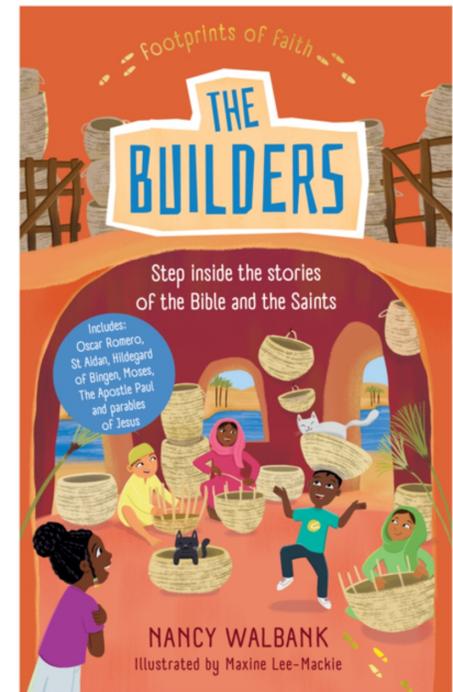
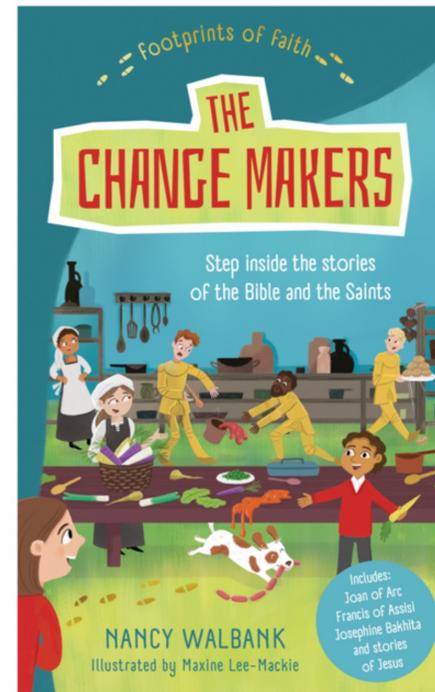
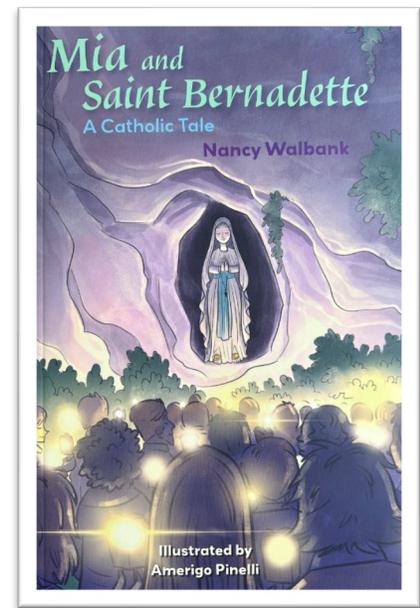


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# **RE Subject leader's day**

Thinking about children's learning over time.

“In some schools, leaders were rightly focusing on developing the curriculum before considering assessment. However, even when leaders had systems of assessment in place, these rarely gave them the requisite assurance that pupils were learning and remembering more and increasingly complex content over time.”

**Deep and meaningful The religious education subject report**

**Published 17 April 2024**

# The story of stories



Can children remember the story? How do you know?

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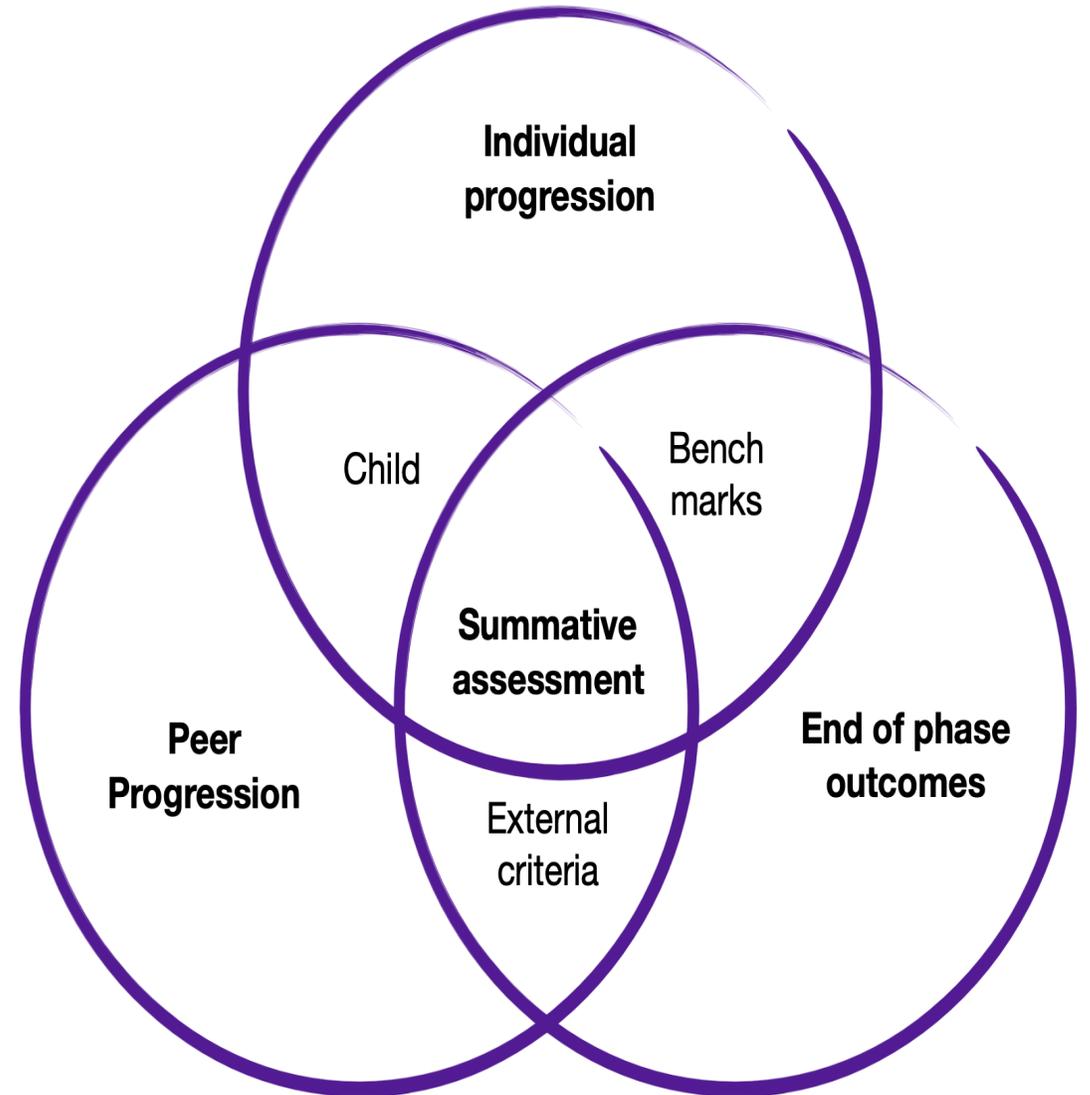
**Lighting  
the Path**

