

Let us pray....



WITHOUT COST
YOU HAVE RECEIVED;
WITHOUT COST
YOU ARE TO GIVE.



Lord Jesus,
As the Father sent you into the world,
so you send me to show all people
your love.
Let my hands be your hands.
My words be your words,
so that I may give your love to
everyone I meet and help to spread
this love to the ends of the earth.
Amen.

Matthew 10:7-15

You received without charge, give
without charge.

<https://christian.art/daily-gospel-reading/matthew-10-7-15-2023/>

Religious Education in the Context of Catholic Schools.

Part 1: Context and Norms

Section 1.1: Religious Education in the Context of Catholic Schools

Section 1.2: General Norms

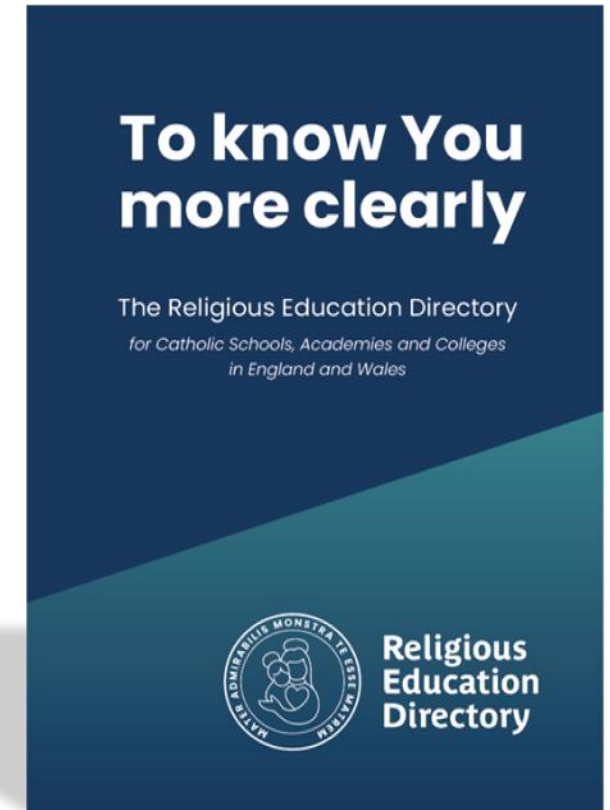
Part 2: Programme of Study

Section 2.1: Religious education in the context of Catholic Schools in England and Wales

Section 2.2: The structural elements of the programme of study

Section 2.3: Expected end of age-phase outcomes

Section 2.4: Model curriculum



<http://catholiceducation.org.uk/schools/religious-education/item/1000034-religious-education-curriculum-directory>

<https://www.ypdbooks.com/education/2134-to-know-you-more-clearly.html>

1.1 Religious Education in the Context of Catholic Schools.

Outlines the current context of Catholic schools, alongside their nature and purpose including religious education which is delivered as part of the curriculum.

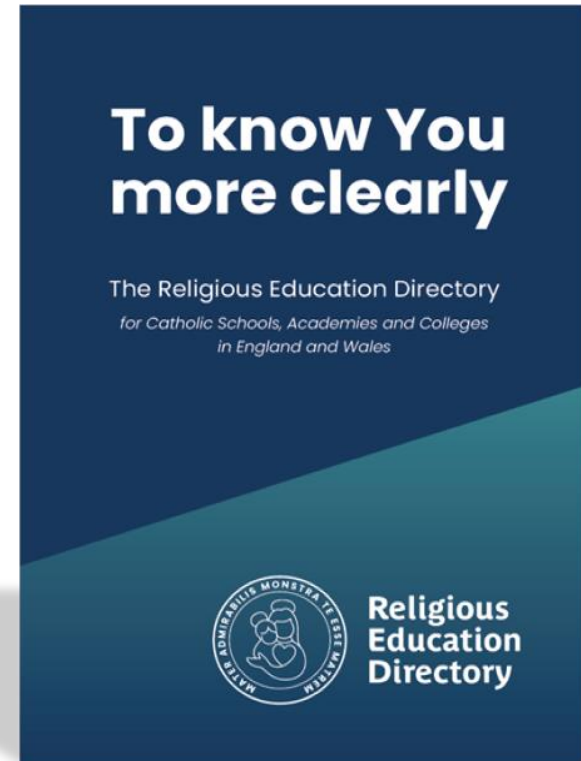
[The Identity of the Catholic School for a Culture of Dialogue](#)

Published March 2022

Maternal analogy drawn. The Catholic school, if it is thought of as a family with Church as mother, can naturally extend her embrace to include others than her 'own' children.

The school is a community rather than an institution, and the educational task is one of formation.

The Religious Education Directory is intended to ensure that the subject of religious faith is studied in the context of the faith community and reflects its missionary character. Our task is to make that place the Catholic school, with religious education at its heart.



Section 1.2: General Norms

Sets out the norms that fulfil the canonical duty the Bishops' Conference has for setting out the general norms for religious education in Catholic schools.

Article 1 – Oversight of RE

Article 2 – **Aims of RE**

Article 3 – **Outcome of RE**

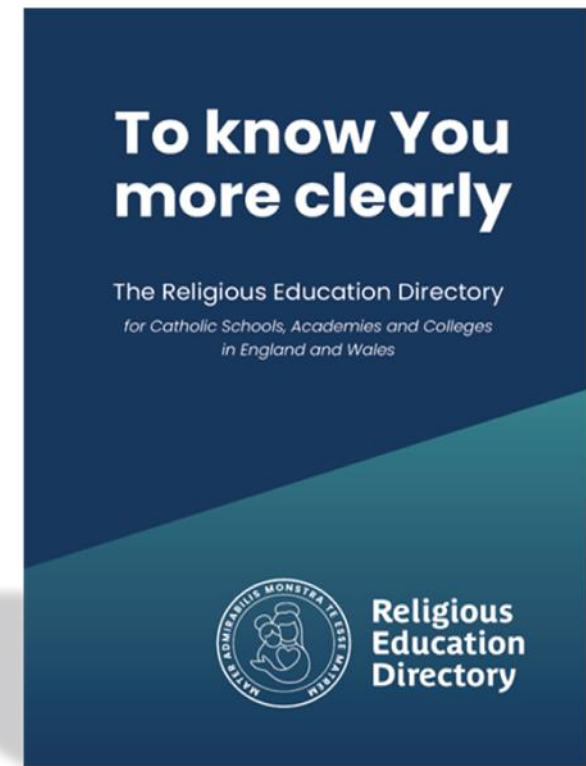
Article 4 – **RE as the Heart of the Curriculum**

