opportunity in clusters. Dates / notes...



CATHOLIC SCHOOLS INSPECTORATE

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

Catholic Schools Inspectorate
Spring 2026 update



Inspection updates

12 x Inspections Au2025

- St Bernadette's, Whitefield
- Sacred Heart, Rochdale
- St Mary's, Swinton (live QA)
- St Christopher's, Ashton-under-Lyne
- St Mary's, Sabden
- St Luke's, Irlams-o'th'-Height
- Our Lady of Mount Carmel, Ashton-under-Lyne
- St Willibrord's, Clayton
- St Philip's, Kersal
- St John's, Rochdale
- St Richard's, Longsight
- St Mary's, Stockport

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Au 25	1	2
OE	5	7
CLM	10	2
RE	5	7
CW	7	5

Inspection updates

12 x Inspections Sp2026

- Primary
- Primary
- Secondary
- Primary
- Primary
- Primary

- 6 inspections completed. (3 more this week)
- 3 inspections this term have had live QA during inspection
- First two reports published this week

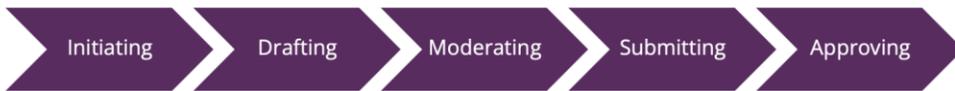
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1 111 121 111
1 111 111 211
2 211 222 222
2 111 121 222
2 211 222 222

Sp26	1	2
OE	2	4
CLM	6	
RE	3	3
CW	2	4

Inspector training included:

- Currently in the second half of the five-year inspection cycle. Review of current CSI framework has begun – towards 2027 revised framework – beginning with cycle 2 inspections.

New reporting procedure stages



The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

- Reports are now written and quality assured on an online platform, visible at all stages by the inspectorate. Compliance text commentary removed except if non-compliant.



- Improving Areas for Improvement – SMART criteria revisited for writing of Afls

Improving Afls



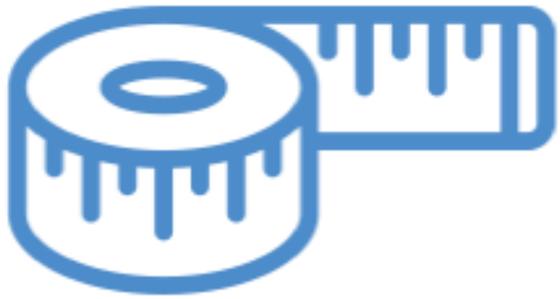
Specific
and
Strategic

It should be clear what the school must do but still allow for professional autonomy in how that is to be achieved.

It should be 'strategic' – aimed at a genuine improvement, not merely a requirement to carry out particular functions or tasks.

Recommending specific resources or methods should be avoided.

Improving AfIs



Measurable
and
Meaningful

School leaders should understand the implications of the AfI for their own professional practice, and what it will look like when it is achieved.

Equally, when an inspector returns it should be clear when and AfI has been met, and what failure to achieve it would look like.

AfIs should avoid language that is difficult to quantify, or which relies on a baseline measure that a future inspector may not have access to.

Improving Afls



Achievable
and
Appropriate

Afls should not be out of reach for a school, taking its current position and context into account. They should inspire school leaders to strive for the next level, not overwhelm them with the impossible.

Afls should not point to actions a school has to do in any case, or over which it has little control, but only to those things it can actually improve.

Improving Afls



Relevant
and
Reported

Afls should point to something that Catholic schools are required to do, either in one of the published directories, or in the framework itself.

Equally, anything given as an Afl should feature in the report itself as an area for development. The report and the Afls should be consistent with each other.

Improving Afls



Time-
bound and
Targeted

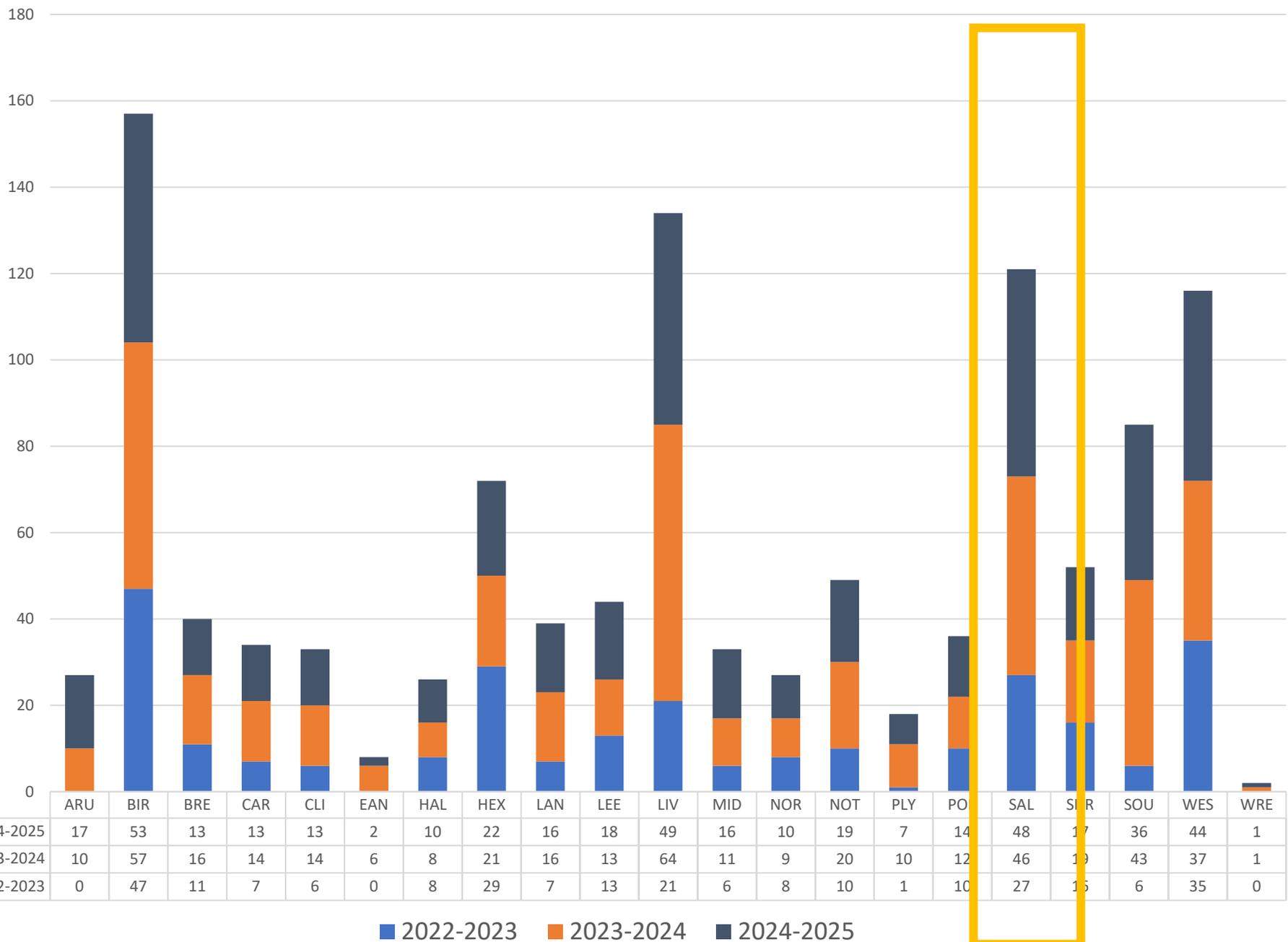
The Afl should be achievable in the three or five years between this inspection and the next.