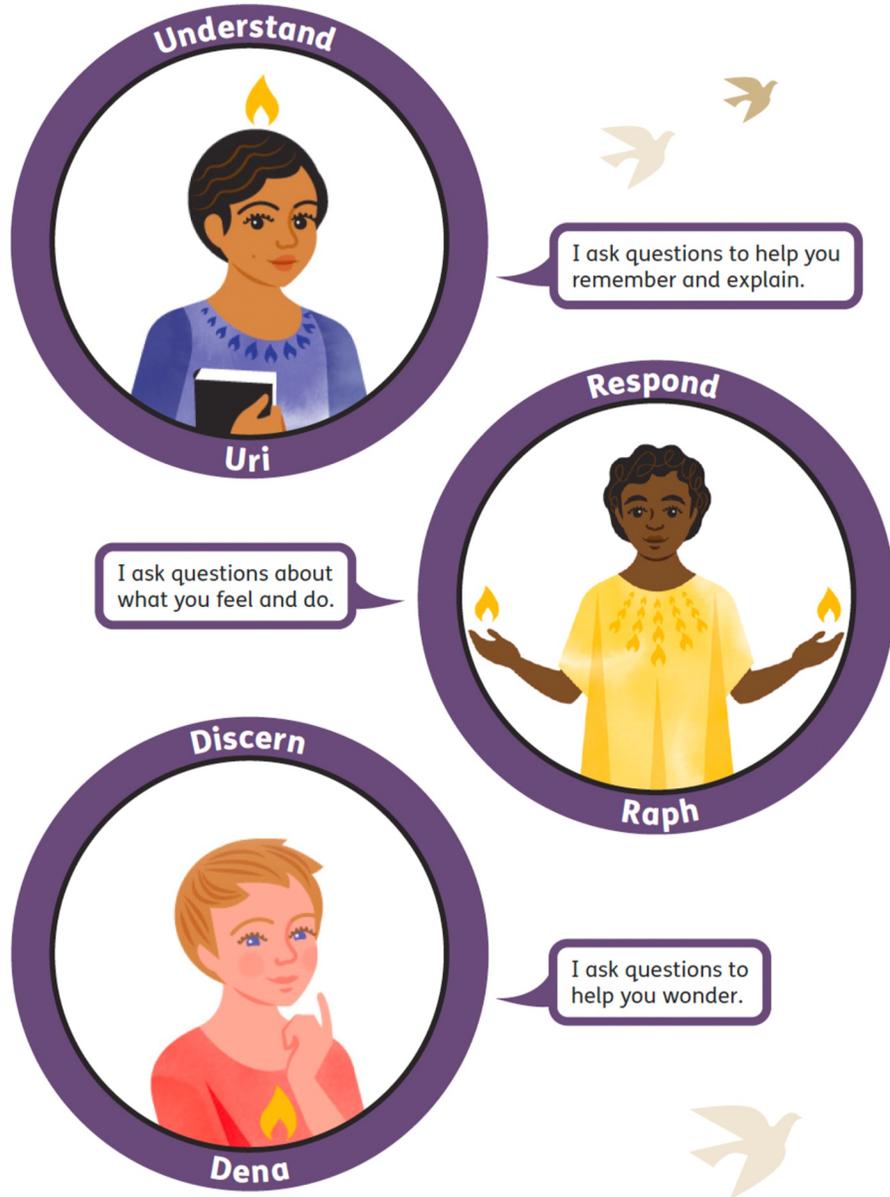
**How can we work with  
'Lighting the Path'  
resources to ensure  
learning over time?**

*Developing ideas*

# Assessment for learning in RE

- Direct observation
- Questioning
- Feedback
- Self-assessment
- Peer-assessment
- The formative use of summative assessment





# Questioning

- Questioning is hard wired into Lighting the Path.
- Questioning covers the different Ways of Knowing substantive knowledge (understand), thinking skills (discern) and personal knowledge (respond).
- EYFS & KS1 recording of answers will often be observational, sticky notes, speech bubbles, etc.
- KS2 more opportunity for bullet lists, peer to peer notes.
- Believe the teacher! Noticing questions and answers throughout the lesson is formative, not a mini summative assessment.

# Self assessment and peer assessment

- Talk partners (think, pair, share) encourages pair discussions to answer questions.
- Role play activities involving planning, discussion and feedback. 'My character felt...I thought this about your character'.
- I can statements could be drawn from the assessment focus for each lesson.



<b>Lesson</b>	<b>Lesson title</b>
4	The Sacrament of Reconciliation
<b>RED linked outcomes</b>	<b>Scripture</b>
U2.4.3. Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.	

<b>Lesson assessment focus</b>
Can children identify the main stages of the Sacrament of Reconciliation?
<b>Mixed-age classes</b>
Core lesson for mixed-age classes.

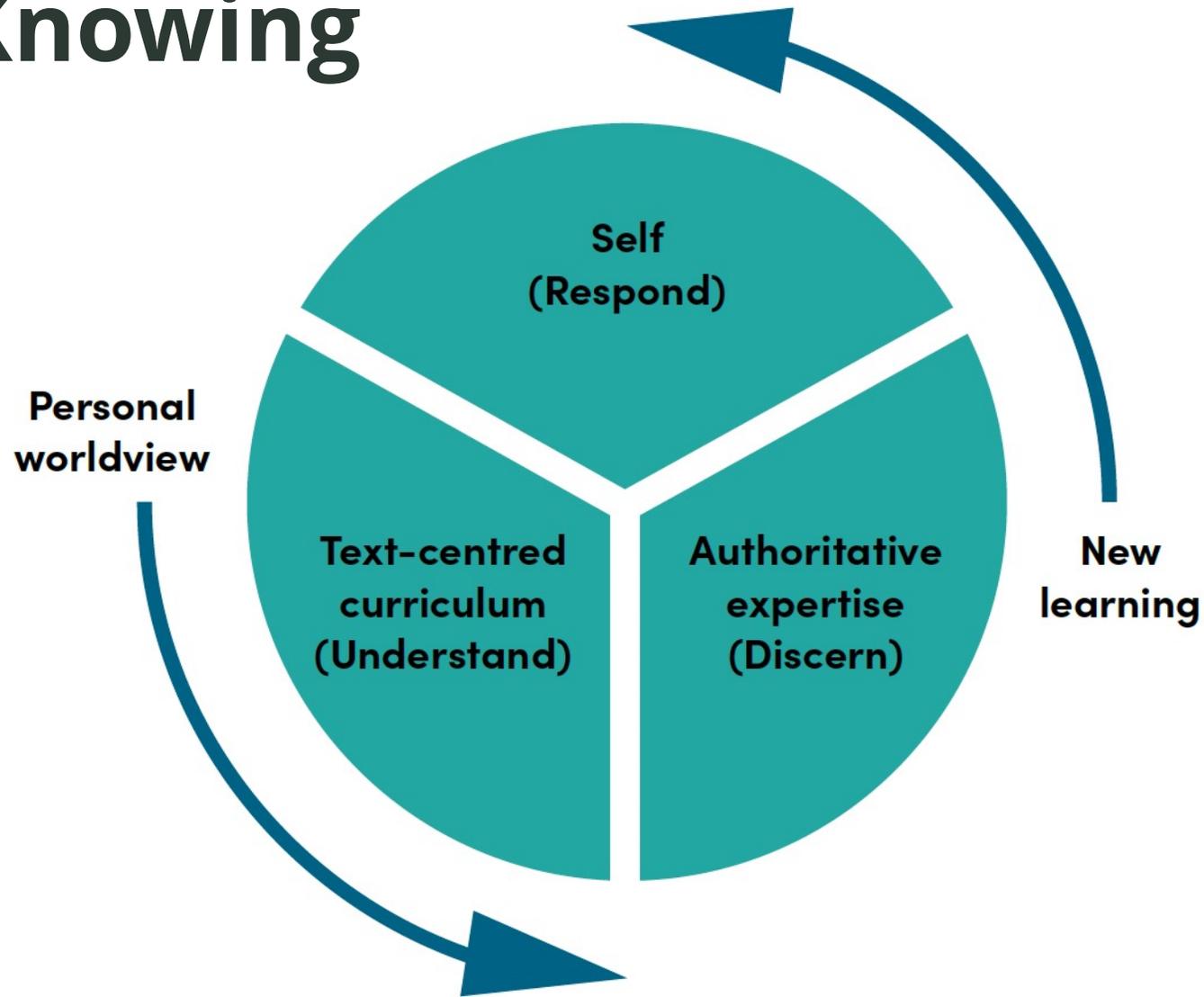
- ✓ I can talk about what happens at the Sacrament of Reconciliation.
- ✓ I can describe the four steps of the Sacrament.