Article 5 – Compliance with the RED

Article 6 – **Implications of the Primacy of RE in the Curriculum**

Article 7 – Interpretation

Article 8 – **Transitional Provisions (September 2025)**

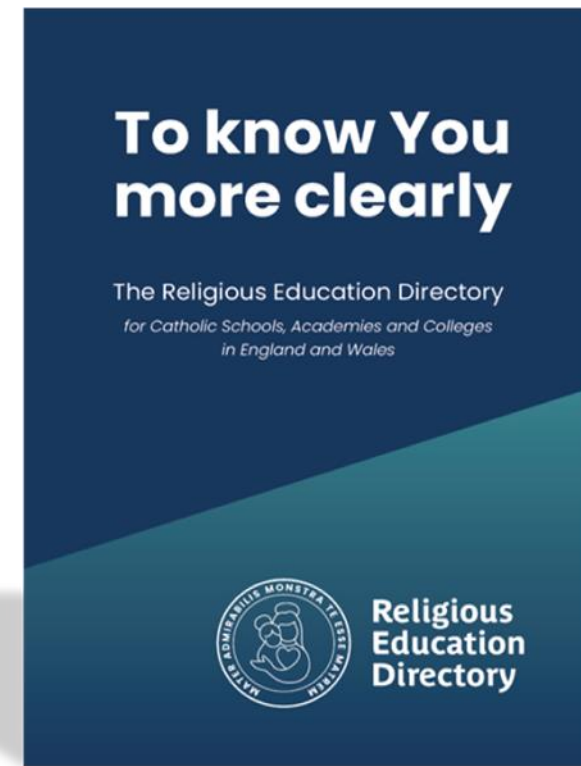


Section 1.2: General Norms

Article 2 – Aims of religious education

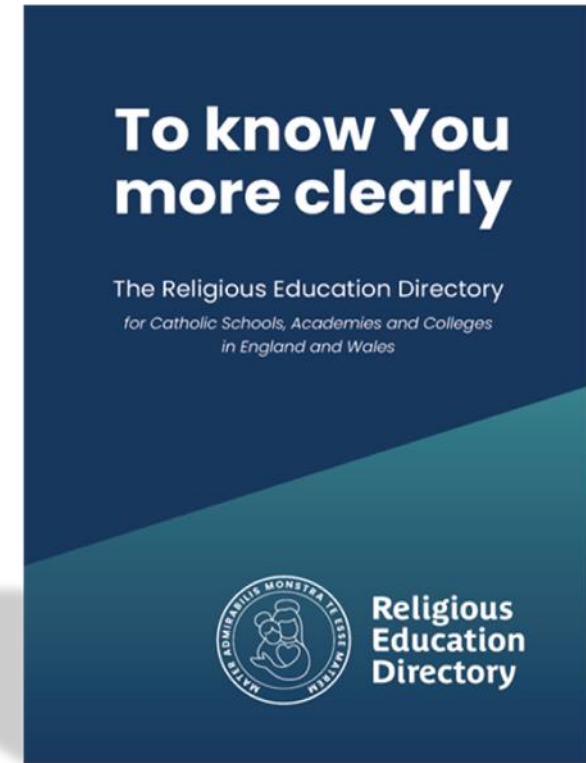
The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.



Article 3 – Outcome of religious education

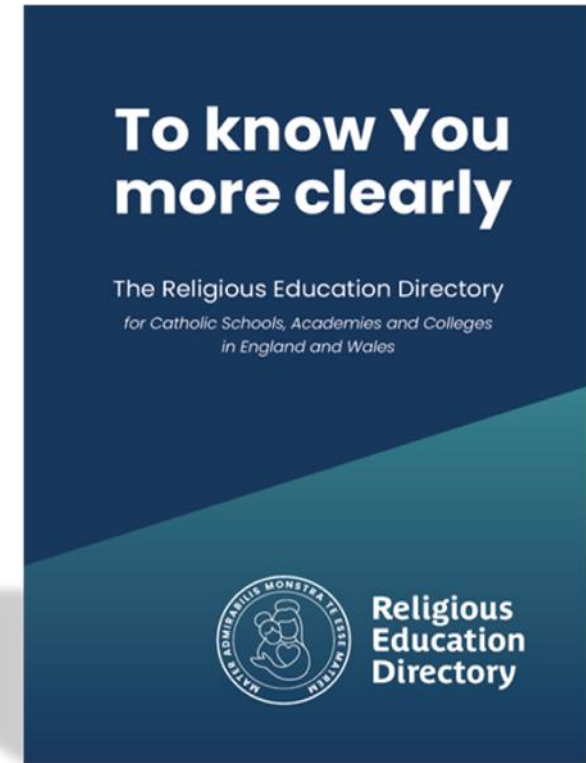
The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.



Section 1.2: General Norms

Article 4 – Religious education as the heart of the curriculum.