It is also helpful if the school is clear about where the Afl sits in terms of those who need to respond: governance, whole school leadership, chaplaincy leadership, subject leadership, classroom provision etc.

CSI annual report:



Total no. of CSI inspections by diocese: 2022-2025



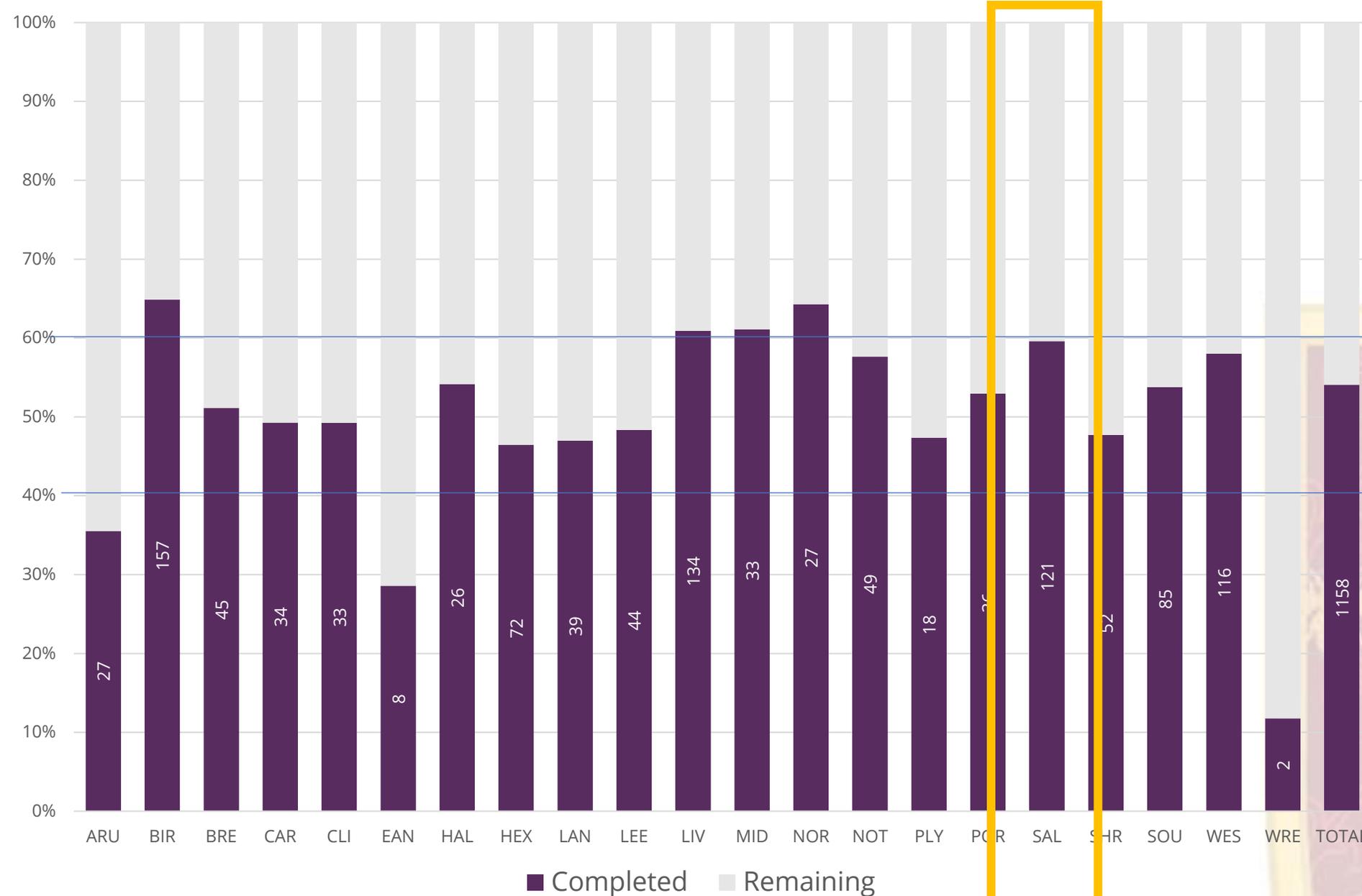
2022-2023:
268

2023-2024:
447

2024-2025:
438

Total:
1153