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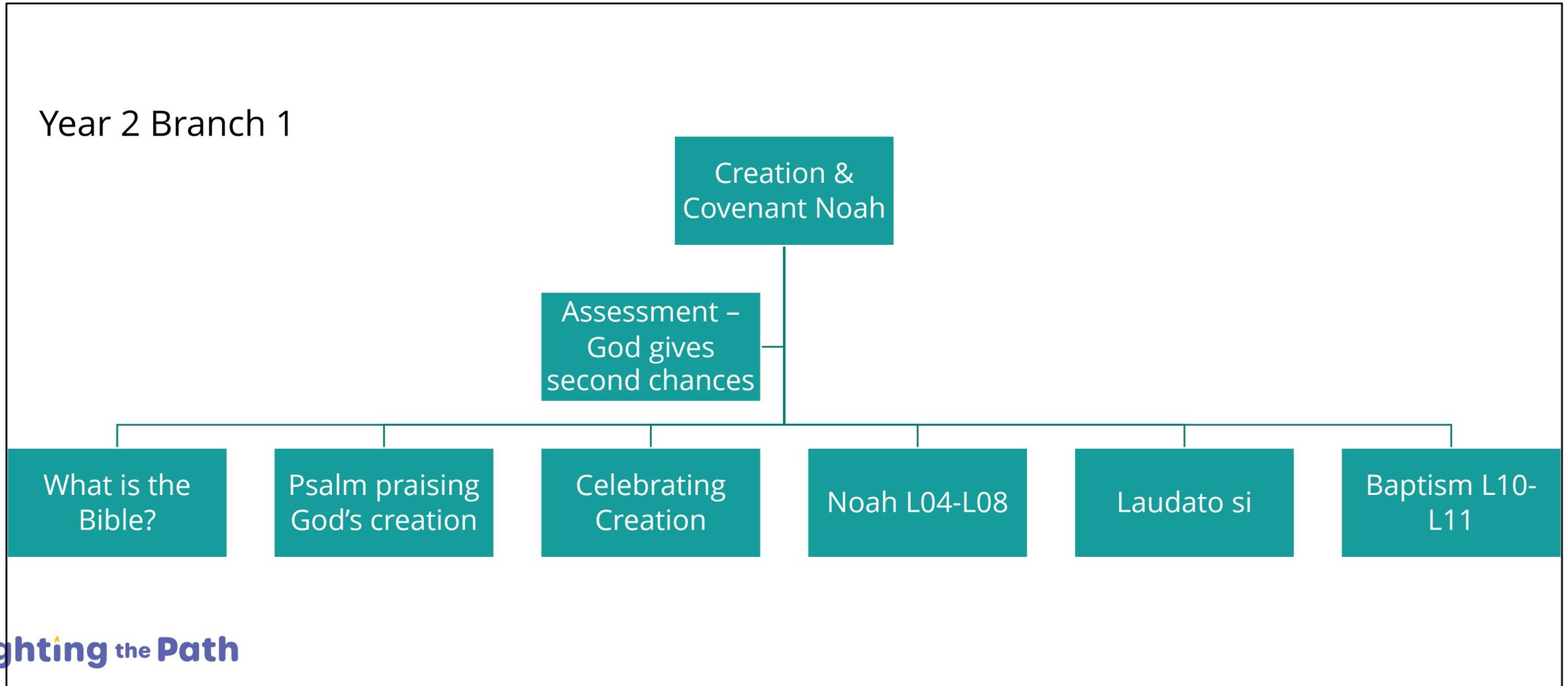
**What about summative  
assessments?**

# Ways of Knowing



# Branch structure

Each branch has a 12-lesson sequence, a blend of core and flexible learning.



# Lesson structure

Lessons follow a four-part structure.

1. Tune in: Stimulus, recap, knowledge check that make links with prior learning. *Diagnostic*
2. Main activity: Teacher led time, questions, talk partners. *Formative*
3. Independent activity: A learning activity for children to share their understanding of that lesson. *Formative or occasionally summative.*
4. Wrap up: Recap, reflect, make links. *Diagnostic, formative*



**Year R, Branch 1: Creation and covenant**

Lesson	Lesson title
3	The first story of Creation
RED linked outcomes	Scripture
God made me. God made each one of us. God loves me. God loves everyone.	The first account of the Creation (Genesis 1:26–27, 31)
Knowledge lens(es)	CCC and RED links
Hear, Believe	YCRK 1, 2
Key vocabulary	Resources and preparation
God, people	Class Bible
Lesson outline	
<p><b>Tune in</b> Using the floor book activity/working wall display from the last lesson as a stimulus, remind the children of the Bible story they listened to about everything coming from God. What is missing from the picture? Can they see any people?</p> <p><b>Main activity</b> In this lesson we are going to add in the next part of the Creation story in which God creates human beings. Remind children about the Bible, a special book containing stories about God. Today, you will remember the story from long ago, written by someone who wondered where everything came from, including people. For an enlarged version of the image on slide 5, see pages 4-5 of the Anthology. Looking at slide 6, what do children see in the second picture that wasn't in the first? Read Genesis 1:26–27, 31 Also, read the first few words of verse 28, 'God blessed them'. Now retell the story, using the pictures on the slide, inviting children to join in with the refrain, 'God saw that it was good'. When you get to the fourth picture (of people), point out that when God created people, God saw that 'it was <b>very good</b>'. God had finished making things. When God blessed the people, he was saying he loved them.</p> <p><b>Wrap up</b> Can the children remember what God said? Can they repeat the phrase 'God saw that it was good'? Think about the word 'good'. What does 'good' mean? Make links with 'things that make us say wow!' 'Good doesn't mean okay, it means amazing (see Teaching Guide).</p> <p><b>Focus activity</b> Write the words 'God saw that it was very good' in the centre of the floor book/working wall. Children to contribute self-portraits, using different mark making materials to a class picture. This could be in the floor book, or a display piece for the working wall. You may wish to provide mirrors to help children draw a picture of themselves along with a range of mark making materials. As children stick pictures in the book ask them to repeat 'and God saw that it was good.' You could change it for the child's name, 'and God saw [name] was good.' Children could make representations of themselves using alternate materials, such as a clay, or they could decorate personal badges or stickers saying 'God says [name] is good.'</p>	
Lesson assessment focus	
Can children connect the story with themselves? God says they are good too.	
Mixed-age classes	
Core lesson for mixed-aged classes.	

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# End of branch review

The last lesson in each branch is an opportunity to carry out a summative assessment.

1. It still follows the four-part structure.
2. It usually focuses on the **understand** objectives.
3. Independent activity: A summative assessment task.
4. It should consolidate the central substantive knowledge in the branch.



Year 2 Branch 3

# For example:

## The Lost Sheep



What can you remember about this parable?

- How does Jesus use parables to teach about God?

Share ideas with your talk partner.



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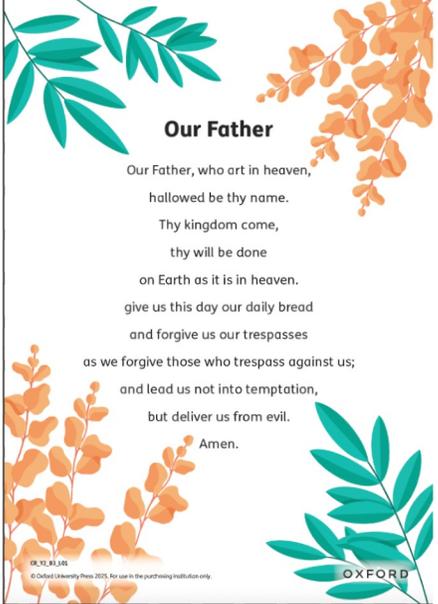
## God's forgiveness

- What does Jesus teach about God's forgiveness...
  - ...in the Our Father prayer?
  - ...in the parable of the Lost Sheep?



Can you explain what's the same and what's different?

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### Our Father

Our Father, who art in heaven,  
hallowed be thy name.  
Thy kingdom come,  
thy will be done  
on Earth as it is in heaven.  
give us this day our daily bread  
and forgive us our trespasses  
as we forgive those who trespass against us;  
and lead us not into temptation,  
but deliver us from evil.  
Amen.

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## Wrap up: making links

Can you remember the stories in the pictures?

- Tell your talk partner what each story is about.



How do these stories link with what we learned in this Branch?



Next time, we will learn about the season of Lent as a time for putting things right.

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# Assessment task

## Make a fact sheet

### Independent activity

- Use the Activity sheet to help you write a fact sheet about some of the main topics of this Branch.

Challenge: What links can you make between the different topics?