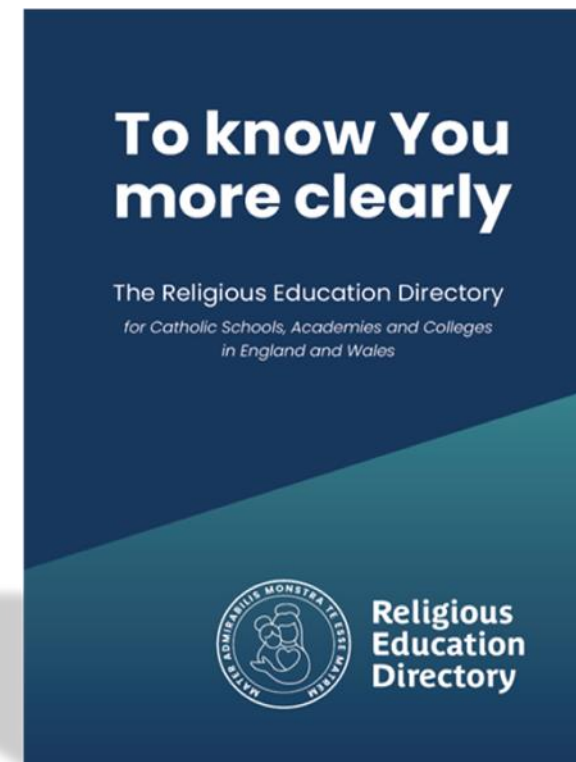
1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. In each year of compulsory schooling, religious education is to be taught **for at least 10%** curriculum time within each repeating cycle of the regular school timetable.



Article 6 – Implications of the primacy of religious education in the curriculum.

1. Religious education is to be properly organised, coordinated, taught, and resourced.

2. In primary schools there is to be a Coordinator of Religious Education who is to have at least parity in status and remuneration with those of any other curriculum area.



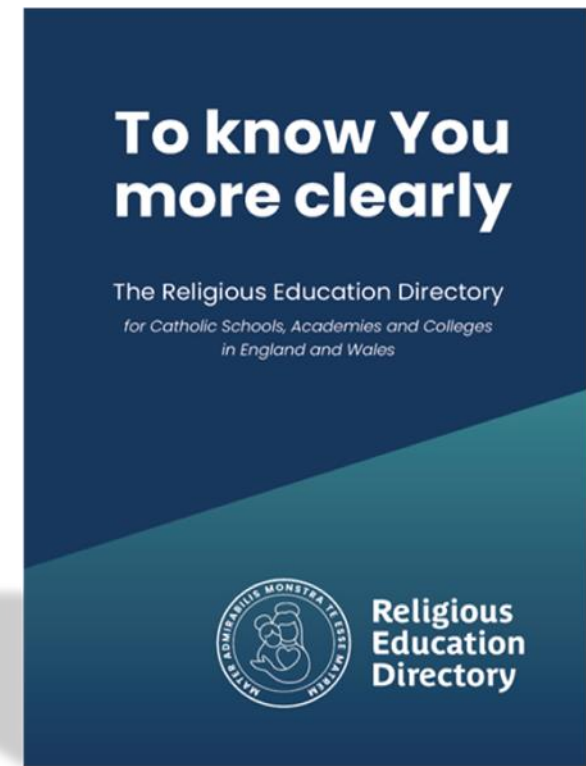
Please indicate the capitations for each of the following areas

Subject	Last year	This year
Religious education	£	£
English	£	£
Maths	£	£

Article 8 – Transitional provisions

1. This Religious Education Directory replaces all previous norms from 1 September 2025.

2. Until 1 September 2025, in any aspect within the scope of this Directory, schools may choose to comply with this Directory or the Religious Education Curriculum Directory 2012.



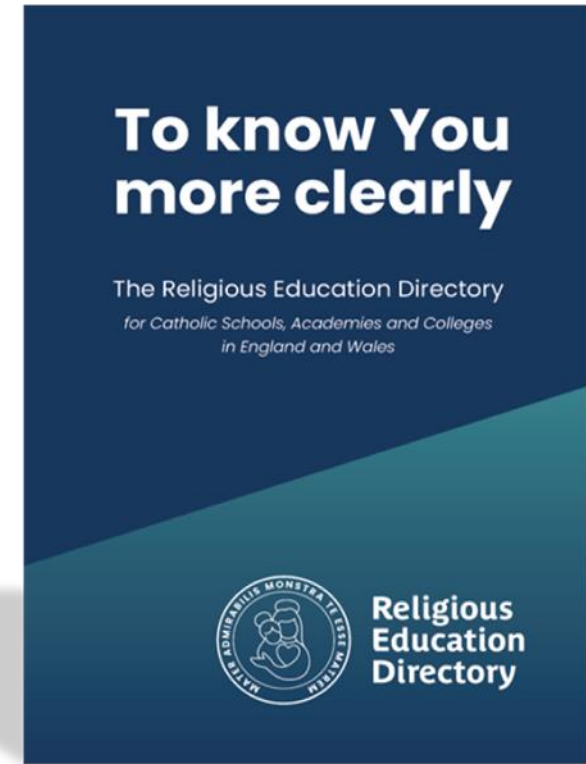
Part 2: Programme of Study

There are 4 sections to part 2. Bishops set out their expectations for the contents of this curriculum of religious education in each age-phase

Section 2.1. Religious Education in context of Catholic Schools in England and Wales. (pg9-19)

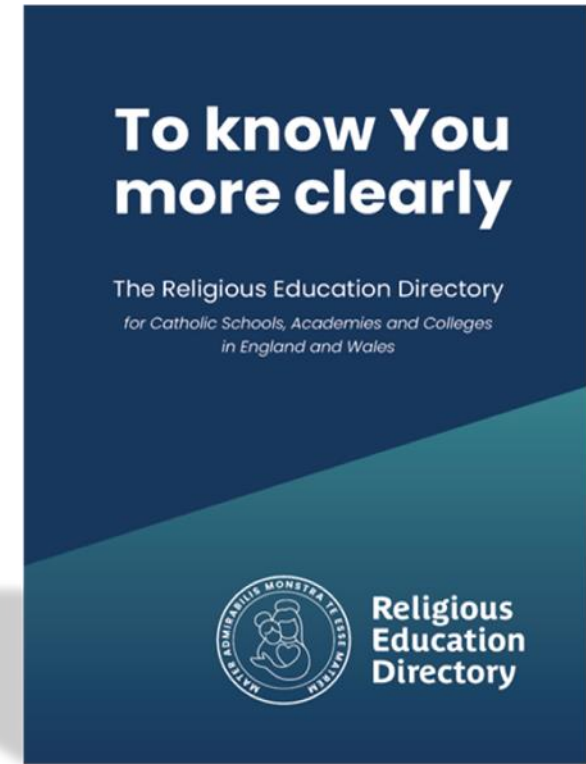
Focus on Catholic schools being fully Catholic, that religious education is fully religious and fully educational looking at this through a historical and cultural context.

