

CAFOD Catholic Agency for Overseas Development



Department for Education
Diocese of Salford
@RCSalfordEd



Let us pray....

Jubilee Prayer for schools

God, our loving Father,
In this Jubilee year,
you remind us of our call to love creation.
Help us to work together
to replant, repair, and renew.

Guide us on our journey as pilgrims of hope.

Jesus, our light,
In this Jubilee year,
you remind us of our call to love our neighbours
and to set free those who suffer.
Help us to treat everyone with dignity;
to be fair, forgiving and kind.

Guide us on our journey as pilgrims of hope.

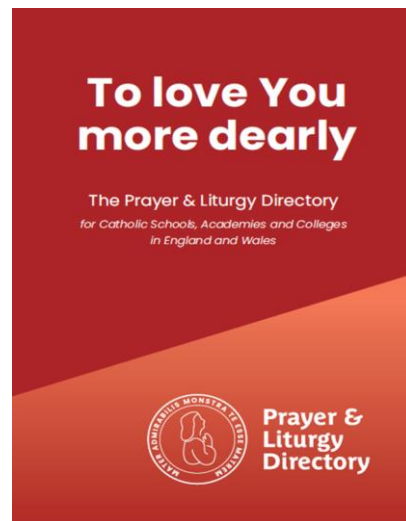
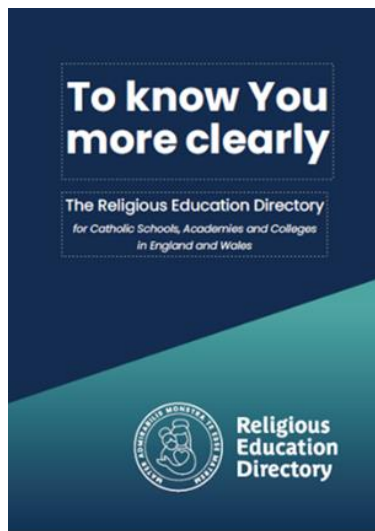


Holy Spirit, our inspiration,
In this Jubilee year, you remind us of our call to
grow in faith and love.
Help us to hear you in scripture, to see Jesus in
others,
and to be united as God's global family.

Guide us on our journey as pilgrims of hope.

Amen

Cafod and Missio



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2025 / 2026 RE CPD. Autumn Term:

Date	Session	Venue
Friday 19/09/25 Or Tuesday 23/09/25	Autumn Term. Primary RE Leads. Developing Prayer and Liturgy in Primary Schools. To support primary RE Leads in ways to develop prayer and liturgy across school considering: <ul style="list-style-type: none"> • Why prayer and liturgy is central to the community of a Catholic school. • What good prayer and liturgy looks like in a primary school with opportunities to focus on silence, classroom prayer, Celebration of the Word, Visio Divina, Lectio Divina, music as part of prayer and developing prayer areas around school. • The opportunity to share good practice across Diocesan schools. 	Ewood Park Blackburn Rovers Or Hemsley House, Salford. 9 for 9.30 start – 3pm
Wednesday 15/10/25 Or Thursday 12/ 3/26 Or Friday 8/5/26	Primary Leaders of Prayer and Liturgy: Developing Pupil Ministries in Primary school and Supporting Pupil Leadership in Prayer and Liturgy. 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. <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. 	Cathedral Centre 9.30–12.30 Or 1.30–4.30
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

2025 / 2026 RE CPD. Autumn Term:

Date	Session	Venue
Tuesday 4/11/25	Primary RE Lead Cluster Briefings (North)	Zoom 3.30 – 4.45pm
Wednesday 5/11/25	Primary RE Lead Cluster Briefings (Central)	Zoom 3.30 – 4.45pm
Thursday 6/11/25	Primary RE Lead Cluster Briefings (South)	Zoom 3.30 – 4.45pm

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.

New to Working in a Catholic School in the Diocese of Salford: Mission of the church in education, Catholic social teaching Canon law, The Bishop's Educational vision for the Diocese by 2030.

For Teachers and support staff new to working in a Catholic school within the Diocese of Salford.

Tuesday 14/10/25 9.30am – 3.30pm Cathedral Centre.



2025 / 2026 RE CPD. Autumn Term:

New Primary Deputy Headteachers in the Diocese of Salford.

This one-day session will provide an opportunity for new primary deputy headteachers to become familiar with the work of the Diocesan Department for Education and the support that is available. There will be the opportunity to meet other new deputy headteachers.

The session will focus on: The mission of a Catholic School; the role of the deputy headteacher in a Catholic school; national and diocesan updates around Catholic Life and Mission, Religious Education, Prayer and Liturgy and Catholic School Inspection.

Friday 10/10/25 9.30am – 3pm. Cathedral Centre.

Primary Deputy Headteacher Network.

This is the first network meeting with Primary Deputy Head teachers from across the diocese to support their leadership role in Catholic education.

Aims of the session:

- 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 Head teachers from across the diocese to share good practice.

Friday 14/11/25 1.30pm – 3.00pm Oldham Athletic Or Thursday 20/11/25 1.30 – 3.30pm Dunkenhall Hotel

2025/ 2026 RE CPD. Spring Term:

Date	Session	Venue
TBC	Primary RE Leads – Curriculum / Implementing the RED. Focus on OUP resource. Assessment / moderation opportunities. Dr Nancy Walbank Godly Play to enhance EYFS / YR 1 curriculum.	TBC 9.30 – 3
Tuesday 3/3/26	Primary RE Lead Cluster Briefings (North)	Online 3.30 – 4.45pm
Wednesday 4/3/26	Primary RE Lead Cluster Briefings (Central)	Zoom 3.30 – 4.45pm
Thursday 5/3/26	Primary RE Lead Cluster Briefings (South)	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

Summer Term:

CPD for RE Leads / year group teachers focusing on RED.

CSI overview day (18th June 2026)

Cluster briefings.



Inspections 2024-2025



- Autumn: 15 inspections, (12P, 3S)
13 Good (11P, 2S), 2 Outstanding (1P, 1S)
- Spring: 17 inspections (16P, 1S)
2 Requires Improvement (2P), 14 Good (13P, 1S), 1 Outstanding (P)
- Summer: 17 inspections (12P, 5S) – 3 still to inspect (3P)
3 Outstanding (2P, 1S), 10 Good (7P, 4S)

2025–2026 cycle of inspection

*Note that previously judged RI schools may enter the window in 2025–6 but not be inspected.