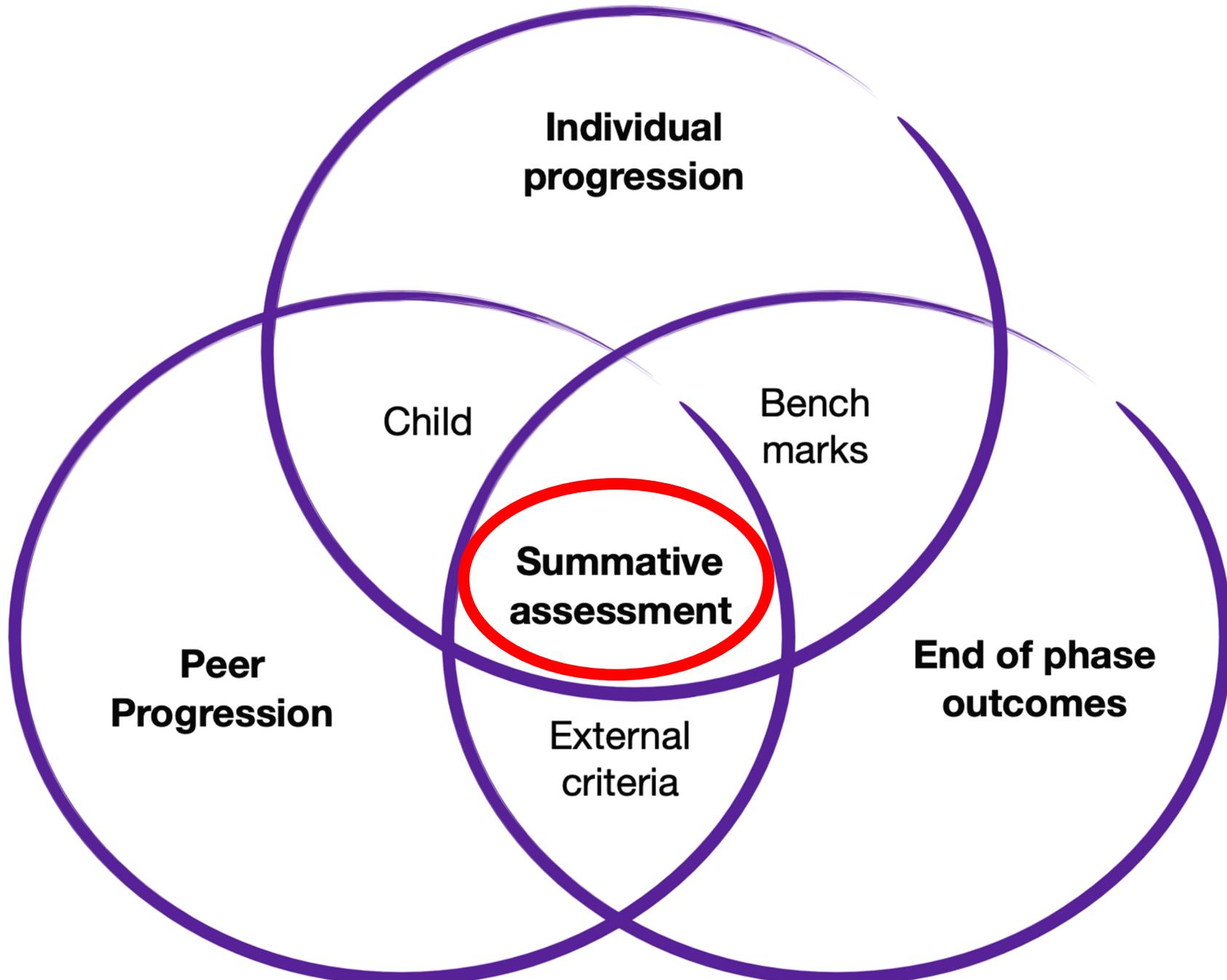


The children can use the Activity sheet to show what they know about four topics from the Branch: the parable of the Lost Sheep, the Our Father, Jesus' miracles and Jesus' baptism. They should write a key fact about each topic, and explain what it tells us about God or about forgiveness. As an additional challenge they can make links and connections between the topics. Children who need more support could use the Interactive activity as a prompt for filling in the sheet. It may be appropriate for some children to respond to the Activity sheet verbally rather than in writing.

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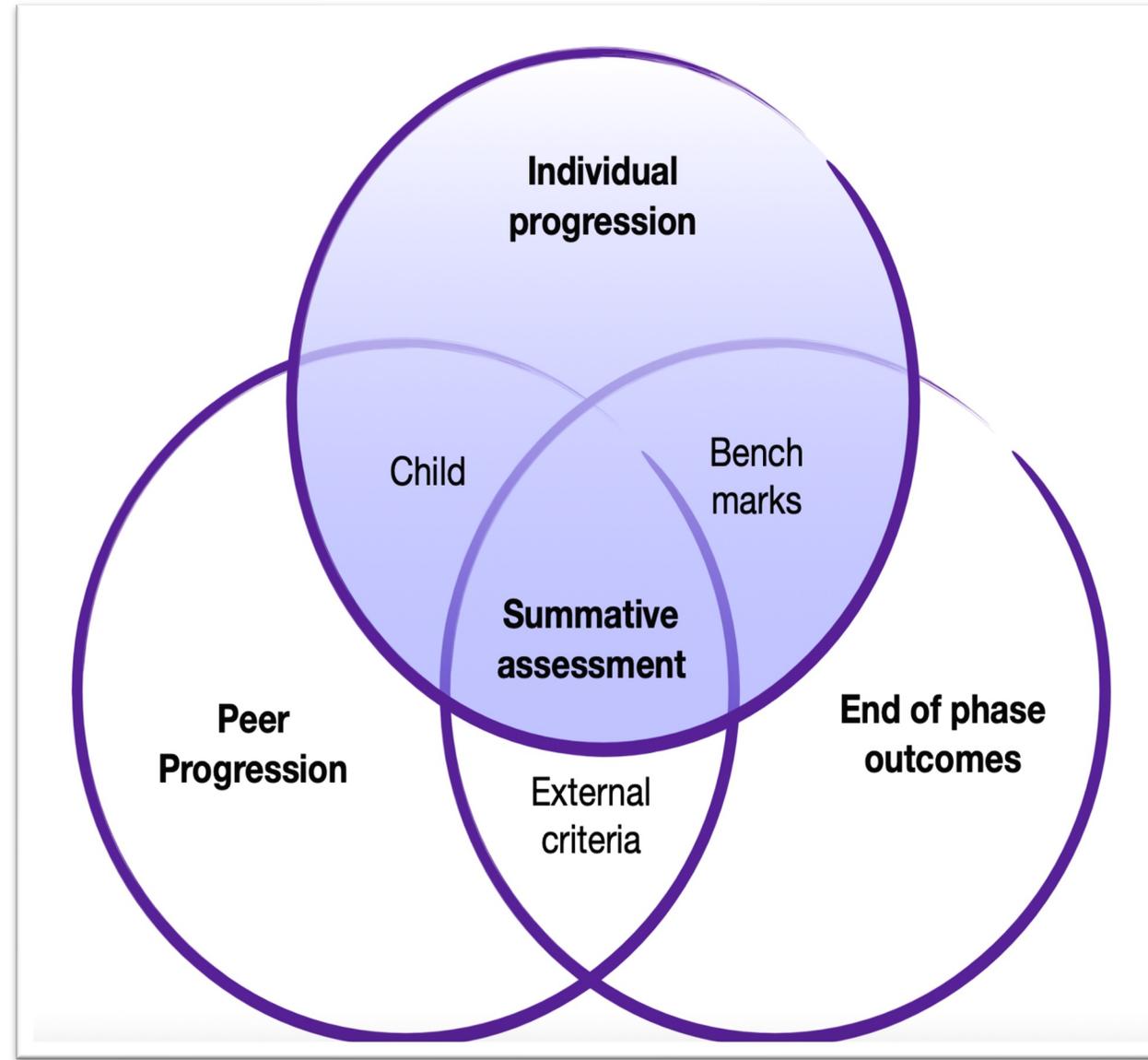
**Next steps?**