This section also looks at the importance of the religious educator. (pg 18-19)



Section 2.2: Structural Elements of the Programme of Study

1. Knowledge Lenses (pg 21 – 35)
2. Ways of Knowing (pg 35 – 38)
3. Expected Outcomes (pg 40 – 44)
4. Curriculum Branches (pg62)



Part 2: Programme of Study

1. Knowledge Lenses.

What should be known by the end of each phase.

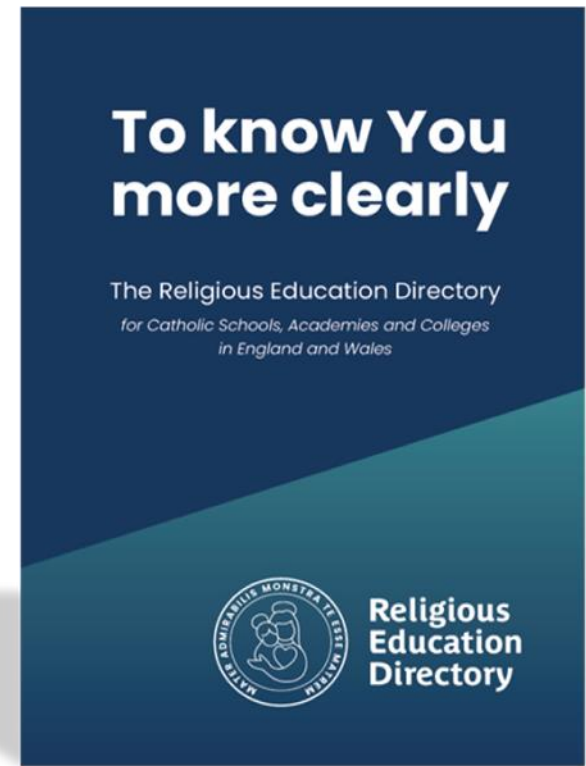


Study of Catholicism

- Hear
- Believe
- Celebrate
- Live

Study of other religions and worldviews

- Dialogue
- Encounter



1. Knowledge Lenses.

RED pg 21 – 26.



Hear

- Revelation
- Sacred Scripture
- Creation and fall
- Covenant
- Prophecy
- Good news of Redemption

**To know You
more clearly**

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



**Religious
Education
Directory**

1.Knowledge Lenses.

RED pg 26 - 29



- The Triune God
- Jesus Christ, Incarnate Word, Son of God
- The Holy Spirit
- The Holy Catholic Church
- The Blessed Virgin Mary and the Communion of Saints
- Salvation and Eternal Life

**To know You
more clearly**

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



1. Knowledge Lenses.

RED pg 29 – 32.



- Prayer
- Liturgy and Sacrament
- Sacraments of Initiation
- Eucharist
- Sacraments of Healing
- Sacraments at the service of Communion
- Other liturgies and sacramentals

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Religious
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Directory

1. Knowledge Lenses.

RED pg 32 - 34



Live

- Dignity of the Human Person
- Freedom, Conscience and Virtue
- Law, Grace and Sin
- Catholic Social Teaching
- Faith and Life

To know You more clearly

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



Religious
Education
Directory

1. Knowledge Lenses.

RED pg 34 - 35.



- Church's teaching on intercultural dialogue
- Other Catholic churches and their liturgical rites
- Other Christian denominations

**To know You
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*for Catholic Schools, Academies and Colleges
in England and Wales*



**Religious
Education
Directory**

1. Knowledge Lenses.

RED pg 36.



Encounter

- Dignity of the Human Person
- Freedom, Conscience and Virtue
- Law, Grace and Sin
- Catholic Social Teaching
- Faith and Life

To know You more clearly

The Religious Education Directory
*for Catholic Schools, Academies and Colleges
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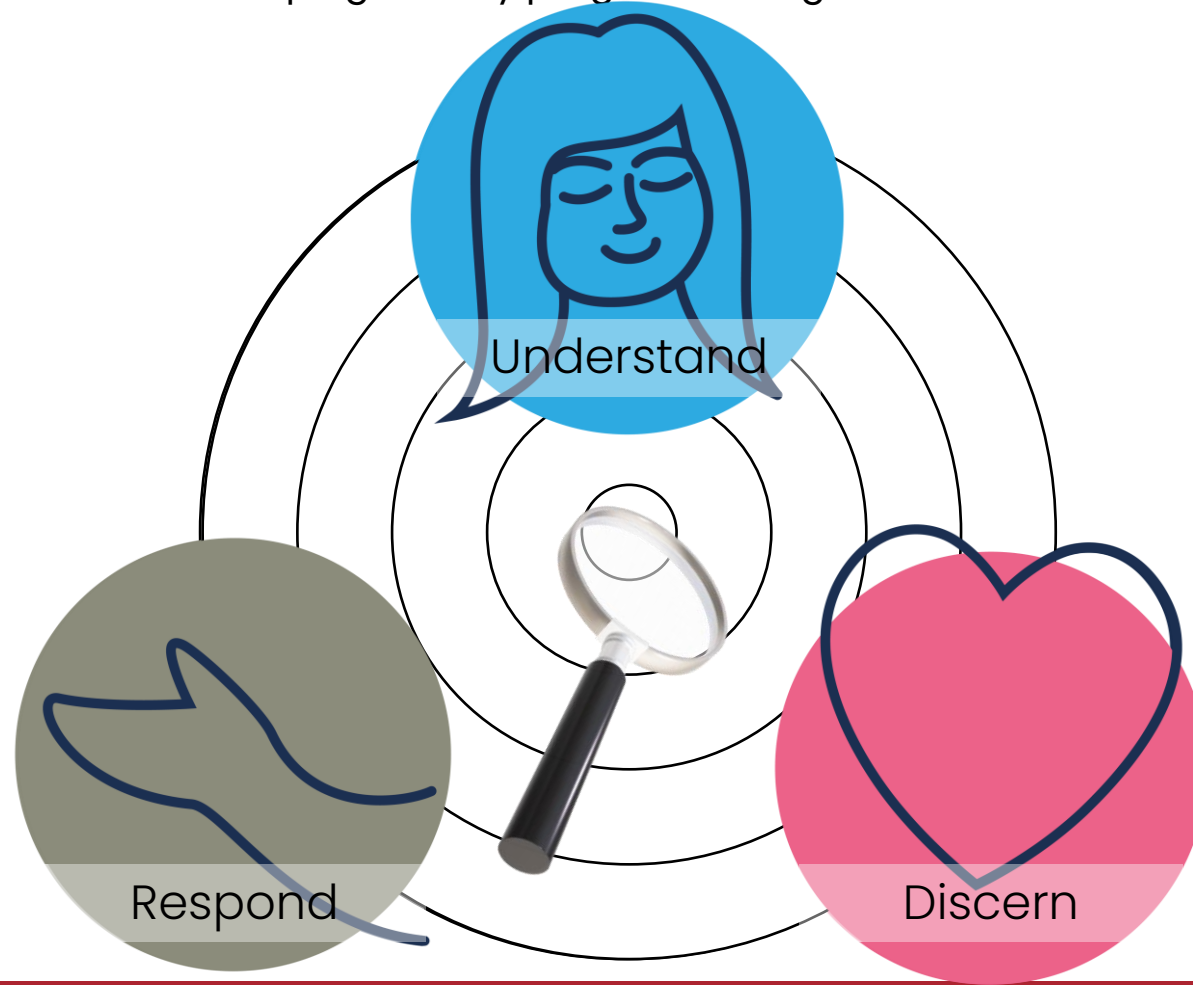