No of CSI inspections carried as proptrtion of total number of schools



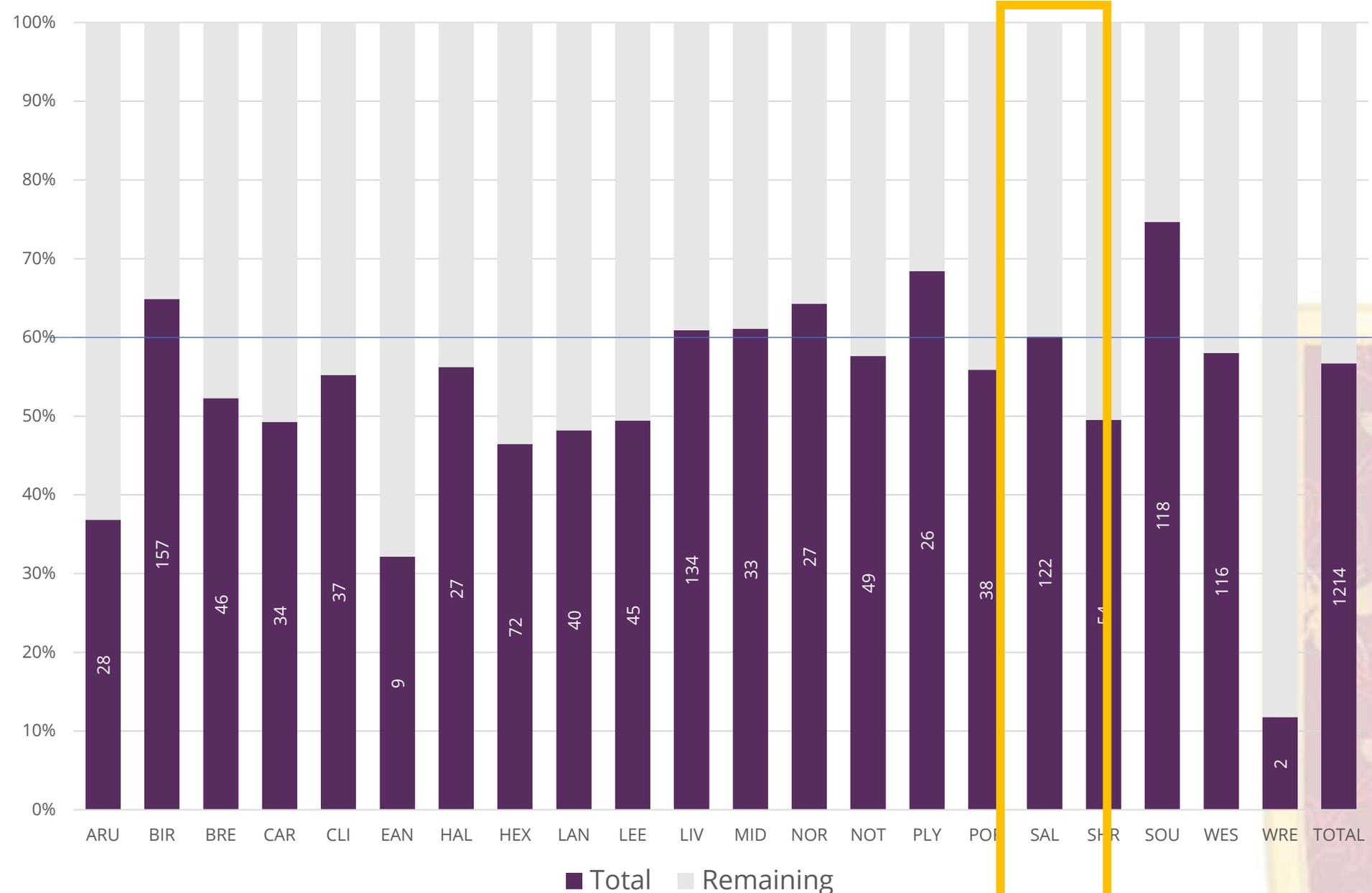
2022-2023:
268

2023-2024:
447

2024-2025:
443

Total:
1158

Total no of inspections carried as proportion of total number of schools



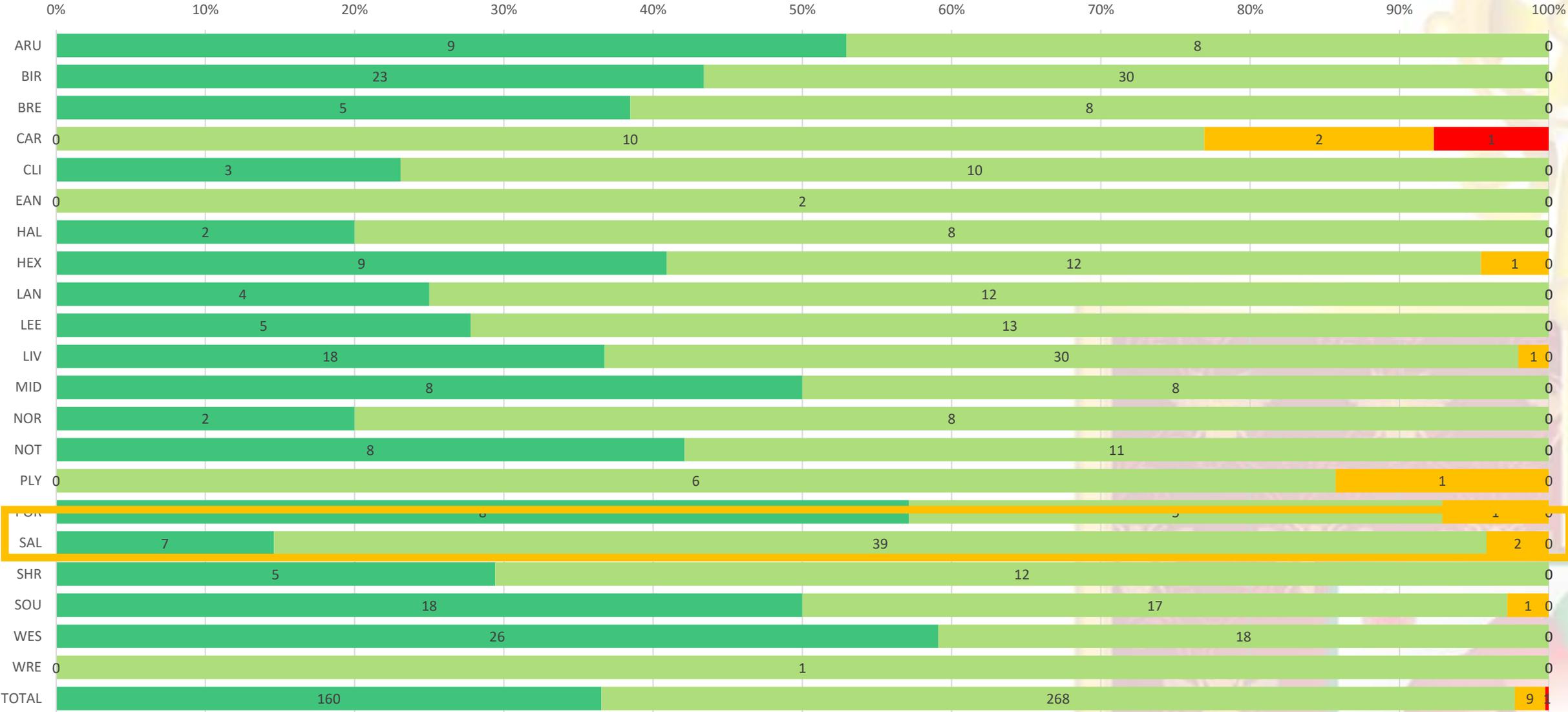
2022-2023:
316

2023-2024:
452

2024-2025:
446

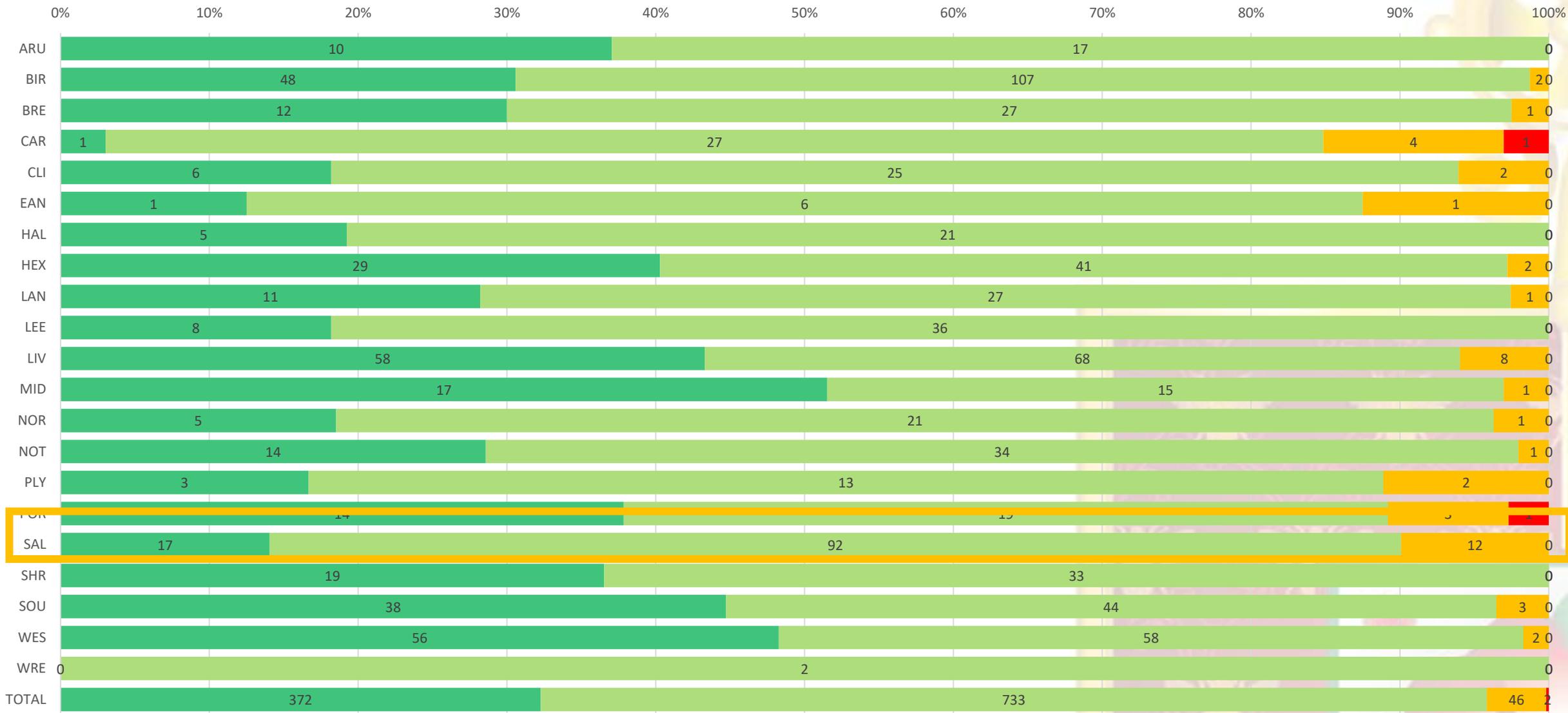
Total:
1214

CSI OE Grades 2024-2025



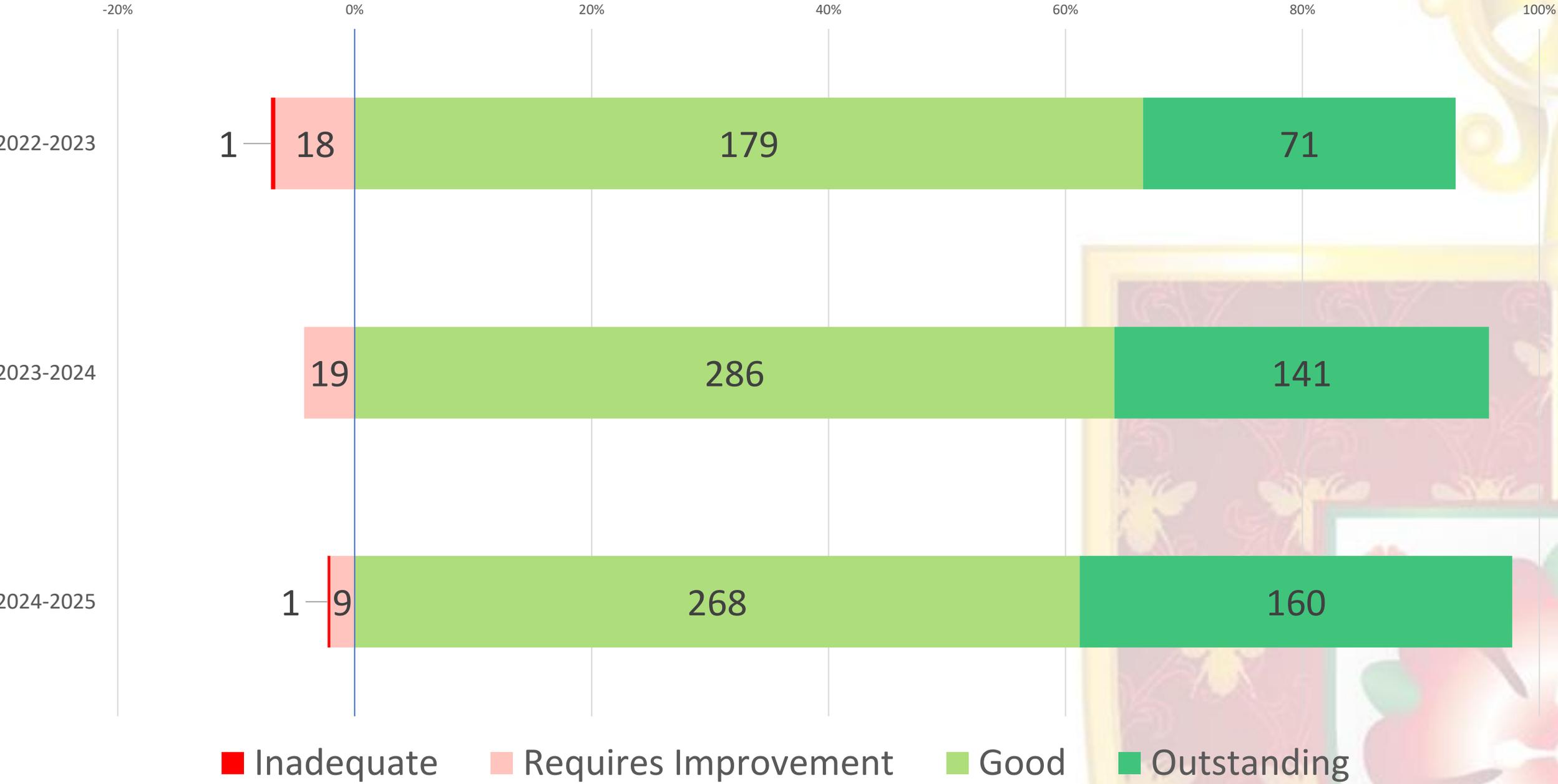
