

# Primary RE Leads. Supporting the Implementation of the Religious Education Directory (RED) in Primary Schools through Lightning the Path.

*My Hopes for a Better World... Trinny (10). St Hugh of Lincoln*



*A Special Place..... St Damians KS3*



## **Agenda:**

9.00 am: Arrival / register.

9.30am: Welcome and prayer.

9.50am: Bringing Godly Play into Religious Education Directory.

### **10.40am: Break**

11.00am: Progression in Learning. Focus on assessment.

12noon: How is it going? Table review – feedback on resources – OUP and Diocesan resources.

Next steps.

### **12.30pm: Lunch.**

1.15pm: Review – feedback.

1.45pm: Book look – structured questions.

2.15pm: Branch 6 input.

2.45 pm: Feedback

### **3pm: Finish**

Department for Education

Diocese of Salford

@RCSalfordEd



Let us Pray.

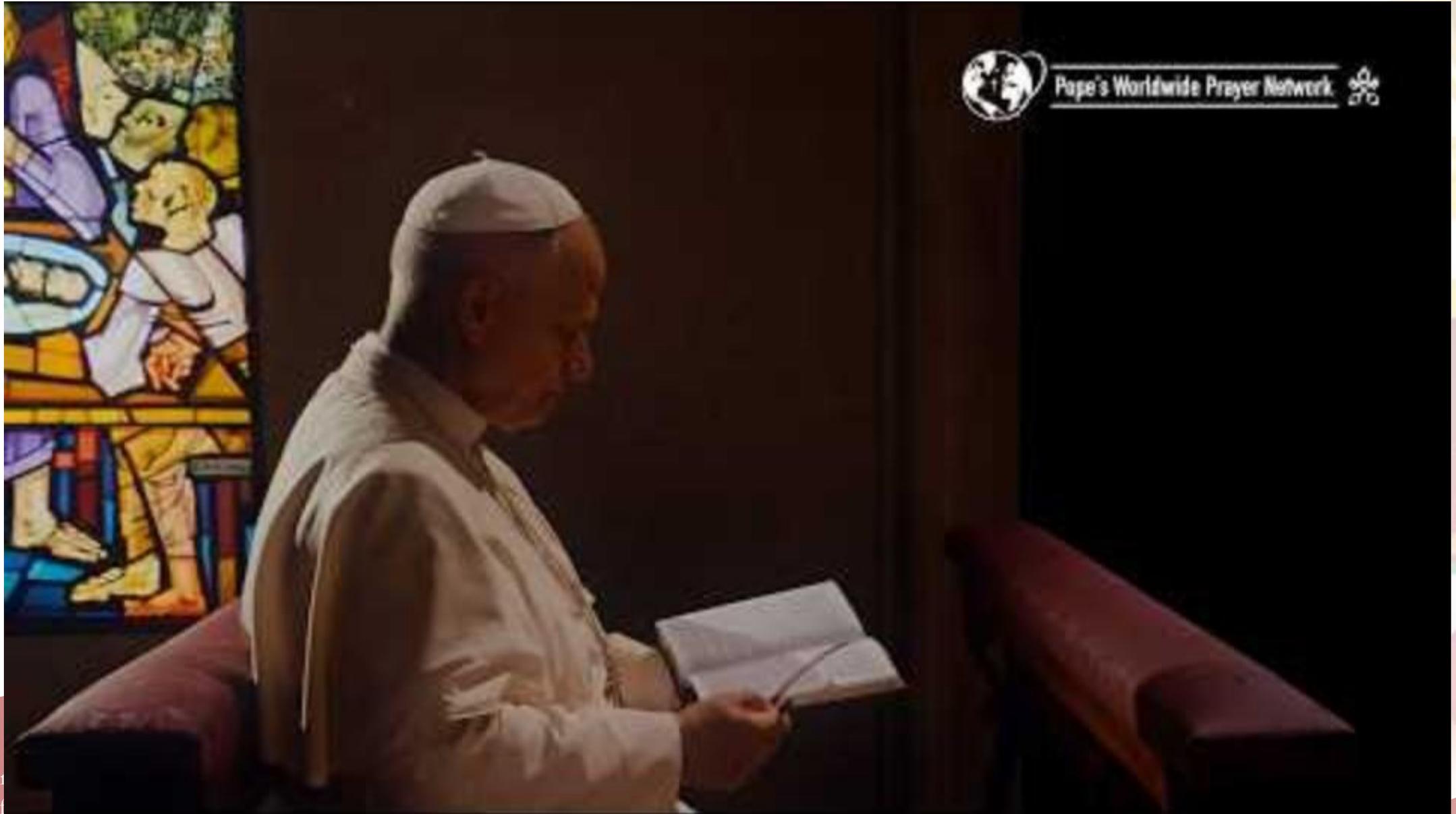


JUBILEE YEAR OF  
SAINT  
FRANCIS

1226- 2026



**Saint Francis of Assisi's life shows us the value of living simply, caring for creation, and serving others.**



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Diocese of  
@RCSalfordEd

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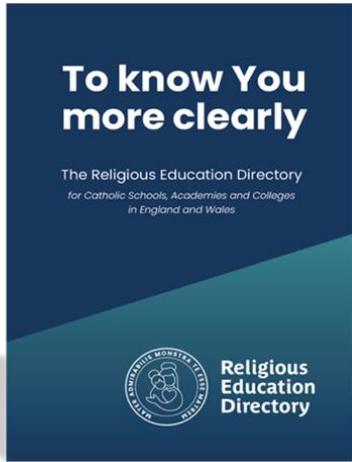
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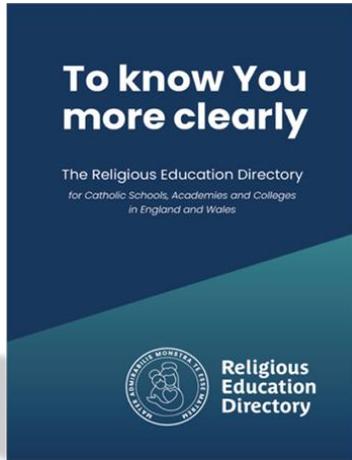
# The Day....



To take back and share with staff in school...



# The Day....



Source *to* Summit  
**Lighting  
the Path**

To take back and share with staff in school...

## **The main context for Godly Play is spiritual guidance.**

Godly Play is a Christian method of spiritual learning that invites children into a deeper relationship with God through story, wonder, and reflection.

Godly Play is rooted in the belief that children already possess a natural sense of the sacred. Rather than giving them all the answers, Godly Play creates a space where they can explore faith through imagination and experience.

Using simple materials and carefully told stories from the Bible and Christian tradition, the storyteller presents sacred stories slowly and reverently, allowing listeners time to engage fully.

After each story, open-ended questions are asked, such as, "I wonder which part of the story you liked best," or "I wonder where you are in this story." These questions do not seek correct answers. Instead, they encourage personal reflection and help participants discover meaning for themselves.