- All Hallows RC High School, Salford
- St Antony's RC High School, Urmston
- Alice Ingham RC Primary School, Rochdale
- Cathedral School of St Peter and St John RC Primary, Salford
- English Martyrs' RC Primary School, Urmston
- Holy Family RC Primary School, Kirkholt
- Holy Family RC Primary School, New Springs
- Holy Name RC Primary School, Moss Side
- Holy Souls RC Primary School, Blackburn
- Our Lady of Mount Carmel RC Primary School, Ashton
- Sacred Heart RC Primary School, Blackburn
- Sacred Heart RC Primary School, Church
- Sacred Heart RC Primary School, Rochdale
- SS Aidan & Oswald's RC Primary School, Royton
- St Anne's RC Primary School, Ancoats
- St Anne's RC Primary School, Audenshaw
- St Anne's RC Primary School, Blackburn
- St Bernadette's RC Primary School, Whitefield
- St Boniface's RC Primary School, Lower Broughton
- St Brendan's RC Primary School, Harwood
- St Christopher's RC Primary School, Ashton
- St Ethelbert's RC Primary School, Deane
- St Francis' RC Primary School, Gorton
- St Hugh of Lincoln RC Primary School, Stretford
- St John's RC Primary School, Chorlton-cum-Hardy
- St John's RC Primary School, Rochdale
- St Luke's RC Primary School, Irlams-o'th'-Height
- St Mark's RC Primary School, Swinton
- St Mary's RC Primary School, Bacup
- St Mary's RC Primary School, Osbaldeston
- St Mary's RC Primary School, Sabden
- St Mary's RC Primary School, Stockport
- St Mary's RC Primary School, Swinton
- St Philip's RC Primary School, Kersal
- St Richard's RC Primary School, Longsight
- St Stephen's RC Primary School, Droylsden
- St Willibrord's RC Primary School, Clayton
- St Wulstan's RC Primary School, Great Harwood

CSI Update.

- The breadth of RI / Good / Outstanding
- No specific low-grade area – current areas working on / CPD show as strengths
- Use CSED as ongoing strategic tool
- CSED – impact – reflect all areas
- Evaluation statements in CSED reflect the grade
- AFIs – consistent in CSED & Action plans
- Typicality – celebrate what you do in your school.
- Scheduling & deferral (Ofsted)
- No penalty for beginning new things – PLD/RED
- Compliance statement for Diocesan Bishop: none for primary
- Ongoing QA including national moderation & standardisation

CSI co-ordinator contact details:

07761468040

martin.johnson@dioceseofsalford.org.uk

Catholic Life Planned Events:

Key:	
CA	Caritas Ambassadors
DC	Diversity Council
ABA	Anti-Bullying Ambassadors
EW	Eco Warriors
G	General



Rise up,
take courage,
and do it.

Catholic Life: Key Planned Events 2024-2025

Month	Date	Key	Event	Who	Staff Lead
September	27 th	CA	▪ MacMillan Bake Sale	Y7 - Y11	LVE
October	-	DC	▪ Black History Month: Book Club, 'PD Big Questions', Year 7 Workshop	Y7 - Y11	RSE
	4 th	EW	▪ The Feast Day of St. Francis of Assisi	Y7 - Y11	MLY
	10 th	ABA	▪ Hello Yellow: World Mental Health Day	Y7 - Y11	PSA
	10 th	CA	▪ World Porridge Day	Y7 - Y8	JLU
	18 th	CA	▪ Caritas Big Sleep Out	Y7 - Y11	CLU
	18 th	ABA	▪ Show Racism the Red Card	Y7 - Y11	LSE
November	1 st	DC	▪ Diwali	Y7 - Y11	LWA
	11 th - 15 th	ABA	▪ Anti-bullying Week	Y7 - Y11	NST
	14 th	EW	▪ Carbon Literacy Action Day	Y7 - Y11	MLY/LUS
December	-	CA	▪ Advent Mission	Y7 - Y11	CLU
	3 rd	DC	▪ International Disabilities Day	Y7 - Y11	LWA
	18 th	CA	▪ Pensioners Christmas Party	Y7 - Y10	JLU/JCO
January	29 th	DC	▪ Lunar New Year	Y7 - Y11	LWA
February	28 th Feb - 30 th March	G	▪ Ramadan	Y7 - Y11	LWA
March	-	CA	▪ Food Cycle	Y7 - Y11	JLU
	14 th	G	▪ Holi	Y7 - Y11	LWA
	17 th	DC	▪ St. Patrick's Day	Y7 - Y11	LWA
	29 th - 30 th	DC	▪ Eid-al-Fitr	Y7 - Y11	LWA
April	1 st - 4 th	CA	▪ Big Lent Walk	Y7 - Y11	AMC
	2 nd - 8 th	DC	▪ Autism Acceptance Week	Y7 - Y11	NFI
	22 nd	EW	▪ World Earth Day	Y7 - Y10	MLY
	23 rd	DC	▪ St. George's Day	Y7 - Y11	LWA
	28 th	DC	▪ Stephen Lawrence Day	Y7 - Y11	LWA
June	-	DC	▪ Pride Month	Y7 - Y10	DWI
	-	ABA	▪ Men's Mental Health Month	Y7 - Y10	NST
	23 rd - 27 th	G	▪ World Refugee Week	Y7 - Y10	RSE
July	14-18 th	G	▪ Spirit Week: Culminating in Barlow World Cultures Day	Y7 - Y10	RSE/KLA

July 2024

Chaplaincy Calendar:

CHAPLAINCY CALENDAR 2024-2025 – Autumn Term



Rise up,
take courage,
and do it.