	TOTAL	WRE	WES	SOU	SHR	SAL	POR	PLY	NOT	NOR	MID	LIV	LEE	LAN	HEX	HAL	EAN	CLI	CAR	BRE	BIR	ARU
Outstanding	160	0	26	18	5	7	8	0	8	2	8	18	5	4	9	2	0	3	0	5	23	9
Good	268	1	18	17	12	39	5	6	11	8	8	30	13	12	12	8	2	10	10	8	30	8
RI	9	0	0	1	0	2	1	1	0	0	0	1	0	0	1	0	0	0	2	0	0	0
Inadequate	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0

CSI OE Grades 2022-2025

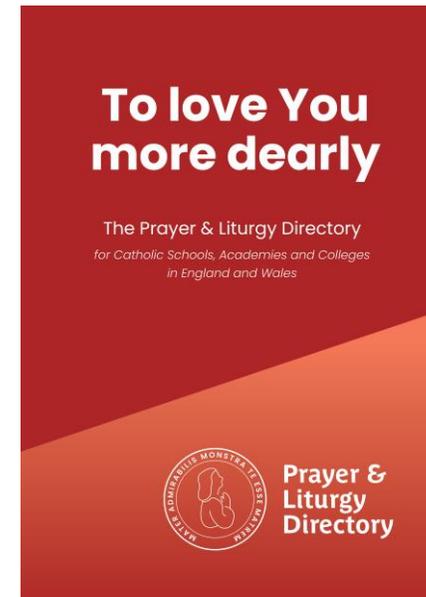