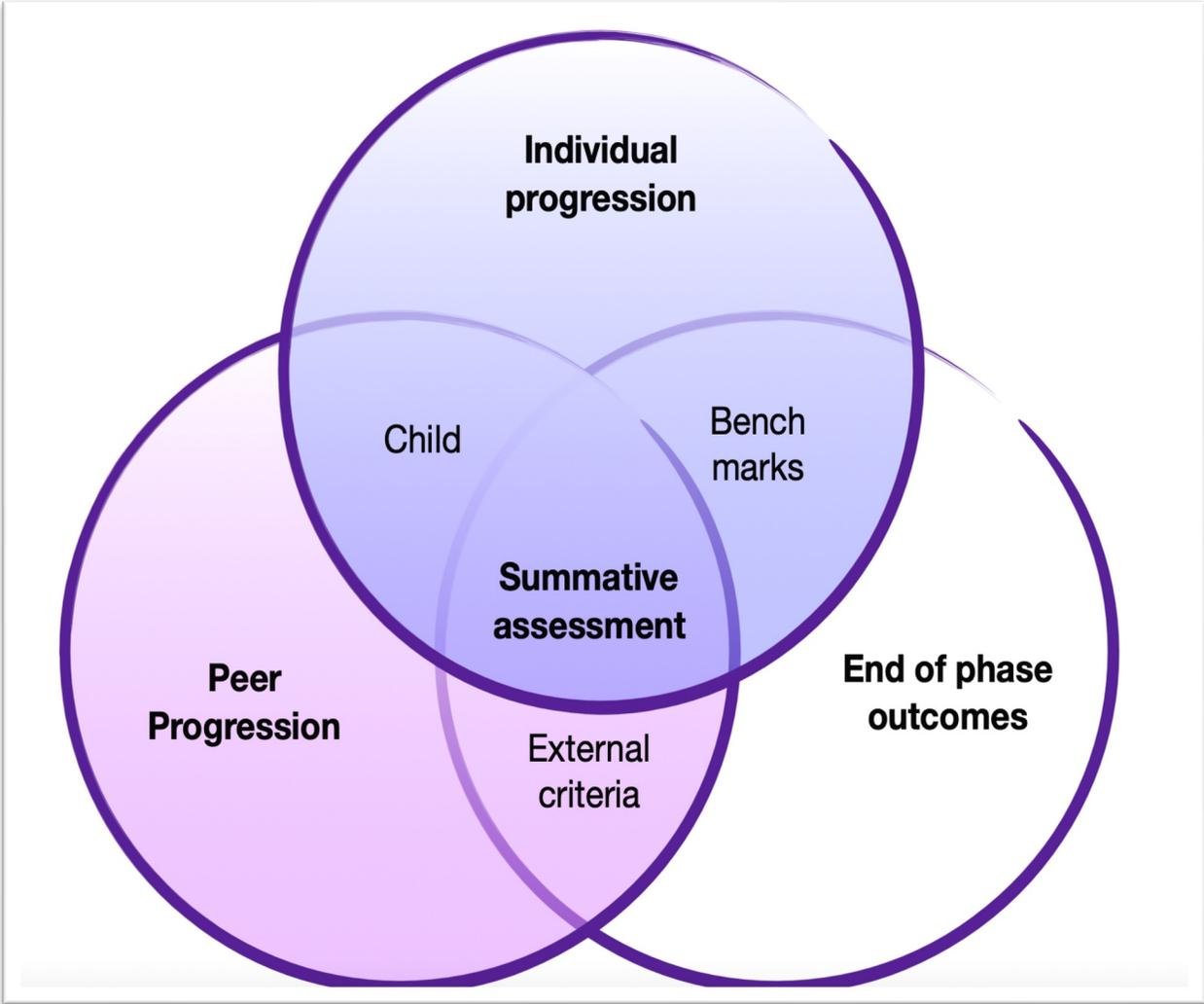


# Individual progression

- 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



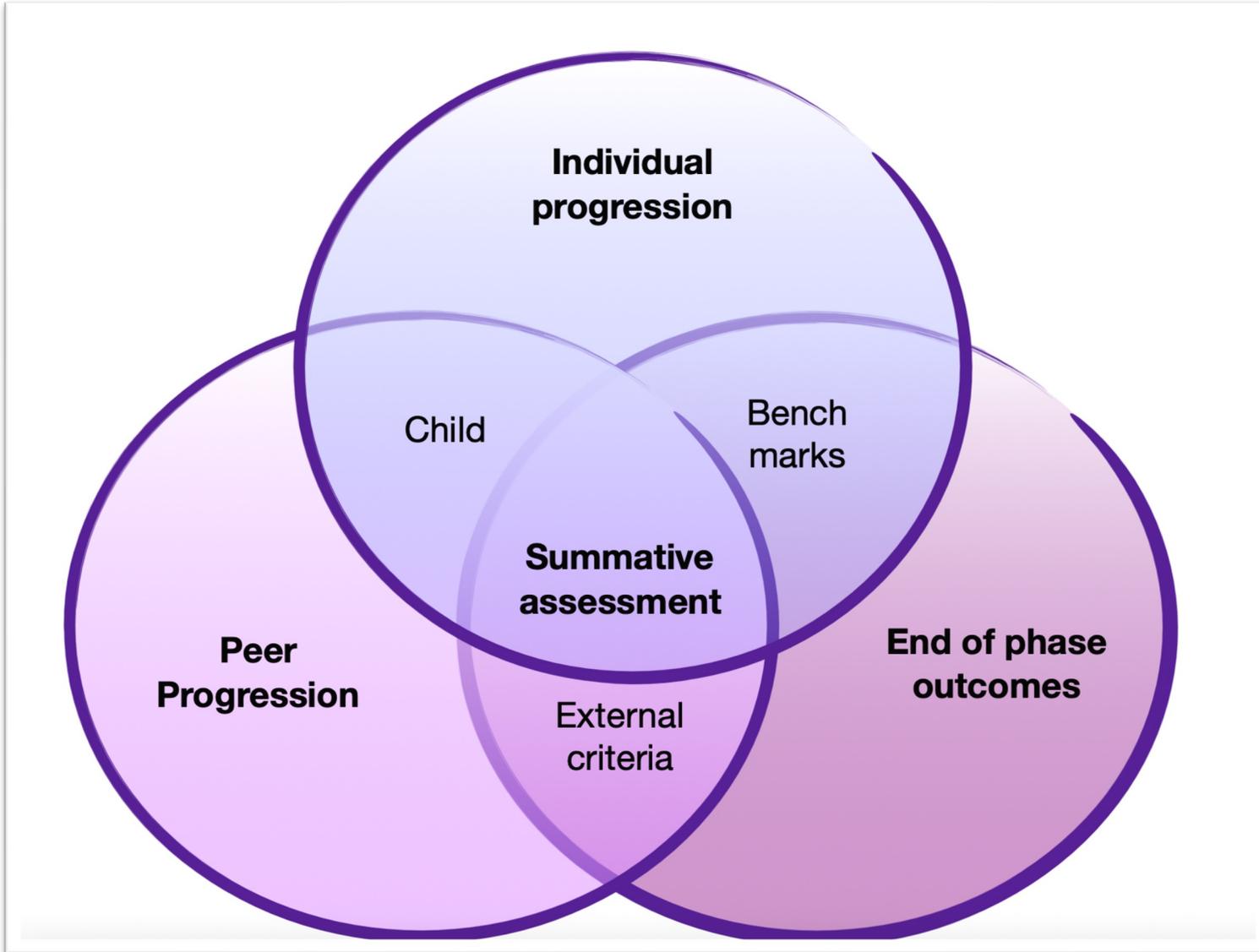


# Peer progression

- 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

# 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**

# Begin with the end in mind!

## What would be useful:

- Bank of exemplars of good RE for each age group linked to driver words, e.g., what a good retell looks like for different age groups.
- Clear expectations for 'meets expectations' at the end of each age phase which identify core substantive knowledge and ability to make connections between branches. For example, can children at the end of Y1 sequence a simple life of Jesus and say something about Jesus' message.
- Guidance for teachers to track learning and progression over time.
- What else?

# Annotated photographs of work

What did the children talk about?