		Week Beginning	Assembly Theme/Leads	Thought of the Week	Human Right of the Week	Scripture of the Week	Event
<u>PSCHE:</u> <u>Health & Wellbeing</u>	1 (A)	2 nd Sept	<u>WELCOME CELEBRATIONS</u> <u>OF THE WORD:</u> Living Life to the Full CWA	'Laugh often, dream big and reach for the stars, after all its kids with big dreams that change the world' Unknown	Every child has the right to an education Article 28	'I have come that you may have life; life in its fullest' John 10: 10	
	2 (B)	9 th Sept	<u>ACHIEVE:</u> Reach for the Stars HOY	'Keep looking up; that's the secret of life!' Charlie Brown	Your education should help you use and develop your talents and abilities. Article 29	'Commit your work to the Lord and your plans will be established' Proverbs 10:3	<ul style="list-style-type: none"> Chapel Assemblies begin (all Years) Tuesday 10th: Family Time Prayers for St Ambrose Day
	3 (A)	16 th Sept	<u>SERVICE:</u> Putting Others First CLU and the Chaplaincy Team	'It is not how much we do but how much love we put into that action' Mother Teresa	You should live in an environment that enables you to grow and reach your potential Article 4	'There is no greater love than to lay down your life for a friend' John 15:13	<ul style="list-style-type: none"> 16th: 7B1 Transition Day (JLU) 18th: 7B2 Transition Day (CID) 19th: 7B3 Transition Day (AMC)
	4 (B)	23 rd Sept	<u>HOPE</u> Showing Strength in Adversity STU	'Hope is being able to see there is light despite all of the darkness' Desmond Tutu	You have the right to be protected from being hurt and mistreated, in body or mind. Article 19	'We glorify in our suffering because suffering produces perseverance, character and hope.' Romans 5: 3-4	<ul style="list-style-type: none"> 23rd: 7L1 Transition Day (SSC) 25th: 7B4 Transition Day (LVE) 26th: 7L2 Transition Day (JLU) Friday 27th: MacMillan Bake Sale (LVE)
	5 (A)	30 th Sept	<u>RESPECT:</u> Black History Month RSE/LWA and the Diversity Council	We are braver and wiser because they existed, those strong women and men. We are who we are because they were who they were. It's wise to know where you come from, who called your name. Maya Angelou	Every child has the right to learn and use the language, customs and religion of their family. Article 30	'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13: 34	<ul style="list-style-type: none"> 30th: 7L3 Transition Day (SSC) 2nd: 7L4 Transition Day (LVE)

Catholic Life & Mission

2024-2025



- 

Serve
- 

Pray
- 

Achieve
- 

Respect

 <p>£821.00 Donated to Show Racism The Red Card - non-uniform day and pupil fundraising activities</p>	 <p>£500 Donated to Armed Forces - staff 10K run</p>	 <p>£695.00 Donated to Caritas for The Big Sleep Out carried out in school</p>	 <p>£649.35 Christmas Mission 2024. Fundraising for food hampers for those in need.</p>	 <p>£465.00 Donated to The Big Lent Walk</p>	 <p>£300.00 To date for World Autism Acceptance Month</p>
  <p>£358.20 Donated to Caritas - St Joseph's Penny fundraising & staff 10K run</p>	 <p>£244.53 Donated to Mary's Meals from World Porridge Day fundraising</p>	 <p>£198.15 Donated to Macmillan from The Barlow bake sale</p>	 <p>£171.23 Donated to Francis House from Student Council fundraising</p>	 <p>£152.21 Donated to Hello Yellow and The Barlow pupil Mental Health Fund</p>	
 <p>£90.00 Donated to Didsbury Good Neighbours for the Scala Brothers concert</p>					

Rise up,
take courage,
and do it.

PLD Update...

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

Support:

- ✓ CPD 2025 – 26
- ✓ [PowerPoint Presentation](#) – slides from Prayer and Liturgy Conference January 2025.
- ✓ Prayer and Liturgy Model Policy (9.4 pg 69 of PLD).
- ✓ Calendar to support APoP
- ✓ Resources produced by Rachel Thompson in Resource Centre

To love You
more dearly

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




Prayer &
Liturgy
Directory

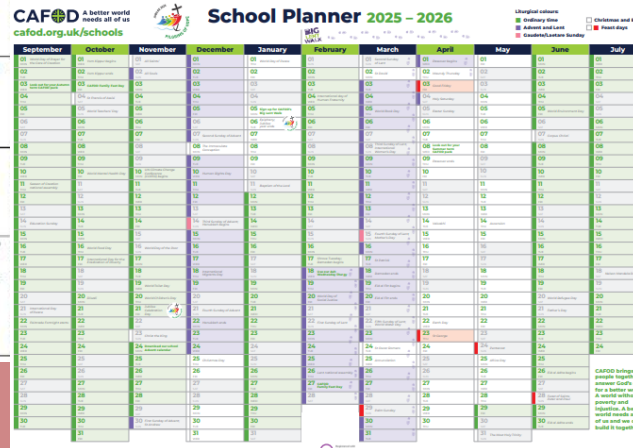
Prayer Resources - Weekly Powerpoints

- Weekly PowerPoints: What are the weekly Powerpoints and how do I use them?
- Creation – Week Beginning 1st September
- Education – Week Beginning 8th September
- Joy – Week Beginning 15th September
- Service – Week Beginning 22nd September
- Harvest Fast – Week Beginning 29th Sept
- Prayer – Week Beginning 6th October
- Wealth – Week Beginning 13th October
- Mission – Week Beginning 20th October
- Prayer – Week Beginning 27th October
- Community – Week Beginning 3rd November
- Remembrance – Week Beginning 10th November
- Dignity – Week Beginning 17th November
- Youth – Week Beginning 24th November
- Advent – Hope – Week Beginning 1st December
- Advent – Peace – Week Beginning 8th December
- Advent – Love – Week Beginning 15th December
- Light – Week Beginning 5th January
- Hope – Week Beginning 12th January
- Unity – Week Beginning 19th January
- Truth – Week Beginning 26th January
- Freedom – Week Beginning 2nd February
- Trust – Week Beginning 9th February
- Justice – Week Beginning 16th February
- Happiness – Week Beginning 23rd February
- Repentance – Week Beginning 2nd March
- Temptation – Week Beginning 9th March
- Change – Week Beginning 16th March
- Commitment – Week Beginning 23rd March
- Reconciliation – Week Beginning 30th March
- Mercy – Week Beginning 6th April
- Holy Week – Week Beginning 13th April
- Resurrection – Week Beginning 20th April
- Faith – Week Beginning 27th April
- Discipleship – Week Beginning 4th May
- Vocation – Week Beginning 11th May

Calendar 2025-2026

Week beginning and theme	Sunday Gospel/ Liturgical Year	Feast days	Events	Resources
31 st August CREATION	Luke 14:1. 7-14 'Everyone who exalts himself will be humbled, and he who humbles himself will be exalted.'	(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.uk)  CAFOD a better world needs all of us cafod.org.uk/schools
7 th September COMMUNITY	Luke 14:25-33 'Anyone who does not renounce all that he has cannot be my disciple.'	(8 th) The Birthday of the Blessed Virgin Mary	Caritas Harvest Shopping list	
14 th September EDUCATION	John 3:13-17 'The Son of Man must be lifted up.'	(14 th) The Exaltation of the Holy Cross (17 th) St Hildegard of Bingham, patron saint of ecology	(14 th) Education Sunday	
21 st September SERVICE	Luke 16:1-13 'You cannot serve God and money.'	(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	