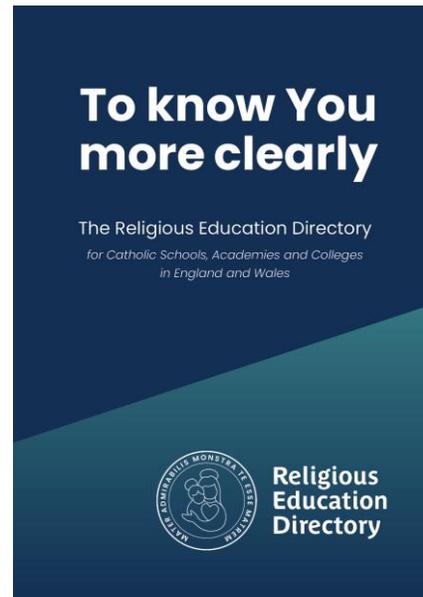
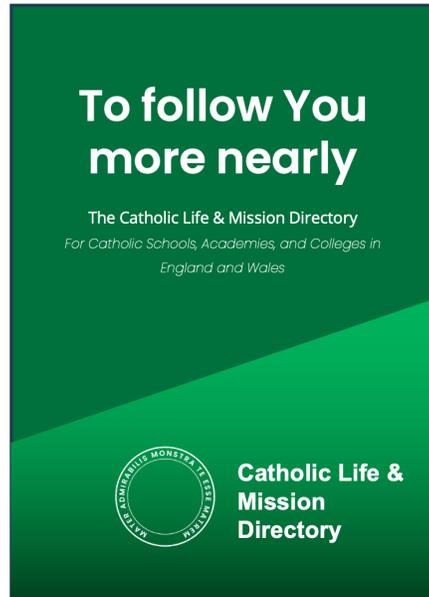


	TOTAL	WRE	WES	SOU	SHR	SAL	POR	PLY	NOT	NOR	MID	LIV	LEE	LAN	HEX	HAL	EAN	CLI	CAR	BRE	BIR	ARU
Outstanding	372	0	56	38	19	17	14	3	14	5	17	58	8	11	29	5	1	6	1	12	48	10
Good	733	2	58	44	33	92	19	13	34	21	15	68	36	27	41	21	6	25	27	27	107	17
RI	46	0	2	3	0	12	3	2	1	1	1	8	0	1	2	0	1	2	4	1	2	0
Inadequate	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0