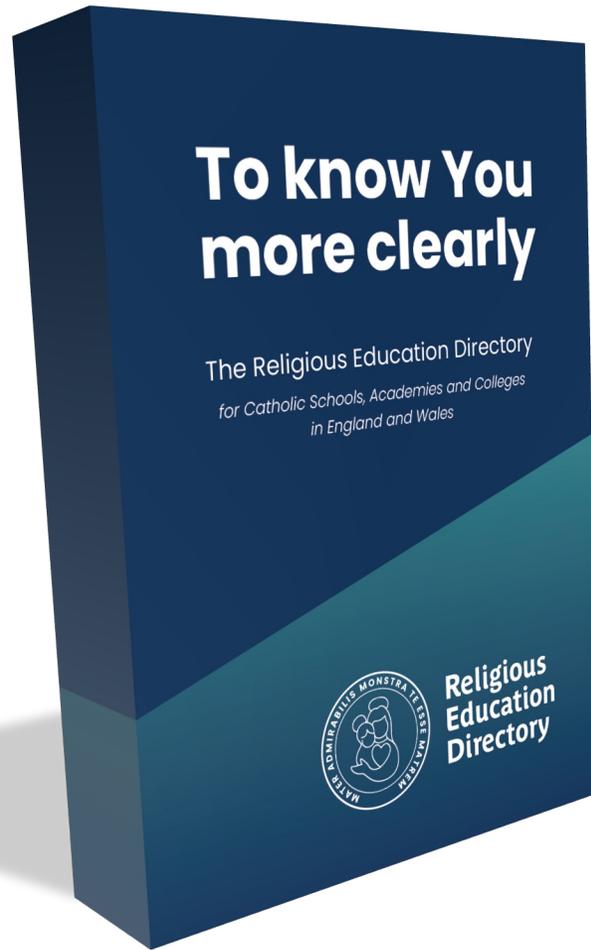
Was verbal reasoning in evidence?  
I know because...  
I remember...  
Making links

Questions asked or answered

I think this image represents the ~~best~~ annunciation the best because it has the white <sup>right</sup> setting. I and I don't think the middle one is most common because I imagine Mary to have peach skin.

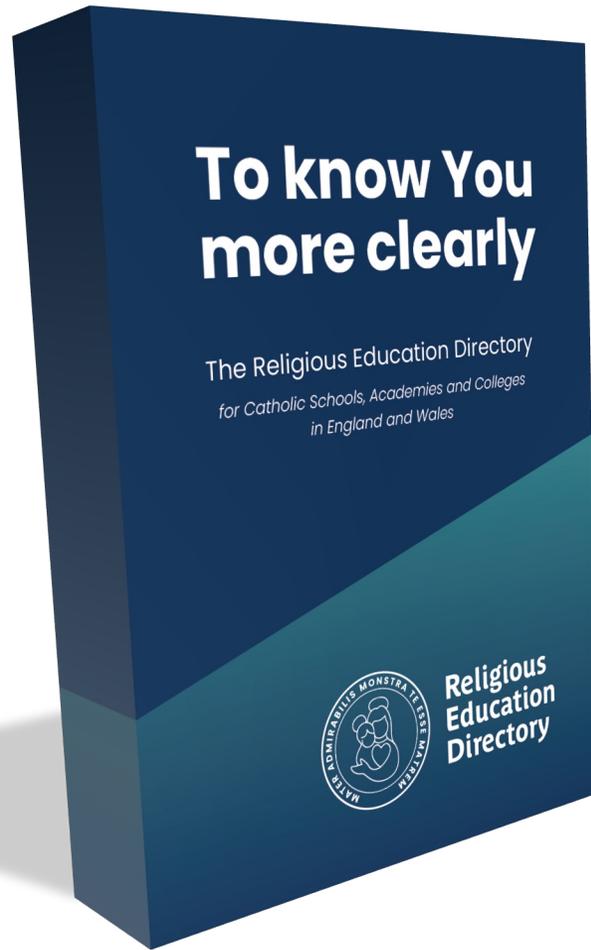
Competently showed driver word skills

# Ready for Key Stage 2: Hear



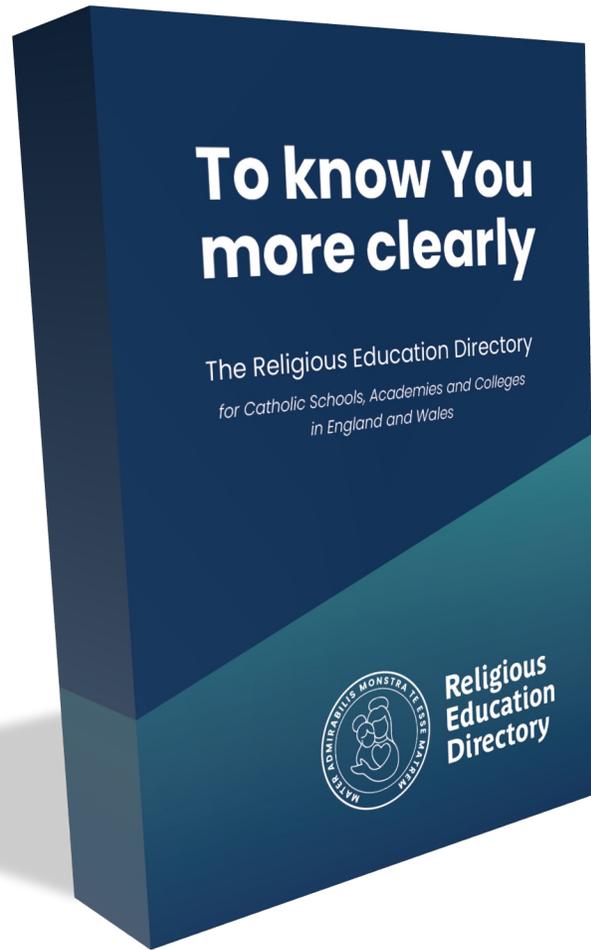
- Revelation - Everything comes from God and Jesus is the Son of God.
- Sacred Scripture – The God story, Old and New Testament, literary forms, Luke’s Gospel.
- Covenant – God’s promise to Noah
- Prophet – Isaiah and John the Baptist
- Good News – Simple sequence of the life of Jesus based on Luke’s Gospel

# Ready for Key Stage 2: Believe



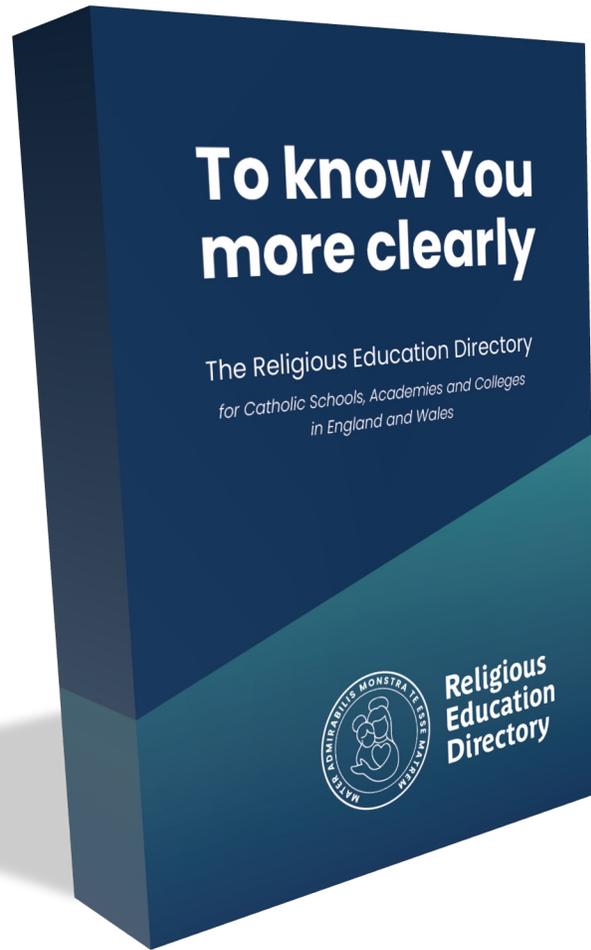
- Jesus Christ – a gift of love (Christmas, angels, miracles). Jesus suffered, died and rose again.
- The Holy Spirit – gifts of the Spirit
- The Catholic Church lives out the mission of Jesus.
- Mary & the saints – Infancy narrative, St Paul,.
- Salvation – God always forgives