[CAFOD](#)



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

APoP Examples....

old												
Date	Liturgical Calendar	Prayer Provision	Staff Responsible	Pupils Participating	Who will prepare pupils?	By when?	Will It be evaluated? How?	By when?	CPDF needed? Give details	By when?	Budget	
Week 22 in Ordinary Time												
01/09/2025												
02/09/2025												
03/09/2025	Feast St Gregory the Great											
04/09/2025	Optional Memorial St Cuthbert											
05/09/2025												
Week 23 in Ordinary Time												
08/09/2025												
09/09/2025												
10/09/2025												
11/09/2025												
12/09/2025												
Week 24 in Ordinary Time												
15/09/2025	Memorial Our Lady of Sorrows											
16/09/2025												
17/09/2025												
Provision												
Holydays of obligation												
Patronal feast days												
Sacrament of Reconciliation												
Plan for refreshing musical repertoire												
Engagement with wider Church initiatives (e.g. Jubilee Year)												
Autumn 2025 Spring 2026 Summer 2026 Things to include each year +												

Provision	Included?
Holydays of obligation	
Patronal feast days	
Sacrament of Reconciliation	
Plan for refreshing musical repertoire	
Engagement with wider Church initiatives (e.g. Jubilee Year)	
Context-specific (e.g. EYFS, Sixth Form)	
Have you responded to findings of previous evaluations?	
Is this plan contributing to developing pupils' participation?	

APoP Examples....

2026 Spring Term: APOP

Day	Date	Liturgical Calendar	Prayer Provision	Staff Responsible	Pupils Participating	Who will prepare pupils?	By when?	Will it be evaluated? How?	By when?	CPDF needed? Give details	By when?	Budget
M	09/02/2026		Gospel assembly	Headteacher	Chaplaincy team	Headteacher	04/02/2026					
Tu	10/02/2026											
W	11/02/2026	Optional Memorial <i>Our Lady of Lourdes</i>	Rosary Club	Y3 TA	Chaplaincy team	Chaplaincy team	09/02/2026	Pupil voice	11/02/2026			£50
Th	12/02/2026		Class-based celebrations of the word	Class teachers	Pupils on rota	Class teachers and Tas	10/02/2026	Pupil voice	12/02/2026	Pupil-prepared P&L	07/01/2026	
F	13/02/2026		Mass	PLC & Parish Priest	Y5	Y5 teacher	11/02/2026	PLC & Parish Priest obs	13/02/2026	Mass preparation	03/09/2025	
Half Term												
1st week of Lent												
M	23/02/2026		Gospel assembly	Headteacher	Chaplaincy team	Headteacher	11/02/2026					
Tu	24/02/2026		Phase-based examinations of conscience	Phase leaders				PLC Obs	24/02/2026	Lent staff meeting	11/02/2026	
W	25/02/2026											
Th	26/02/2026		Class-based celebrations of the word	Class teachers	Pupils on rota	Class teachers and Tas	25/02/2026	Pupil voice	12/02/2026	Pupil-prepared P&L	07/01/2026	
F	27/02/2026											
2nd week of Lent												
M	02/03/2026	Feast <i>St Chad</i>	Mass	Deputy headteacher	Y6	Y6 teacher	26/02/2026			Mass preparation	03/09/2025	
Tu	03/03/2026		Y1 & Y3 Stay & Pray	Class teachers	Chaplaincy teams	PLC	24/02/2026	Parent voice	06/03/2026	Lent staff meeting	11/02/2026	
W	04/03/2026		Reconciliation	PLC & Parish Priest		Phase leaders	24/02/2026			Lent staff meeting	11/02/2026	

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

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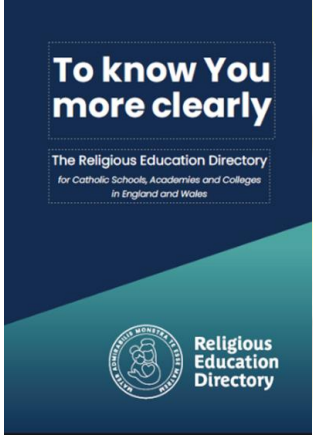
Rachel Thompson

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:

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				

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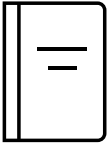



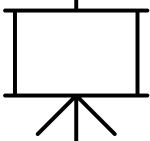


Structure and components

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 summer 2026 for Yr 3 – 6

OUP Resources:

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?

Awe and wonder

The RED invites teachers in EYFS to encourage children to engage in moments of awe and wonder. This requires adults involved in children's learning to create moments where children have time to notice the world around them. Often, these will be small experiences, such as noticing raindrops on a leaf, the changing colours of autumn, the smell of damp earth, the concentric rings raindrops form in puddles or the fragility of a spider web. Taking time to look closely helps children appreciate the natural world as beautiful, take a moment to say, 'Wow!' or spend time experiencing wonder and awe at the world around them. For young children, many things they see are mysterious. The role of the educator is to give them time to experience the mystery and help them develop the vocabulary to express themselves in words, pictures or movements. Christians believe that the experience of beauty is transcendent and is one way we can encounter God's awe and wonder. You can help to evoke a response in children by asking questions that begin with, 'I wonder'.

Jerome Berryman, developer of Godly Play utilises wondering questions after each reading of the Bible. You could try to incorporate some of his style of wondering after your reading of passages: 'I wonder what we could remember from what we have heard; I wonder how people might have felt about this; I wonder if people changed after hearing this?'

Continuous provision in RE

Play is important. It helps develop children's language skills as well as supporting their wellbeing. The Continuous provision planning guide (page 20) is intended to support teachers in developing playful approaches to learning RE. Teachers may choose to select from the suggestions or create their own. One idea for continuous provision is a prayer station. You might want to include plans for this prayer station in your classroom's prayer and liturgy activities, following the school's overall prayer and liturgy policy.

The Religious Education Learning Goals (RELG)

Lighting the Path follows the suggested content from pages 64–70 of the RED. The RED identifies three Ways of Knowing about RE and they set out the skills that children should be developing throughout the curriculum. These are Understand, Discern and Respond. For the Early Years, these have been reframed into three questions.

- What will I see and hear to help me understand? (Understand)
- How will I discover more? (Discern)
- What can I do now? (Respond)

Lighting the Path uses three angelic characters to pose these questions and develop children's thinking skills.