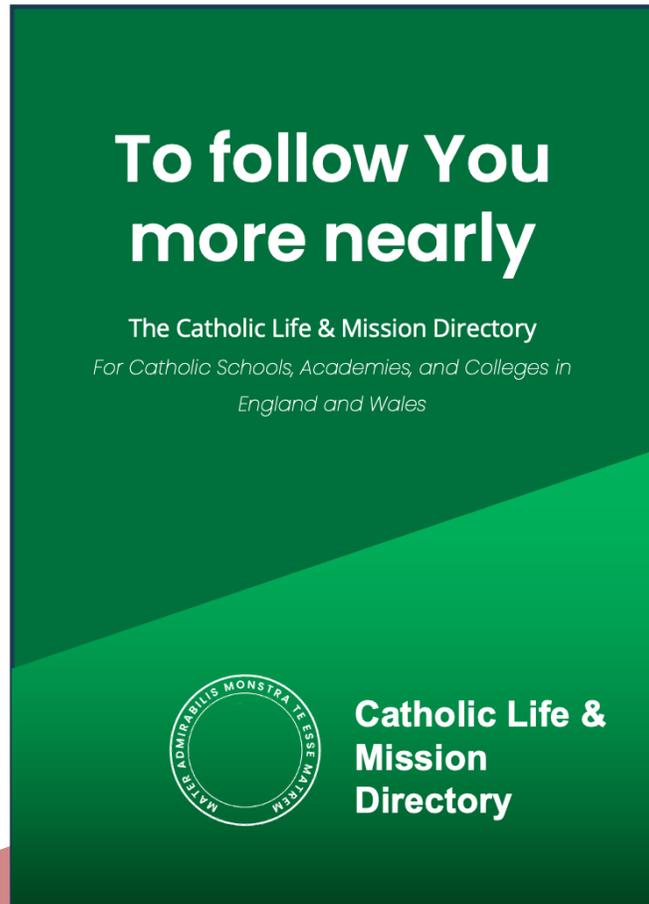
OE Grades 2022-2025



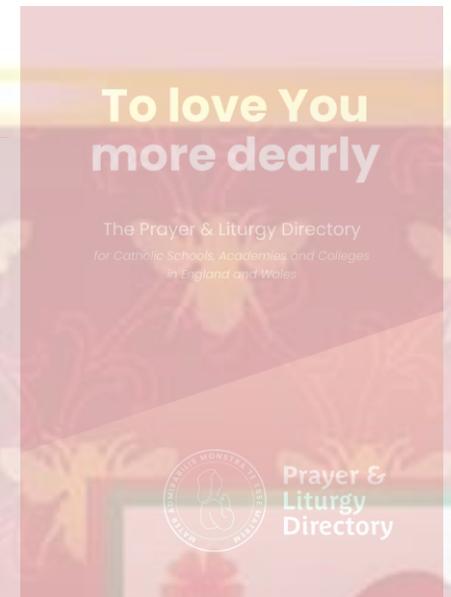
What the reports say about our schools



What the reports say about our schools



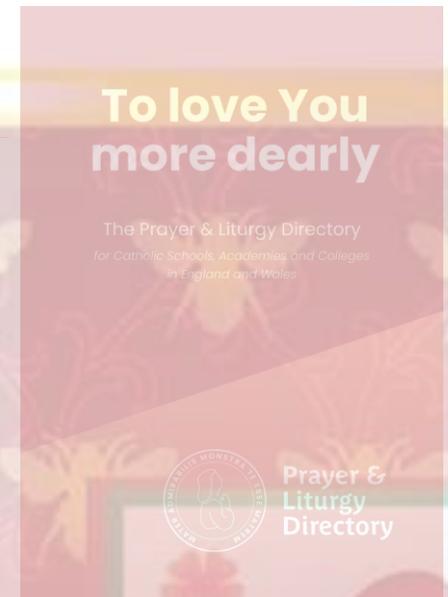
- Joy and pride
- Witness
- Relationships
- Responding to needs
- Catholic social teaching
- Vocation



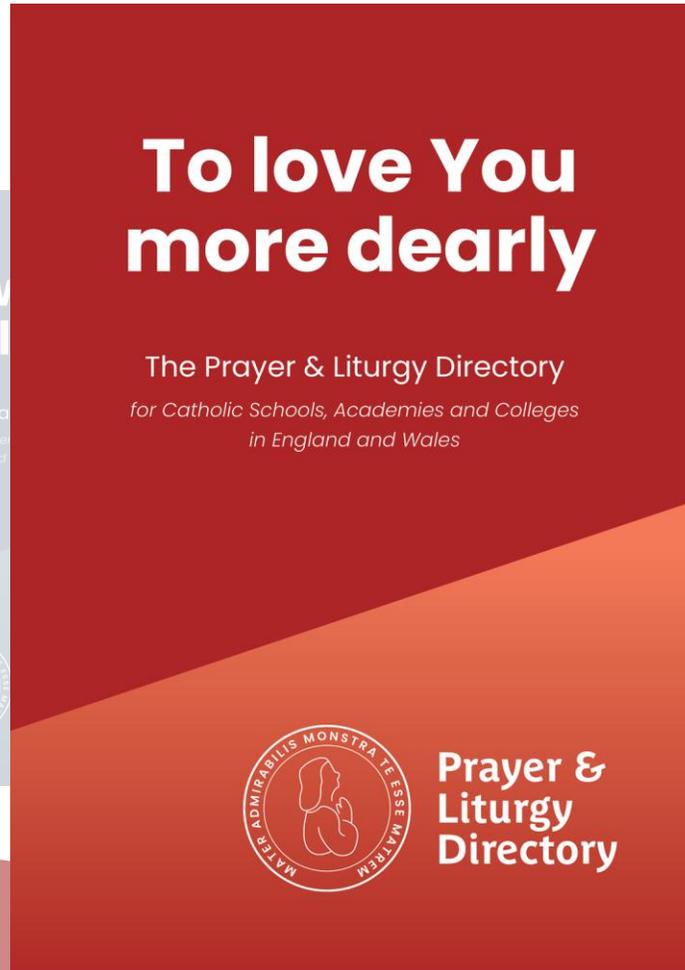
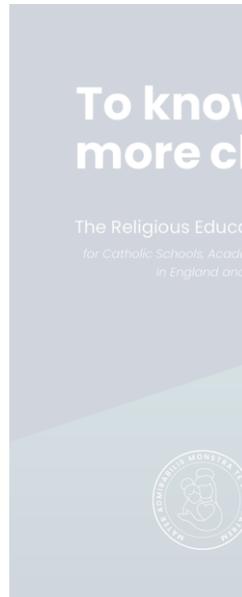
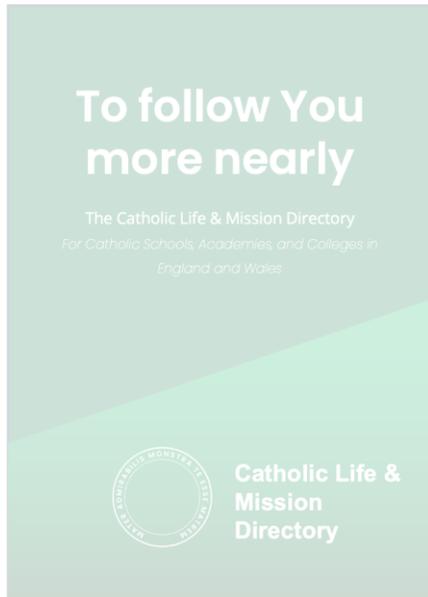
What the reports say about our schools