Silence is also an important part of Godly Play. Moments of quiet are welcomed, not rushed, recognizing that silence can be a place where God speaks.



- **Key Elements in a Godly Play Session**

- **Welcome & Gathering:**

Creating a sacred space and inviting participants in.

- **Storytelling:**

Presenting a story with its specific materials.

- **Wondering:**

Asking open-ended questions about the story.

- **Response:**

Individual or group creative engagement with the story's themes.

- **Feast:**

Sharing bread and juice as symbols of communion.

- **Closing:**

A final blessing or closing ritual.



# Making the Link



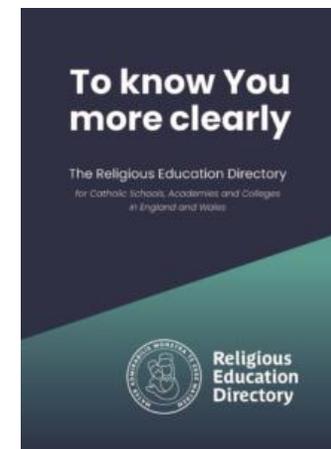
Godly Play is an approach that uses storytelling, tactile materials, and "wondering" questions to help children (and adults) explore faith, engage with Bible stories, and develop personal spirituality.

It focuses on the process of spirituality rather than curriculum.

Storytelling in Godly Play is not about learning facts it's leading the children to think deeply, make personal meaning and reflect on values of Scripture

A Godly Play session should not be done instead of an RE lesson or P&L but can be done to enhance it.

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Similarly, methods that advocate the 'telling' of passages with the use of concrete materials, such as 'Godly Play', can also be very useful with young children.

Moreover, storytelling leads naturally into deeper questions of wonder and meaning, and gentle movement beyond the literal into the spiritual.

*RED pg 26*

## **Awe and Wonder in RED**

**Awe** – how you tell the story  
**Wonder** – response to how you have told the story

# Core Principles & Practices that can be used in teaching RED curriculum:

- **Storytelling with Materials:**

Present biblical and liturgical stories using simple, symbolic objects, placing the story itself at the centre.

- **Wondering & Silence:** Value moments of quiet reflection and the power of silence for internal processing and deeper spiritual connection.

- **Response Time:** Offer opportunities for creative, self-directed responses (not just crafts) using materials to explore the story further.