The RED has a broader vision for RE in the Early Years and proposes that teachers should, 'use the characteristics of effective teaching and learning for religious education activities, wonder, awe, playing, exploring, active learning, creating and thinking critically' (RED, page 65). Planning for continuous provision in Lighting the Path uses the characteristics of effective teaching and learning (Development Matters, 2023, DfE) to help teachers ensure that children can work towards the RELGs. It is not mandatory that children should meet them all, rather that they offer a means of tracking learning progress.

Whole-class lesson structure

Each lesson follows the same structure. The first three parts, Tune in, Teach and Wrap up are whole-class sessions and should last no more than twenty minutes in total.

- Tune in explores what the children already know, perhaps connecting with the Path
- Teacher talk leads children through what they will be learning about today. It might include a Bible story, pictures, a song, prayer text or artwork. There are lots of questions to engage children's learning in this section.
- Wrap up revisits and reinforces the teaching points of the lesson.
- Focus activity is a teacher-led group activity where children engage with the learning focus of the lesson. These activities may take place in 'floor books', using the Anthology, using artwork or role play. Sometimes children will use artwork materials or tuff tray activities to show their learning.

Using a floor book in RE

Floor books were developed by Claire Warden and are part of the 'Talking and Thinking Floorbook Approach' and can be explored in her book Talking and Thinking Floorbooks (2015). As the name implies, a floor book is a large book where children and teachers work together to support and record the learning process.



Year R, Branch 1: Creation and covenant

Lesson	Lesson title
2	The first story of Creation
RED linked 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

Tune in

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.

Main activity

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.

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.

As a diocese, we began the journey in January 2023 through

- ✓ 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.
- ✓ How you have kept governors updated on the RED and will continue to do so.

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.

✓ 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
RLD linked 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	© Oxford University Press 2025 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
<p>Tune in</p> <p>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!'</p> <p>If you used the alternative feely box/bag activity, begin by looking at some of the objects again and invite them to wonder why some things make us say 'Wow!'</p> <p>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?'</p> <p>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.</p> <p>Recap the story, clicking through the pictures one at a time, inviting the children to say what happens in each picture.</p> <p>Wrap up</p> <p>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.'</p> <p>Focus activity</p> <p>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').</p> <p>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.</p>

Bible story: The first story of Creation

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

Go on 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
RLD linked 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
Tune in 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.
Main activity 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.

The EYFS mentions floor books, we have moved away from floor books. Do we have to re-introduce them?

No, again it is a school decision.

The scheme is written for 22 Catholic dioceses (over 2000 primary schools) fit to the context of your school – do what is right for your school.

Bible story: The first story of Creation

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

Open 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
ELT linked 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
<p>Tune in</p> <p>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!'</p> <p>If you used the alternative feely box/bag activity, begin by looking at some of the objects again and remembering children's descriptions.</p> <p>Main activity</p> <p>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?'</p> <p>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.</p> <p>Recap the story, clicking through the pictures one at a time, inviting the children to say what happens in each picture.</p> <p>Wrap up</p> <p>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.'</p> <p>Focus activity</p> <p>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').</p> <p>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.</p>

Is assessment built into the scheme? Do we have to do check in / check out?

Assessment is built into each branch.

Lesson 12 in the OUP scheme is a review lesson with assessment opportunities based on the End of age expectations (pg 41 – 60 RED).

Next steps – begin to build examples of met work for moderation.

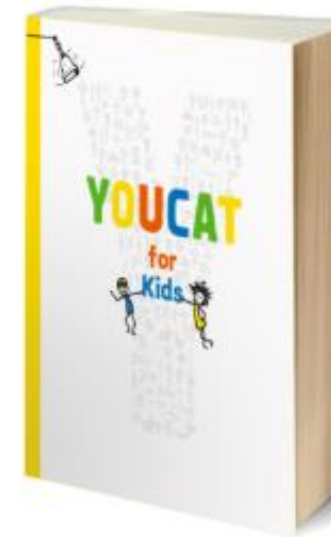
Check in / out tasks are not built into the scheme.

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

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

Bible story: The

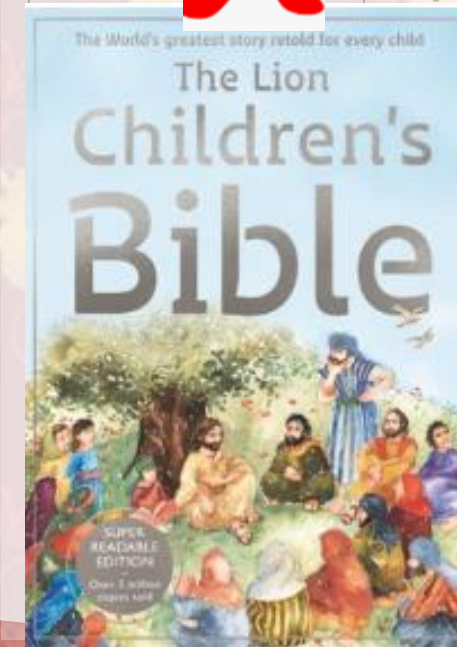
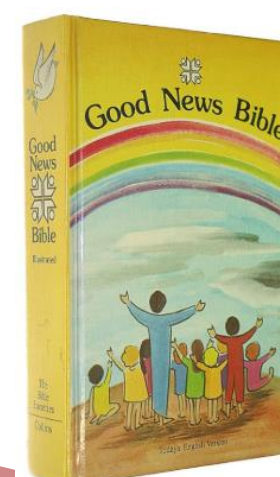
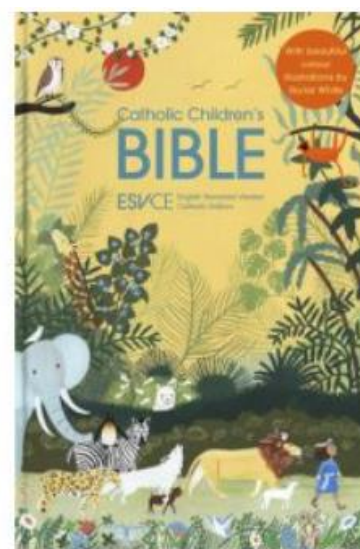
story is from the Christian story
 en to the story and look at
 t do you recognise in the pic



Creation

Year R, Branch 1: Creation and covenant

Lesson title	The first story of Creation
Scripture	The first account of Creation (Genesis 1:1–5, 24–25)
CCC and RED links	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



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Bible story: The first story of Creation

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

Open 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
RLD linked 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

Twenty minutes

Tune in to the story of Creation 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.

Main activity

In the child God. 'Whi Reac enlai 'eart Rea pictt Wra Can show that Focu Ask Invit ('Go Ther floor the f wish with

an beings were made. Remind people can read stories about by someone who wondered,

of the Anthology for an 'heavens' means sky and

in to say what happens in each

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

res in the Classroom resource. an remember what God said

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



Will there be knowledge organisers?