- Enthusiasm
- Confidence
- Creativity
- Deep engagement
- Meaning and application
- Impact of the *To know You more clearly*



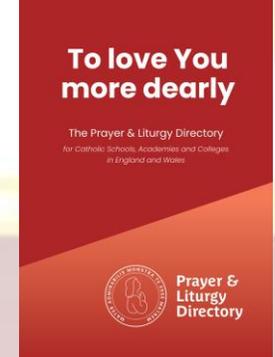
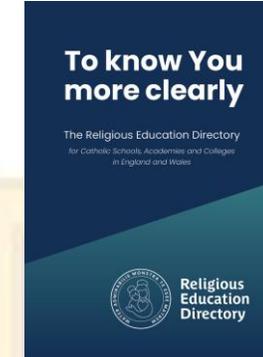
What the reports say about our schools



- Central
- Confidence
- Variety
- Reverence and encounter
- Habits of faith
- Families and parishes

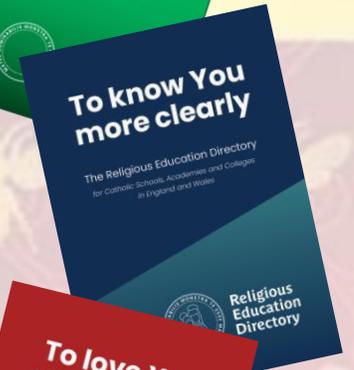
What the reports say about our schools

- Headteachers, clergy, governors
- Mission-driven
- Formation of staff
- Rigorous and honest self-evaluation
- Challenge and support
- Centrality of Catholic identity



In our best schools:

- Catholic identity is explicit and lived.
- Pastoral care and inclusion are strong.
- Pupil formation for service.
- Prayer & Liturgy marked by depth and joy
- School-parish partnerships
- Religious Education cultures of learning



Where improvement is needed:



- Stretch and challenge in RE
- Scaffolding for support
- Assessment feeding learning
- Staff formation
- Deepen understanding of Catholic social teaching
- Prayer and Liturgy next steps



Preparation for those in the inspection window

- Zoom, Wednesday 11th March, 1–3pm
- This is for:
 - schools last inspected in 2018–19 academic year, who were graded good or better;
 - Schools who were graded below good, who are re-inspected after they pass the third anniversary of the previous inspection.

Diocesan Directives

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

- We currently have no additional promulgated directives.
- All dioceses required to have promulgated their directives to take effect from the start of the 2026-7 inspection cycle.
- Salford directives to be promulgated on 1st June, to take effect from 1st September 2026.
- Based on model directives for Dioceses in England & Wales.
- Consultation period with religious orders about to begin.
- For those in the inspection window, the draft directives will be explored in the 11th March training.

Diocesan Directives

- General
- Admissions
- Staffing
- Governance
- Curriculum & Religious Education
- Ecclesiastical Property
- Censuses & data protection
- Interpretation, revocation and commencement

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Contact:

martin.johnson@dioceseofsalford.org.uk



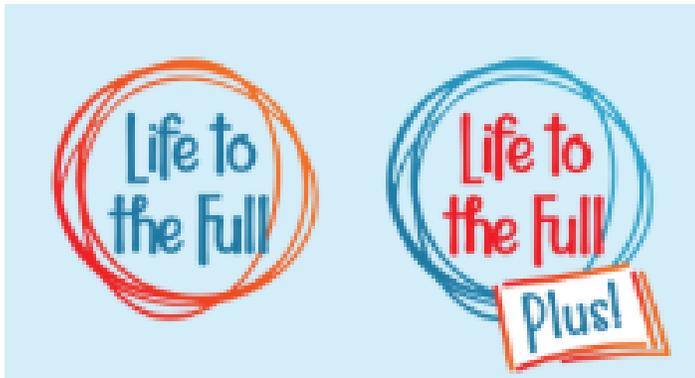
RSHE Update:

September 2026 revised guidance for RSHE. CES updating RSHE policy and will be shared with schools in next few weeks.

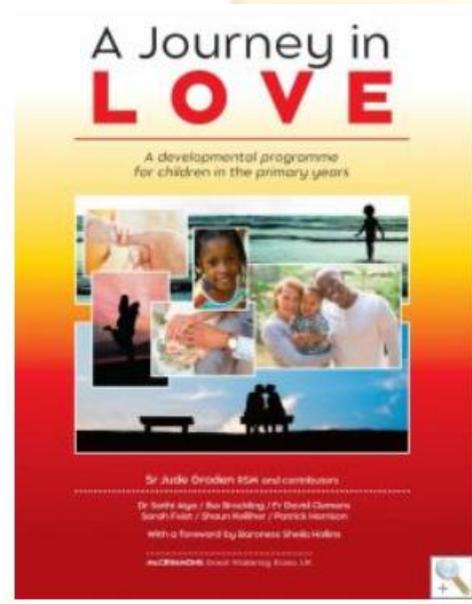


[The new statutory RSHE guidance: what's changed and what does this mean for primary schools?](#)

Resources:



[Primary School Programmes 2025-26 – Ten Ten Resources](#)



Year of St Francis...

10 January 2026 to 10 January 2027

St Francis does not propose “more practices,” but **simplicity and authenticity**: a return to personal reading of the Gospel, joy in small things, a faith lived in relationships, not only in events.