Religious
Education
Directory

Part 2: Programme of Study

2. Ways of knowing

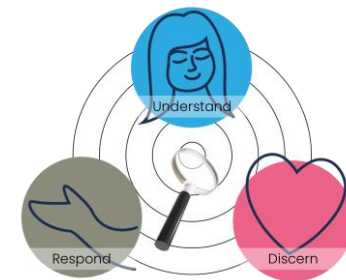
These are the skills that pupils should be developing as they progress through their RE curriculum journey.






Part 2: Programme of Study

2. Ways of knowing (pg 35–38 EYFS pg 65)




These are the skills that pupils should be developing as they progress through their RE curriculum journey.






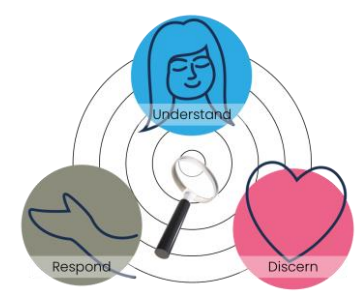
	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.
Skills	<p>In this way of knowing, pupils will deepen their understanding by developing the skills to:</p> <ul style="list-style-type: none"> Remember and apply the meanings of key texts, beliefs, and concepts. Provide explanations by making links between religious texts, beliefs, and practices. Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections. 	<p>In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:</p> <ul style="list-style-type: none"> Think creatively and critically, testing ideas by imagining other possibilities. Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful. 	<p>In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to:</p> <ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Dialogue with others to understand themselves and others better. Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

Ways of Knowing		
Understand 	Discern 	Respond 
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

2. Ways of knowing (pg 35-38 EYFS pg 65)

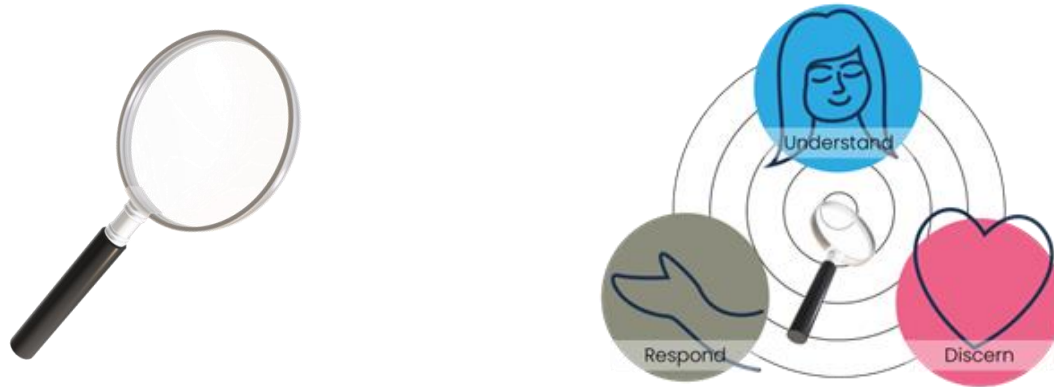
	Understand 	Discern 	Respond 
	The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:		
Driver words and phrases	<ul style="list-style-type: none"> Recognise... texts, beliefs, rites, ways of life. Name... Remember... Recall... Retell... Describe... Make links... Explain... Show understanding... Interpret within a historical context... 	<ul style="list-style-type: none"> Play with possibilities, asking 'what if?' questions. Say what they wonder about. Recognise similarities and differences. Point out what is the same and what is different. Express a point of view or a preference. Listen to different viewpoints. Support a preference with reasons. Explain differences. Construct arguments. Weigh strengths and weaknesses. Arrive at justified conclusions. Recognise complexity with reference to different interpretations and historical context. 	<ul style="list-style-type: none"> Talk about their own feelings and experiences. Respond personally to questions that are difficult to answer. Make links between their own feelings and beliefs and their behaviour or way of life. Compare their own and other peoples' responses. Explain differences of belief and ways of life with reference to religious commitments. Critically reflect on their own beliefs and ways of life in response to dialogue with others. Respond with integrity to personal conclusions about questions of value and meaning.
Ages 5-7	<ul style="list-style-type: none"> Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. Correctly use religious words and phrases to recognise features of religious life and practice. Recognise links and simple connections between sources, beliefs, worship and life. 	<ul style="list-style-type: none"> Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. Express a point of view with a relevant reason. Express a preference with a relevant reason Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others. 	<ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others. Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

	Understand 	Discern 	Respond 
Ages 7-9	<ul style="list-style-type: none"> Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today. Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings. Make links between sources, beliefs, worship, and life, giving reasons for the links. 	<ul style="list-style-type: none"> Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) Express a point of view with reasons that relate to sources/experiences. Express a judgement with relevant reasons, having considered different preferences. Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose. 	<ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.
Ages 9-11	<ul style="list-style-type: none"> Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. Show understanding of sources, beliefs, worship, and life, by making relevant links between them. 	<ul style="list-style-type: none"> Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) Appreciate differing points of view are not all equally valid. Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features. 	<ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life. Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.