These will not be produced by OUP.

This needs to be a school decision and clusters of schools may decide to work together on this.

Source *to* Summit

Lighting
the Path



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

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

Diocesan Pilot Resources:



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)

Year 3 and Year 5 Pilot Resources.

Further Reading

Primary RE

Secondary

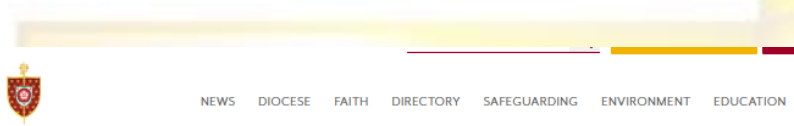
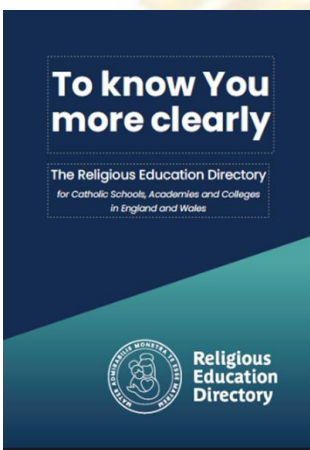
Further Reading

RE Leaders

Primary RE Toolkit

CPD

RED Resources



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 .

Branches 1 – 5.

First pages have expected end of age phase outcomes on and teacher notes for branch from RED plus some extra information from the diocese writing group.

Resources:

Francis of Assisi from 101 Saints and Special people – Don Bosco Publications.

St Francis of Assisi By Joyce Denham / Elena Temporin

CAFOD resources around Laudato Si <https://cafod.org.uk/education/primary-teaching-resources/laudato-si-for-children>

CAFOD resources around CST <https://cafod.org.uk/education/primary-teaching-resources/cst-resources-for-children>

Season of Creation resources <https://seasonofcreation.org/>

Note about this daft unit: Each step is not an individual lesson, but ideas for the expected outcomes. These are suggested ideas to support the teaching and learning for this branch. Schools can use the resource as they wish moving around the steps, adding extra activities to make relevant to their school context. Schools can write their expected outcomes to fit their school context and how they are written for other curriculum areas. Check in / out tasks do not need to be used they are there for a suggestion. An assessment task has been included.

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	Year 1	Year 2	Year 3
Creation and Covenant	<p>Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and Earth. U1.1.2</p> <p>Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form. U1.1.1</p> <p>Recognise that prayer is a way of drawing closer to God, become familiar with the sign of the cross and Our Father. U1.1.6</p> <p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'. U1.1.4</p>	<p>Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow. U2.1.1</p> <p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. U2.1.5</p> <p>Know that psalms are a different literary form in scripture. U2.1.2</p> <p>Know that psalms are prayed/sung to praise God. U2.1.2</p> <p>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. U2.1.4</p> <p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'. U2.1.3</p>	<p>Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. U3.1.1</p> <p>Describe how either a psalm or a prayer they have studied praises Creation. U3.1.5</p> <p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. U3.1.2</p> <p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. U3.1.2</p> <p>Describe stewardship by making simple links between Gen 1:26–31 and people's actions today. U3.1.4</p> <p>Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. (See LS 66). U3.1.6</p>

	Year 4	Year 5	Year 6
Creation and Covenant	<p>Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. U4.1.1</p> <p>Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. U4.1.2</p> <p>Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. U4.1.4</p> <p>Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. U4.1.5</p>	<p>Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1–15); the Sinai covenant, and the Ten Commandments (Ex 19:3–8, 20:1–17)). U5.1.1</p> <p>Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel. U5.1.2</p> <p>Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses. U5.1.3</p> <p>Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. U5.1.4</p> <p>Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other. U5.1.5</p> <p>Know that a virtue is a positive habit that helps people live a good life. U5.1.6</p>	<p>Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66–67. Make links with the term 'stewardship'. U6.1.2</p> <p>Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation. U6.1.3</p> <p>Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66. U6.1.5</p> <p>Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1–5, 16–18) and the Nicene Creed. U6.1.6</p> <p>Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the Universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. U6.1.7</p>

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?

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

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?

Diocesan Pilot Resources – Year 5 and 6.

Creation and Covenant

Lesson 5. Understanding The Ten Commandments.

**We are retelling the story of Moses focusing on the Ten Commandments.
We can ask questions about the Ten Commandments and explain
the meaning of the Ten Commandments.**

Year 5 Branch 1 Creation and Covenant. Lesson 5.

1

- Branch 1 to be ready by the end of this week – PP, resources and lesson plans.
- Branch 2 to be ready by the end of September – PP, resources and lesson plans.
- Branch 3 , 4 and 5 will be available on the Resource Centre over the summer.
Branch 3 and 4 will look like Year 3 planning.
Branch 5 – PP, resources and lesson plans.

Branches 1, 2 and 5 have lesson plans and PPs that follow the OUP structure.

Continue with Come and See other faiths for this year especially in KS 2 until we have Branch 6.

Creation and Covenant

Lesson 4. Moses' first encounter with God.

**We can describe what a covenant is.
We know that God made covenants with Noah, Abraham
and Moses.**

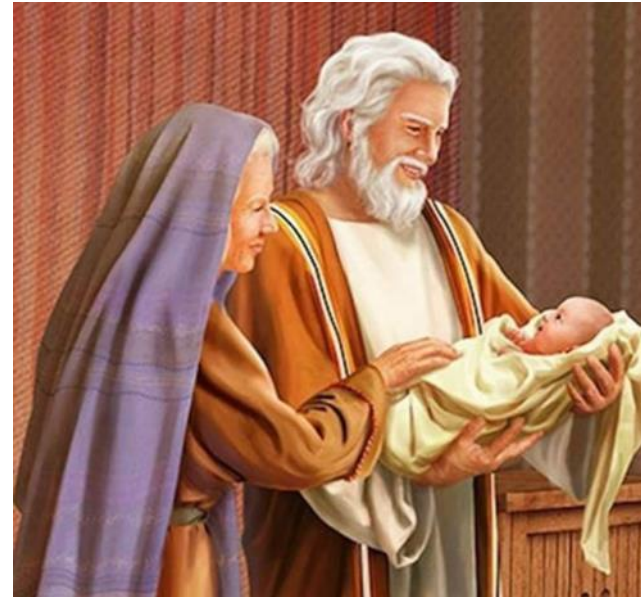
Tune in: Covenant

A covenant is an important promise, it can be between two people, between groups of people or between God and people.