# How you can use the principles of Godly Play to enhance your RE curriculum

## How to plan

- Choose what scripture you are going to use this approach for
  - it needs to be something you know and can recall easily
- Only 1/2 stories to be used this way.
- Do not repeat a story they already know through this approach
- Watch LUMO and write down the main facts
- Find resources – the simpler the better



## How it looks in practice

- Learn the story (key facts)
- Tell the story slowly and carefully (with objects, images, or music).
- No eye contact with the children.
- *The ideal seating arrangement is a semi-circle with children on the same level as the storyteller.*
- *The floor is suggested but if this is not possible, teachers arrange the seating that storyteller and children are on the same level.*
- *The story is best communicated by telling rather than reading.*
- *It should be told, not necessarily “by heart” but “from the heart”.*
- *It is accompanied by the use of visual and/or concrete materials.*
- *At the initial telling, children engage by watching and listening.*
- *The story is told staying close to the biblical words and without embellishment.*
- Pupils listen without interruption.





Silence follows (amount of time dependent on age of children).  
The teacher asks reflective/wondering questions such as:

- *What part of the story stayed with you?*
- *What might this story be teaching?*
- *How does this story connect to your life or the world today?*
- Can have children watching LUMO at this point (with or without sound).

I wonder why did  
Jesus say where is  
your faith?

I wonder what the  
Disciples said to  
Jesus after this?

I wonder how it  
made them feel  
for not believing  
in Jesus?



## WONDERING

Following the telling of the story allow a short period of silence then introduce the wonder questions by modelling a few

Invite children to wonder with their own questions – receive and accept each response.

Listen to understand each child's ideas.

Reflect back what is said without additional comment.

Questions only to understand not to correct a child's response or steer them in a different direction.

Trust the silence. Children often wonder or reflect silently. It is not necessary to force responses.

Do not provide answers but encourage the child to develop and articulate ideas

Pupils respond through discussion, writing, art, or quiet thinking activity.  
Activities suggested in 'Lighting the Path.'



Children are responding to what they have heard rather than a retell the children can reflect on how it would have made people feel – how they can use this in their own lives.

Can link to the Discern/Respond Outcomes in RED

 <b>Discern</b>	
	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D2.3.1.	Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.
D2.3.2.	Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.
D2.3.3.	Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.
 <b>Respond</b>	
	During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.3.1.	Reflecting on what it feels like to say sorry and to be forgiven. (RVE)
R2.3.2.	Talking about ways they and others show that they are sorry. (RVE)
R2.3.3.	Considering what people might want to say sorry to God for and how praying can be part of this

## EYFS

- Jesus blesses the children (Mk 10: 13-16)
- Feeding of 5000 (Jn 6: 1 – 14)
- Great commandment (Lk 10: 25-28)

Simplified version of key events of Holy Week  
Good Friday and Easter Sunday

## Year 1

- Jesus enters Jerusalem (Lk 19:28-38)
- Jesus teaches in the temple (Lk 19:47-48)#
- The widow's mite (Lk 21:1-6)
- The last supper (Lk 22:7-23)

## Year 2

- Jesus enters Jerusalem (Lk 19:28-38\*)
- The last supper (Lk 22:7-23\*, 28-34)
- The Crucifixion and death of Jesus (Lk 23:33-46\*)
- The angel's message (Lk 24:1-8\*)
- Peter at the tomb (Lk 24:9-12)

## Year 3

- The miracle of the loaves (Matt 14: 13-21).
- The last supper (The institution of the Eucharist) (Matt 26: 26-29)

## Year 4

- The lost son (the prodigal) and the dutiful son (Lk 15:11-32)
- The Judgement of the Nations (sheep and goats) (Matt 25:31-46)
- The events of Holy Week from the gospel of Matthew

## Year 5

- Temptation in the Wilderness (Matt 4:1-11)

## Year 6

- The anointing at Bethany (Jn 12:1-11)
- Jesus washes his disciples' feet (Jn 13:1-17)
- First farewell discourse (Jn 13:33-38)
- The arrest of Jesus (Jn 18:1:11)
- Jesus before Pilate (Jn 18:28-40, 19:4-6)
- The Crucifixion (Jn 19:17-22)
- Jesus and his mother (Jn 19:25-27)

Is reflective story telling already being used in your school?  
How is it being used?

How will you introduce / develop this in your school?

How will you use it to support the RED / Lighting the Path?



# Bringing Godly Play into the Religious Education Directory Curriculum



**3 March 2026**

@ 4 pm

**Free webinar**

For **Religious Education** teachers & leaders.



**Godly Play** UK

*taking childhood spirituality seriously*



Margaret  
Beaufort  
Institute



Catholic  
Education  
Service

<https://www.eventbrite.co.uk/e/sacred-stories-open-hearts-bringing-godly-play-into-re-teaching-tickets-1978229531782?aff=oddtcreator>