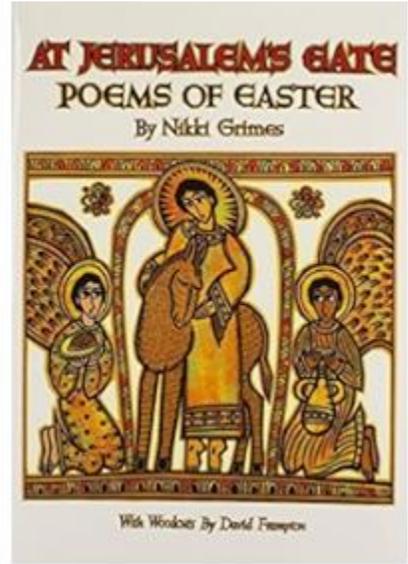
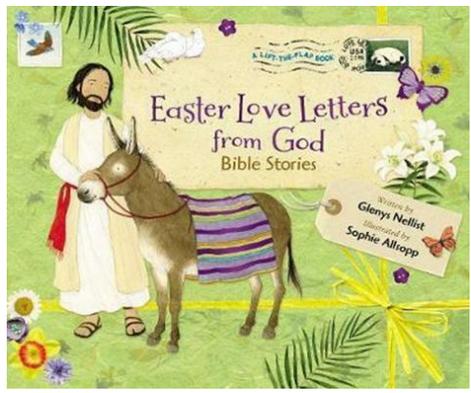
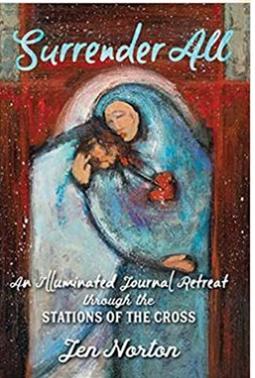
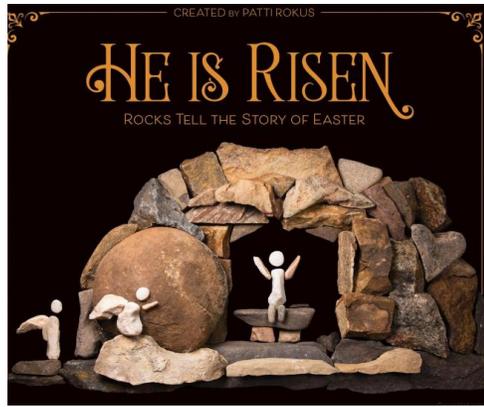
The year dedicated to Saint Francis can be an invitation to simplify prayer by deepening it, rather than multiplying it; to live the Gospel concretely rather than merely talking about it



Diocesan support:

- ✓ *Collate resources to support schools celebrating St Francis....*
- ✓ *Rachel Thompson to add to Prayer PPs*
- ✓ *Prayer stations – simple, focus on giving thanks, appreciating all we have. (May 2026)*

Updates



KS1 & KS2: Resources for Easter

A collection of resources including stories to help KS1 and KS2 pupils (aged 5 to 11 years old) explore and celebrate Easter.

Stories



Video: Dan the donkey
KS1. A story for Palm Sunday about Jesus' entry to Jerusalem



Video: The festival of Easter
KS1. Exploring the key events and meaning of the Easter story



Audio: Peter's story - Part 1
KS2. Peter recounts the arrest of Jesus in the Garden of Gethsemane



Audio: Peter's story - Part 2
KS2. Peter relates events after the crucifixion of Jesus



Audio: Mary's diary - a story for Easter
KS2. Jesus' friend Mary writes in her diary about his crucifixion and resurrection

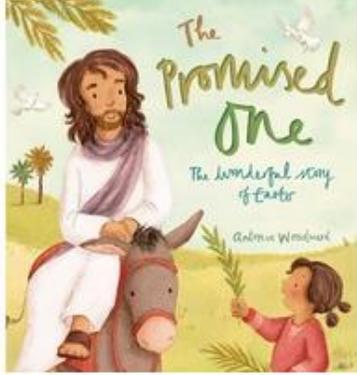


Audio: At the foot of the cross
KS2. A Roman soldier recounts the death of Jesus on the cross

<https://www.bbc.co.uk/teach/school-radio/easter-resources-ks1-ks2/zjy22sg>

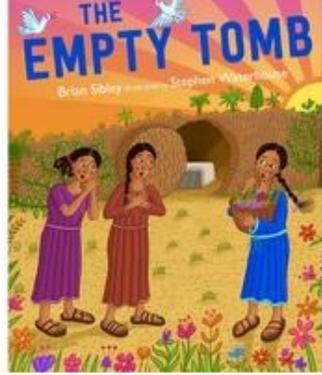
Adam's training Lent / Holy Week – Spring 2023 – Art work, emotion graphs, responsibility pie chart, Lent in a box

<https://www.dioceseofsalford.org.uk/wp-content/uploads/Salford-Session-3-Jan-2023-FINAL.pdf>



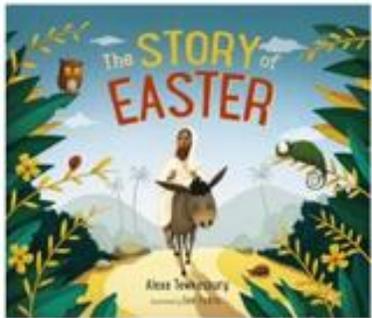
The Promised One, by Antonia Woodward

£7.99



The Empty Tomb, by Brian Sibley and Stephen Waterhouse

£6.99



The Story of Easter, by Alexa Tewkesbury, Illustrations by Dani Padron

£8.99



Heaven's BIG Secret The Easter Story, by Karen Langtree

£7.99



Lent

<https://www.godwhospeaks.uk/lent-and-eastertide-resources/posters/>

Ash Wednesday Poster

Share our Ash Wednesday poster in your church/school/home and learn about what happens on Ash Wednesday and why.



Lent - WordPress Posters-01

Download

Family Activities for Lent Poster

Discover more about the Biblical basis for Lent and try out these activities with your family.



Lent - WordPress Posters-03

Download

Lent Poster

Share our Lent poster and learn about these six weeks leading up to Easter and what happens during this time.



Lent - WordPress Posters-02

Download

Holy week Poster

Follow the events of Holy Week in the Bible with our Holy Week poster.



Lent - WordPress Posters-04

Download

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

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