What can you remember about these bible stories from the Old Testament?
What covenant did God make in each of these bible stories?



God's promise to Noah.



God's promise to Abraham and Sarah.

Describe what a covenant is and recognise that God made a covenant with Moses.

God made several covenants throughout history with Noah, Abraham and we are now going to learn about the covenant with Moses. Watch and listen carefully to the video

<https://www.bbc.co.uk/teach/school-radio/articles/zq4wh4j>



Think about these questions as you watch the video.

Why were Moses and the Israelites fleeing Egypt?

Why did Pharaoh finally allow the Israelites to leave?

How did God save the Israelites from a life of slavery?

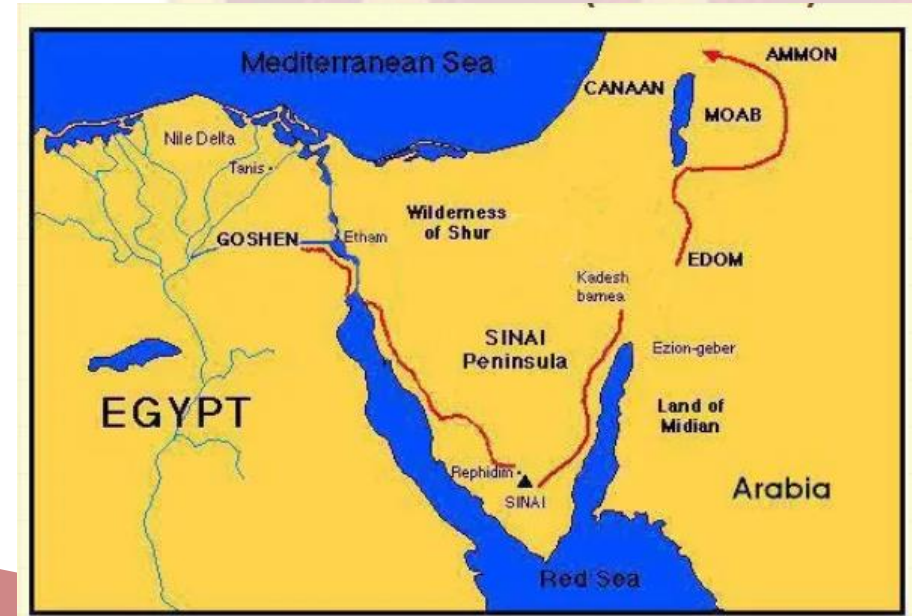
Describe what a covenant is and recognise that God made a covenant with Moses.

Use your Bible to remind yourself about the book of Exodus and how it explains how God helped the Israelites.

Read Exodus 19: 1–8.

Discuss with your talk partner and class any vocabulary you may not understand and any vocabulary that you met in our last few lessons.

Look at the names of places in the scripture,
Can you locate them on the map?



Describe what a covenant is and recognise that God made a covenant with Moses.

The Israelites at Mount Sinai

19 ¹⁻² The people of Israel left Rephidim, and on the first day of the third month after they had left Egypt they came to the desert of Sinai. There they set up camp at the foot of Mount Sinai, ³ and Moses went up the mountain to meet with God.

The LORD called to him from the mountain and told him to say to the Israelites, Jacob's descendants: ⁴ "You saw what I, the LORD, did to the Egyptians and how I carried you as an eagle carries her young on her wings, and brought you here to me. ⁵ Now, if you will obey me and keep my covenant, you will be my own people. The whole earth is mine, but you will be my chosen people, ⁶ a people dedicated to me alone, and you will serve me as priests." ⁷ So Moses went down and called the leaders of the people together and told them everything that the LORD had commanded him. ⁸ Then all the people answered together, "We will do everything that the LORD has said," and Moses reported this to the LORD.

How do you think this made the Israelites feel? Explain your ideas.

Describe what a covenant is and recognise that God made a covenant with Moses.

What do you think it meant to the Israelites to be God's chosen people?

How would the Israelites have to act to be God's chosen people?

The Israelites at Mount Sinai

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Describe what a covenant is and recognise that God made a covenant with Moses.

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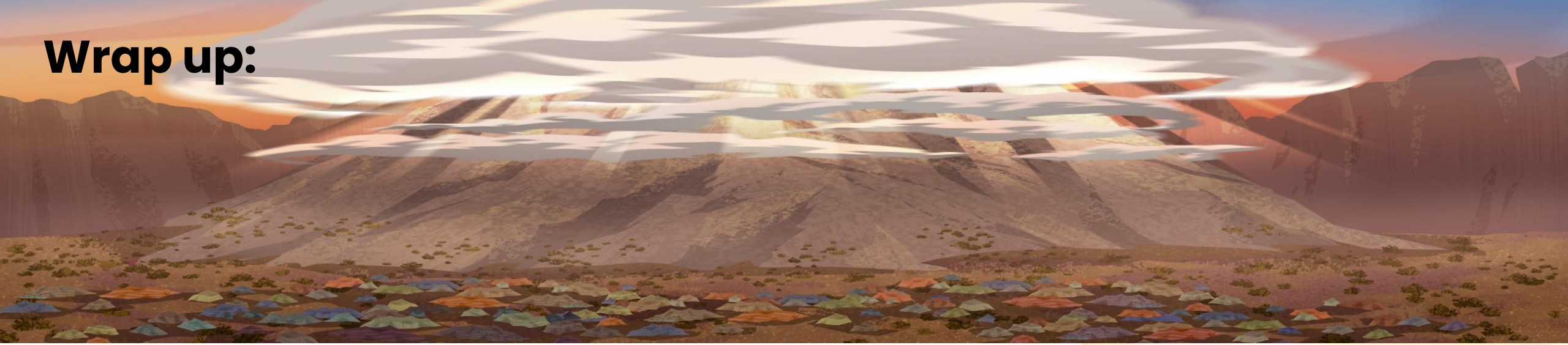
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Why do you think the Israelites agreed to do everything God said, without hesitation?

Remember, a covenant is an important promise, it can be between two people, between groups of people or between God and people.

What covenant did God make with the Israelites?

Wrap up:



*"Now if you obey me fully and keep my covenant, then out of all nations you will be my own people. The whole earth is mine, but you will be my chosen people, a people dedicated to me alone and you will serve me as priests."
Exodus 19:4 -6*

Who are God's chosen people today?