Part 2: Programme of Study

2.3 Expected end of phase outcomes. (pg 40-44 EYFS pg 71-77)

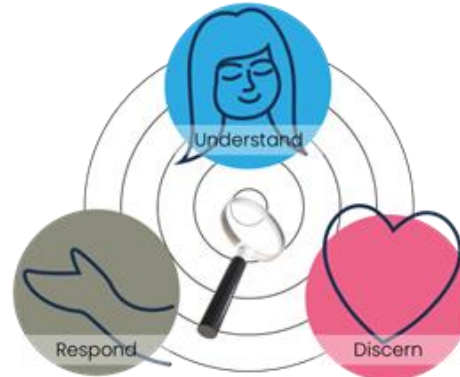


Ages 7-9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke.	US2.6
Recall, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	US3.1
Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	US4.4
Show understanding of the belief that Jesus reveals the kind of mission he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the scripture studied.	US4.3.3
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them to show some understanding of what the Kingdom of God is like.	US3.4
Recall one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God.	US3.5
Make links between the scripture sources and what happens at Mass.	US3.1
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).	US3.6
Make links between Luke's (21: 40-25, 10:13), the account of the Last Supper in Luke (22:19-20) and what happens at Mass.	US3.3
Creation and Fall	
Recall and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	US1.1
Describe how either a psalm or a prayer they have studied praises Creation.	US1.5
Covenant	
Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.	US4.0
Recall the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.	US4.2
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples.	US4.3
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	US4.2
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.	US4.3
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not.	US3.2
Recall in any form the story of the feeding of the five thousand.	US4.1
Recall the words and actions of Jesus at the Last Supper and make simple links with his words and actions in the miracle of the loaves.	US4.2
Recall, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.	US4.1
Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	US4.3

- The expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing.
- Each age-phase has a prescribed set of expected outcomes that indicate what pupils are expected to know, remember and be able to do by the end of that phase, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

Part 2: Programme of Study

2.3 Expected end of phase outcomes. (pg 40-44 EYFS pg 71-77)

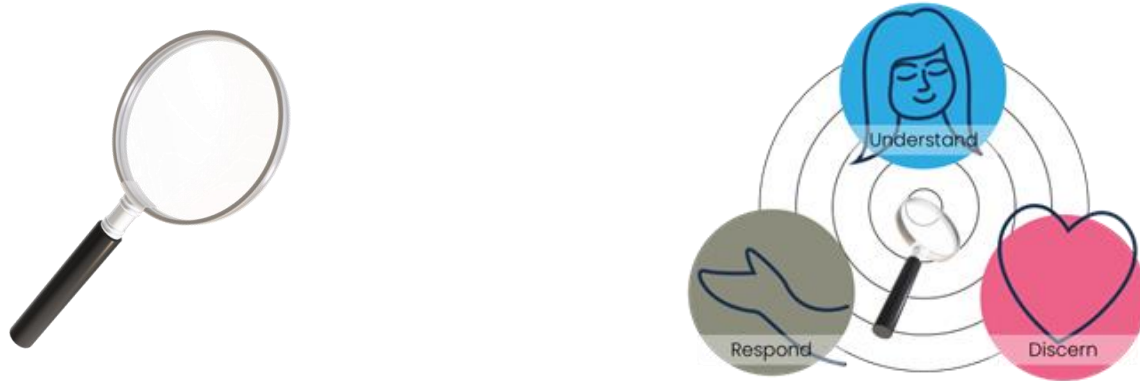


Ages 7-9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke	US28
Recall, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus	US31
Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity	US14
Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's kingdom includes those who are excluded by society, making relevant links to the scripture studied	US33
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like	US34
Make one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God	US35
Make links between the scripture sources and what happens at Mass	US81
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that that voice refers to the early Christian communities, know that these are different ways of writing (Story Forms)	US86
Make links between Gospels (20:19-20, 10:1), the account of the Last Supper in Luke (22:14-20) and what happens at Mass	US83
Creation and Fall	
Recall and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed	US01
Describe how either a psalm or a prayer they have studied praises Creation	US05
Covenant	
Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called	US10
Recall the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term covenant	US12
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples	US20
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant	US22
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show	US23
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not	US30
Recall, in any form, the story of the healing of the lame (Theauro)	US43
Recall the words and actions of Jesus at the last supper and make simple links with His words and actions in the miracle of the loaves	US42
Recall, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness	US40
Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today	US43

- It is against these expected outcomes that schools will assess pupil progress, both formatively and summatively.
- This directory does not prescribe a particular approach to assessment but does provide clear expectations for each age-phase that will allow meaningful assessment to occur.

Part 2: Programme of Study

2.3 Expected end of phase outcomes. (pg 40-44 EYFS pg 71-77)



Ages 7-9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke.	US2.6
Recall, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	US3.1
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.	US4.4
Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's kingdom includes those who are excluded by society, making relevant links to the scripture studied.	US4.3.3
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like.	US3.4
Recall one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God.	US3.5.
Make links between the scripture sources and what happens at Mass.	US3.1
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul writes letters to the early Christian communities, know that these are different ways of writing (Story form).	US3.6
Make links between (Luke 12:1-59-25, 13:3), the account of the Last Supper in Luke (22:14-20), and what happens at Mass.	US3.3
Creation and Fall	
Recall and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	US3.1
Comprehend how either a poem or a prayer they have studied praises Creation.	US3.5
Covenant	
Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.	US4.1
Recall the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.	US4.2
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples.	US4.2.1
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	US4.2.2
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospels writers share.	US4.2.3
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not.	US4.2
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Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week, and how they speak to Christians today.	US4.3

- These age-related expectations also provide a basis for consistency of expectation in all schools across England and Wales.
- In turn, this will allow the Catholic Schools Inspectorate to make judgements about the quality of religious education in each school inspected under the National Framework for the Inspection of Catholic School, Colleges and Academies.