# Ready for Key Stage 2: Celebrate



- Prayer – importance of the Holy Spirit in prayer, and some Catholic prayers
- Liturgy and sacrament – Psalms
- Sacraments – Age-appropriate understanding of Baptism & Reconciliation
- Sacramentals – Lent (including ashes), feast days/holy days, symbols of light and water (Easter Vigil)

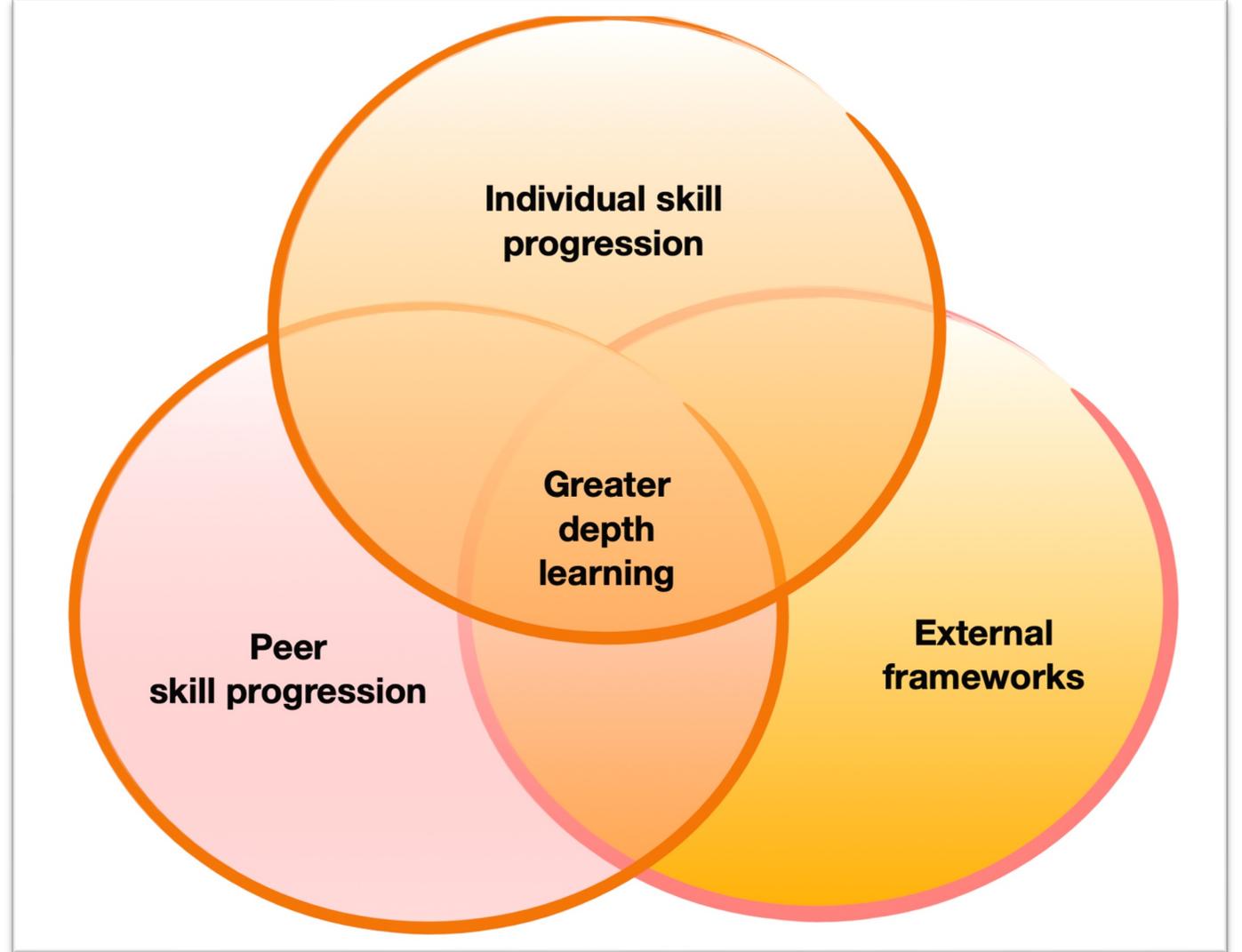
# Ready for Key Stage 2: Live



- Human dignity – The Good Samaritan
- Catholic Social Teaching – Stewardship, the importance of giving to others
- Faith and life – How Christians are called to live out the Good News, Seasons of preparation, Lent and Advent

## What about greater depth learning?

- Some suggestions in the teaching guides for each branch.
- Greater depth needs to show evidence of discern skills, engaging with substantive knowledge (understand) through critical thinking skills (discern).
- Taxonomy?



# Please use the large sheet of paper on your table to share your thoughts on the following areas.



1. What is working well with the new resource?
2. Where might you need additional guidance?
3. Specific feedback

EYFS

Year 1

Year 2



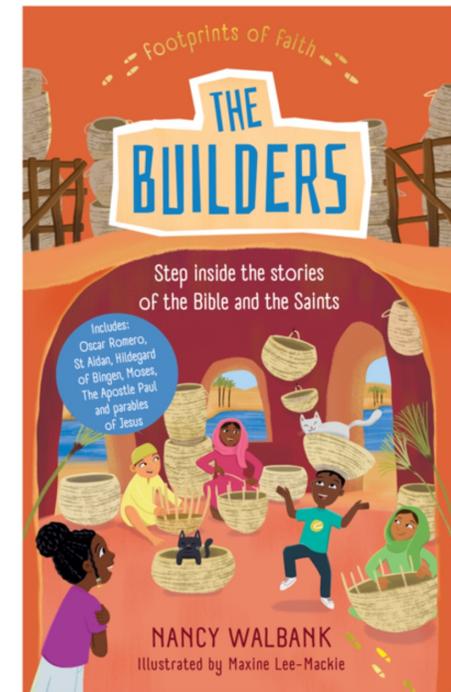
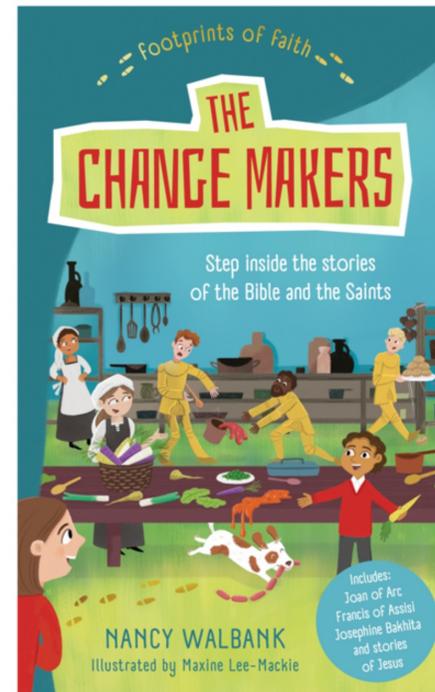
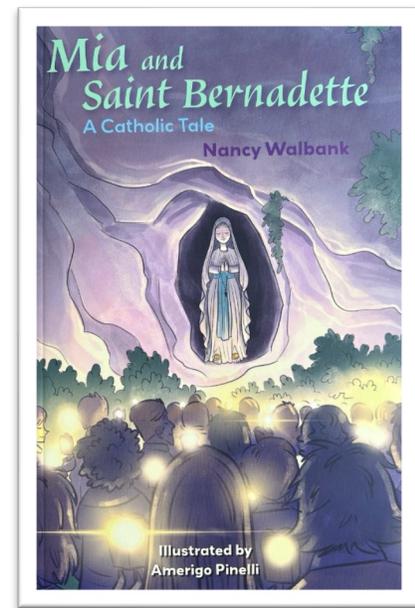
1. What is working well in Key Stage 2?
2. What feedback have pupils given about the resources? (Pupil voice)
3. Where might you / your staff need additional guidance? (Please don't comment on Year 3 / 4 PPs at this time).
4. Other comments....