**Do God's chosen people still need to follow this covenant today?
Explain your reasons.**

Lesson	Lesson title
4	Moses' first encounter with God
RED linked outcomes	Scripture
U5.1.1. Retell the Moses story, focusing on the key event - the Sinai covenant U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	Exodus 19:1-8 <i>Exodus 19:4 -6</i>
Knowledge lens(es)	CCC
Key vocabulary	Resources and preparation
Covenant, promise, Ten Commandments, Israelites, slavery, chosen	Images showing the covenant with Abraham and Noah Scripture to stick in book Quote from wrap up
Lesson outline	
<p>Slide 2 – Tune in Ask the question, 'What does the word covenant mean?' get pupils to think about it independently first, then share their ideas with their partner. Then show them the definition on the slide. A covenant is an important promise, it can be between two people, between groups of people or between God and people.</p> <p>Show the 2 images on the board. These are of covenants that God has made with others. Pupils can work in partners to discuss these 2 covenants and get their feedback.</p> <p>Task 1 – Pupils are to record in the books what a covenant is and an example of one that God has made (Noah or Abraham)</p> <p>God also made a covenant with Moses.....</p> <p>Slide 3 – Teacher input Reflect on the emotions graph and look at the 2 images from the previous lesson, recapping on who Moses was and his life so far.</p> <p>Watch the video https://www.bbc.co.uk/teach/school-radio/articles/zq4wh4j, which explains the covenant with Moses.</p> <p>As pupils are listening to the video, they need to be thinking about these questions: Why were Moses and the Israelites fleeing Egypt? Why did the Pharaoh finally allow the Israelites to leave? How did God save the Israelites from a life of slavery?</p> <p>Slide 4 – Teacher input</p>	

Read scripture in Exodus 19:1-8, ensure pupils understand that this scripture starts when Moses has helped the people escape slavery in Egypt. Unpick the scripture, any unfamiliar vocabulary, ensure pupils have good understanding of the scripture and use the map to show where the places.

[The location of Mount Sinai \(Exodus 19\) | larshaukeland](#) – Teacher information

Slide 5 – Teacher input

Explain to pupils that they are going to stick in the scripture and then around the scripture they will be answering questions with an explanation (may use a double page)

Slide 5 – Task 2

Focus questions around the scripture – How do you think this made the Israelites feel? Explain.

Slide 6 – Task 2

Focus questions around the scripture – What do you think it meant to the Israelites to be God's chosen people? How would the Israelites have to act to be God's chosen people?

Slide 7 – Task 2

Focus questions around the scripture – Why do you think the Israelites agreed to do everything God said without hesitation? What covenant did God make with the Israelites?

Slide 8 - Wrap up

Read the quote from the bible - *"Now if you obey me fully and keep my covenant, then out of all nations you will be my own people. The whole earth is mine, but you will be my chosen people, a people dedicated to me alone and you will serve me as priests."* Exodus 19:4 -6

Discuss and record answers in books – Who are God's chosen people today? Do God's chosen people still need to follow this covenant today? Explain your reasons.

Lesson assessment focus

We can describe what a covenant is. We know that God made covenants with Noah, Abraham and Moses.

Mixed age classes

Core lesson for mixed aged classes.

Jubilee Year. Pilgrims of Hope.

Now available in the Resource Centre from January 2025.

<https://dioceseofsalford.org.uk/resource-centre/education/collective-worship/jubilee-2025/>

- ✓ Celebration of the Word focusing on the meaning of the Jubilee logo.
- ✓ Celebration of the Word to accompany the anchor.
- ✓ Jubilee prayer trail based on the Jubilee pledge for schools. (*pilgrimage*)
- ✓ Signposting / overview sheet to other resources (updated throughout the year).
- ✓ Diocesan Jubilee art competition (EYFS – KS5). Beginning in February closing date 14th July.
- ✓ Season of Creation – Hope Walk (September) Laudato Si Team. (*pilgrimage*)
- ✓ Diocesan School celebration in November TBC



Department for Education
Diocese of Salford
@RCSalfordEd



Jubilee Year. Pilgrims of Hope.

DIOCESE OF  SALFORD



PILGRIMS OF HOPE ART COMPETITION

Join schools across the diocese in our Jubilee Year
Pilgrims of Hope Art Competition!

THEMES TO INSPIRE THE ART:

- **What gives you hope?**
- **A memorable journey.**
- **My dream for a better world.**
- **A special place.**

- Winning entries will provide a thoughtful response to one of the themes. Judges will be asking; 'Does it show creativity and faith engagement?', 'Does it celebrate the Jubilee Year?', 'Is it original and well-crafted?'
- Artwork to be **no larger than A3** and accompanied by a **written explanation** of no more than **150 words**. Please **attach write-ups** to the corresponding artwork by stapling or glueing them to the back.
- Each piece of artwork **MUST** be **labelled** with the pupil's name, age, theme, and school details.
- Entries are welcome from EYFS pupils to sixth form students, with **prizes awarded** for each age group: EYFS, KS1, KS2, KS3, KS4, KS5.
- Maximum of **ten entries** per school.

Entries to:
The Education Department (Art Competition), 3 Ford Street, Salford. M3 6DP

Closing date is Monday 14th July
Winners to be announced in September



Holly Jones, our Diocesan Communications officer, would like to feature on the news section of the Diocesan website how are schools are marking the Jubilee Year. If your school is running a special event, or you have a special display marking the year please send some pictures and information to: Holly.Jones@dioceseofsalford.org.uk

Anchors (Last call):

If the small school anchor was not collected at the Leadership Conference, please contact Millie Millie.Burton@dioceseofsalford.org.uk to arrange a convenient time to collect it from Cathedral Centre.

Communication:

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

catherine.moss@dioceseofsalford.org.uk

Login area for all staff.

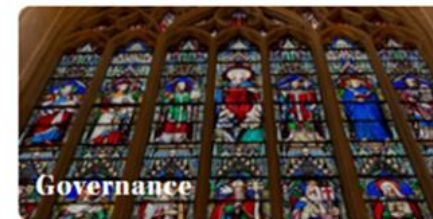
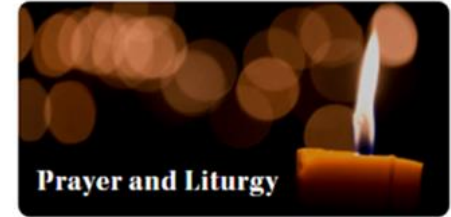
Log-in details available from.

millie.burton@dioceseofsalford.org.uk

angela.Williams@dioceseofsalford.org.uk

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

please share



SO VERY
thankful
INCREDIBLY
grateful
UNBELIEVABLY
blessed