Part 2: Programme of Study

2.3 Expected end of phase outcomes.



Expected end of phase outcomes.

Ages 7–9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke.	U3.2.6
Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	U3.3.1
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
Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the scripture studied.	U4.3.3
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like.	U3.3.4
Retell one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God.	U3.3.5
Make links between the scripture sources and what happens at Mass.	U3.5.1
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).	U3.5.6
Make links between Exodus (12:1–8, 15–20, 13:3), the account of the Last Supper in Luke (22:14–23), and what happens at Mass.	U3.6.3
Creation and Fall	
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
Describe how either a psalm or a prayer they have studied praises Creation.	U3.1.5
Covenant	
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
Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.	U4.1.2
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples.	U4.2.1
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	U4.2.2
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.	U4.2.3
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not.	U3.3.2
Retell in any form the story of the feeding of the five thousand.	U3.4.1
Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.	U3.4.2
Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.	U4.4.1
Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	U4.4.3

Where you would find in model curriculum.
Year 3. Branch 1. Expected outcome 1.

Part 2: Programme of Study

2.3 Expected end of phase outcomes.

Believe

Ages 7-9

The triune God

Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity.	U3.5.2
Make relevant links between the belief that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.	U4.3.5

Jesus Christ

Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	U3.3.1
Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.	U3.3.3
Describe how Jesus showed his love at the Last Supper.	U3.4.3
Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the scripture studied.	U4.3.1

Ages 7-9

Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.	U4.3.2
Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).	U4.5.1
Describe some ways in which the Church today (locally or globally) continues the work of Jesus.	U4.5.6

The Holy Spirit

Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity.	U3.5.2
Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit.	U3.5.3

The Holy Catholic Church

Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.	U3.2.1
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of Pope as Peter's successor.	U4.5.2
Explain the term 'apostle' and explain why the Church is 'apostolic'.	U4.5.3

The Blessed Virgin Mary and the saints

Recognise how Joseph puts his trust in God when the angel appears.	U3.2.4
Retell the story of St Peter during Holy Week.	U4.4.4
Explain how the one, holy, catholic, and apostolic Church is structured.	U4.5.5
Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.	U4.5.7
Describe some facts about the life of St Paul and explain why he is an important figure for Christians.	U4.6.1
Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.	U5.5.4

Salvation and eternal life

Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	U4.4.2
Describe how the groups that make up the Church are organised and recognise that the Church includes all those who have died as well as people who are living in a communion of saints.	U4.5.5

Part 2: Programme of Study

2.3 Expected end of phase outcomes.

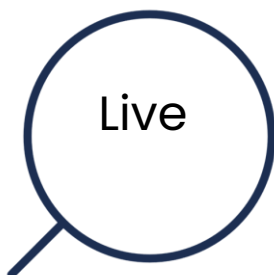


Ages 7–9	
Prayer	
Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.	U3.3.6
Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.	U3.5.3
Make links between prayers that show trust in God and the virtues of faith, hope, and love.	U4.1.6
Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.	U4.5.4
Liturgy and sacrament	
Give a simple description of how Catholics celebrate the Mass.	U3.2.2
Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.	U3.2.3
Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.	U3.4.6
Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.	U3.4.7
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5

Ages 7–9	
Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.	U4.3.2
Make links between Jn 20:1–10 and Peter's declaration of faith in Matt 16:13–20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15–17).	U4.5.1
Describe some ways in which the Church today (locally or globally) continues the work of Jesus.	U4.5.6
The Holy Spirit	
Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity.	U3.5.2
Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit.	U3.5.3
The Holy Catholic Church	
Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1–2:4) and Sunday as a day of rest.	U3.2.1
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of Pope as Peter's successor.	U4.5.2
Explain the term 'apostle' and explain why the Church is 'apostolic'.	U4.5.3
The Blessed Virgin Mary and the saints	
Recognise how Joseph puts his trust in God when the angel appears.	U3.2.4
Retell the story of St Peter during Holy Week.	U4.4.4
Explain how the one, holy, catholic, and apostolic Church is structured.	U4.5.5
Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.	U4.5.7
Describe some facts about the life of St Paul and explain why he is an important figure for Christians.	U4.6.1
Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.	U5.5.4
Salvation and eternal life	
Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	U4.4.2
Describe how the groups that make up the Church are organised and recognise that the Church includes all those who have died as well as people who are living in a communion of saints.	U4.5.5

Part 2: Programme of Study

2.3 Expected end of phase outcomes.



Ages 7–9	
Dignity of the human person	
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
Freedom, conscience, and virtue	
Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.	U4.1.5
Make links between 1 Cor 13:1–7, 13 and the theological virtues.	U4.6.2
Law, grace, and sin	
Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.	U4.4.5
Catholic Social Teaching	
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
Describe stewardship by making simple links between Gen 1:26–31 and people's actions today.	U3.1.4
Faith and life	
Recognise that in <i>Laudato Si'</i> , 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
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Make links with the ancestry of Jesus and the Jesse tree.	U4.2.6
Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness, making links with the virtues of faith, hope, and love.	U4.3.6
Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).	U4.4.6
Describe some ways in which the Church today (locally or globally) continues the work of Jesus.	U4.5.6