**Thank you!  
Please leave your  
papers in the middle of  
the table.**

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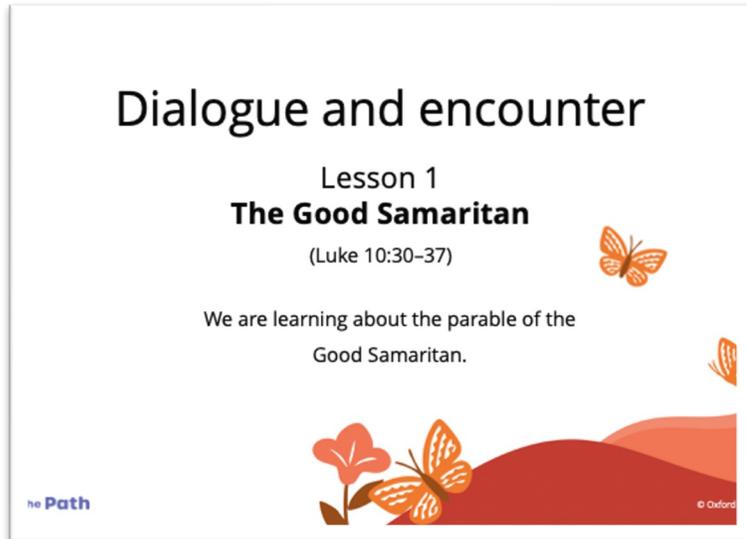
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# Lighting the Path

**Looking towards  
Branch Six**



# Branch Six is about dialogue and encounter



Teaching about religion through understanding worldviews developed because of research that suggested the framing of content about religions should change.

Rather than exhibit facts about different religions, children should encounter diversity through personal accounts or artefacts that tell a story about belief.

Rather than framing learning through, 'people of this religion believe', children should encounter a personal story of the Islamic faith, or wonder what purpose lies behind an artefact, poem, artwork or piece of music.

# The best way to learn about different worldviews is through encounter.



- Visiting places such as mosques, synagogues, museums.
- Learning about festivals from people who celebrate them visiting schools.
- Inviting visitors to talk about their beliefs.
- Encouraging an atmosphere of wondering and non-judgemental discussion about different religious worldviews.

# If this is not possible...

- The resources aim to support schools where this is not possible by providing lessons to learn about Judaism and Islam.
- There are slides, lesson plans classroom pictures and activity sheets.
- Everything is checked by the Diocese, and someone from the religious worldview.

Name \_\_\_\_\_

**Islam knowledge organiser**  
Complete the knowledge organiser.

**The five pillars of Islam**

Shahadah: Faith  
Zakat : \_\_\_\_\_  
\_\_\_\_\_ : Prayer  
Hajj: Pilgrimage  
Sawm: \_\_\_\_\_

Write five facts about how Muslims might pray (including getting ready to pray).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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**Getting ready for Shabbat**

**Look at the picture.**

- What can you see?
- What do you notice?
- What do you wonder?

**Share with your talk partner.**



**DRAFT**

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How might you start a celebration?



**Entering the mosque**

When you go inside this mosque, this is the first thing you see.

**Look at the picture.**

- What can you see?
- Why do you think it is here?

**Share ideas with your talk partner.**



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Christianity is still taught in Branch 6, often looking at how Christians might live today, in the UK, in other parts of the world and in different denominations in KS2.

The lessons explore places, artefacts or themes, such as, 'Who is my neighbour?'

(Year 2, Lesson 1, Branch 6)

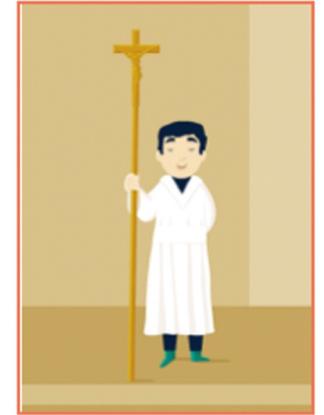
## Tune in: Being a Christian

This is Art. 👁

How can I explain what it means to live as a Christian to my friends who are not Christian?

- Can you help Art?

Share ideas with your talk partner.



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## What did Jesus teach?

Father Louis has an idea to help Art.

Well, Art, Jesus told a parable that I always use to explain how to live as a Christian. It's called the Good Samaritan.

Can you remember what a parable is?

Share with your talk partner.



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# Thinking about beliefs about caring for others

## Tune in: Being good neighbours

I told my friend Ibrahim the parable of the Good Samaritan. He said one way Muslims show love to their neighbours is through Zakat. I wonder what that means?

Think about the message of the parable.

- What might Zakat mean?

Share ideas with your talk partner.



- In Key Stage 1, the religious worldviews focus on Judaism and Islam.
- Where would a conversation about being a good neighbour begin? (Year 2, Branch 6)
- What wondering can take place between children who come from different religious worldviews?

## Wondering about Zakat

Look at the picture.

- What can you see?
- What do you wonder?

Share with your talk partner.



What words do you recognise?



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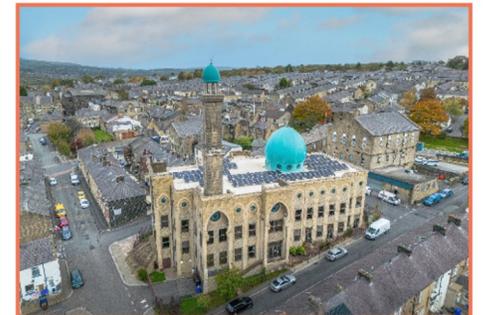
Time to think, wonder and ask question. Enquiry rather than description.

## Where are the Zakat boxes?

Look at the picture.

- What is the large building you can see?
- How do you know what this building is?

Share ideas with your talk partner.



Can you remember the signs this building is a mosque?

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Which leads to developing substantive knowledge about Islam.

By the end of the sequence of lessons, children have learned substantive knowledge about Islam, but through enquiry, and, where possible, using contemporary photographs of British Sunni Muslim children.

## Why is Zakat important?

Zakat is one of the five pillars of Islam. Many Muslims believe the five pillars are a guide to help them lead happy and responsible lives.

**Look at the picture.**

- Can you see the names of the five pillars?
- What do they tell you about some Muslim beliefs about what makes a good life?

**Share ideas with your talk partner.**

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- The ideas focus on helping the teacher find starting points for talking about different worldviews, especially the events that children in the class might celebrate.
- It is not a definitive list.
- The first point of reference in deciding if it is appropriate to explore additional worldviews in your classroom should always be your school community and what is happening in the lives of the children.
- Remember to use language of 'some' rather than suggesting everyone with a religious worldview act and believes the same.

Date/time of year	Worldview	Celebration	Ideas for Y1
September	Multiple	Harvest/the Season of Creation	<p>Children could learn some hymns about harvest.</p> <p>Children could take part in any local celebration of harvest or celebrate CAFOD's Harvest Fast Day.</p> <p>Children could make a harvest cross using art straws.</p> <p>Children could think about where their food comes from and write a prayer, such as a grace before meals, that thanks God for the harvest and the food we eat.</p>
Late September–Early October	Judaism	Rosh Hashanah	<p>Watch a film about Rosh Hashanah, such as Celebrating Rosh Hashanah on the CBeebies website.</p> <p>Read a story, such as <i>Sammy Spider's First Rosh Hashanah</i> by Sylvia Rouss.</p> <p>Look at pictures of a table set for Rosh Hashanah and invite the children to say what they can see, notice and wonder.</p> <p>Explore the meaning of the sweet foods eaten at Rosh Hashanah and how they show hope for a sweet new year. Look at pictures of a shofar and wonder how it sounds when it is blown to welcome in the new year.</p>
Mid-September–Mid November	Hinduism, Sikhism, Jainism (and some other Indian religions)	Diwali Deepavali	<p>If children in the class are celebrating Diwali, ask them to share some of the things they may have or make at home, such as diva lamps, rangoli patterns or mithai (festival sweets).</p> <p>Look at a picture or handle a diva lamp.</p> <p>Share a Diwali story. For example, <i>Rama and Sita: The Story of Diwali</i> by Christopher Corr and Malachy Doyle and wonder how light wins over darkness. Or read about how Diwali is celebrated, for example, <i>Binny's Diwali</i> by Nidhi Chanani and Thrity Umrigar.</p> <p>Children could make and decorate diva lamps, models of sweets and draw rangoli patterns outside using chalk and powder paint. Note: children from different dharmic pathways may not follow all these traditions.</p> <p>Talk about any Diwali lights or celebrations in your locality.</p>

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