Part 2: Programme of Study

2.4 The Model Curriculum

To know You
more clearly

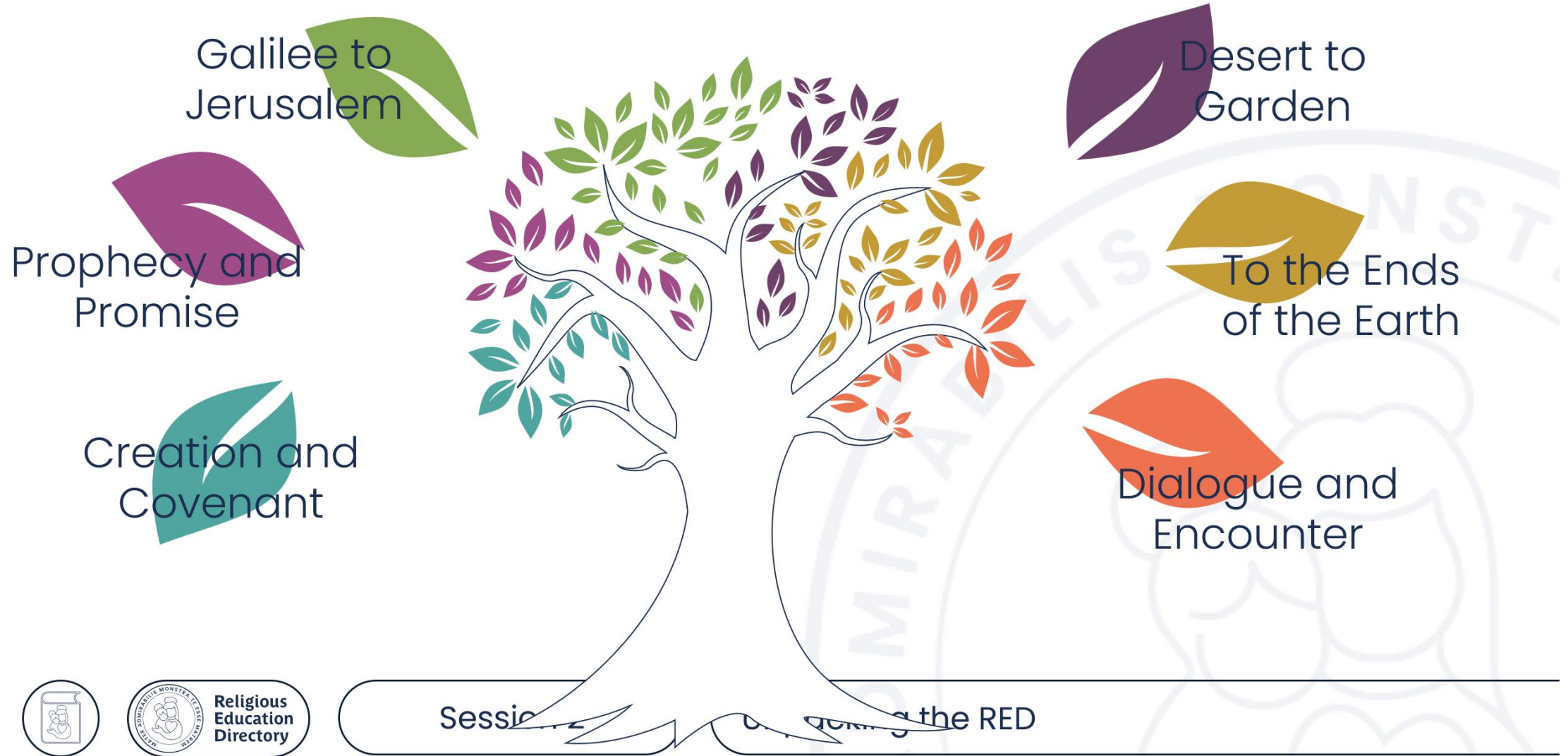
The Religious Education Directory
for Catholic Schools, Academies and Colleges
in England and Wales



Religious
Education
Directory

The model curriculum aims to draw pupils into an *encounter with a story*, the story of God's relationship with humanity. This encounter is not just a desiccated sample of knowledge and understanding about a subject; *it is rather a lively engagement with a faith tradition rooted in a living community*. It begins with contemplation of Creation's nature and purpose surveyed *with the eyes of faith, a narrative grounded in awe and charged with destiny*.

Curriculum branches



Religious
Education
Directory

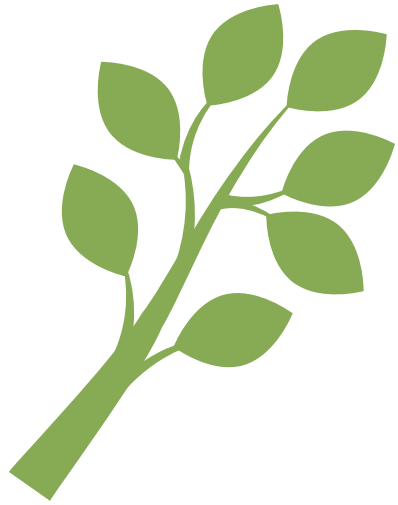
Notes for teachers

In this branch, pupils will revisit the first story of Creation from the book of Genesis. When they looked at this text previously, the focus was on revealing the nature of God, who creates and sustains all that is, seen and unseen, in a way appropriate for five-year-olds. As they look again at the text, teachers will draw pupils' attention to what happens in this powerful poem. God's spirit hovers over the 'formless void' (Gen 1:2), and when he speaks, his words have power that creates and brings order where nothing existed. The Church teaches that, for Christians, this points to the Trinity. Creation happens through the Word and Spirit. At this point in the year, pupils only need to notice this; however, it will form the basis for a deeper exploration of the Holy Trinity throughout this year. Reading extracts from a psalm will also engage pupils with poetic writing, expressing awe and wonder about the created world. The central teaching point of the first Creation account in this branch is that God says it is good. Creation is God's gift, his blessing. To highlight this, the narrative ends with a blessing which includes the day of rest, so not only is Creation good, but people must also take time to enjoy it. It is not that God needed a rest; instead, it is good for people to take some time away from work to appreciate and be thankful for the goodness of Creation. As part of this, the author points out that humanity is good, made in the image and likeness of God, male and female. Again, the complementary nature of male and female says something of God's nature and enables conversations about equality and what being 'made in the image of God' implies for how people care for each other and themselves. The theological term for this is 'imago Dei' and does require some reflection as it could lead to misconceptions about the nature of God. CAFOD has produced a short video that may help teachers explain this concept: <https://www.youtube.com/watch?v=sPfx2rVtgxs>.

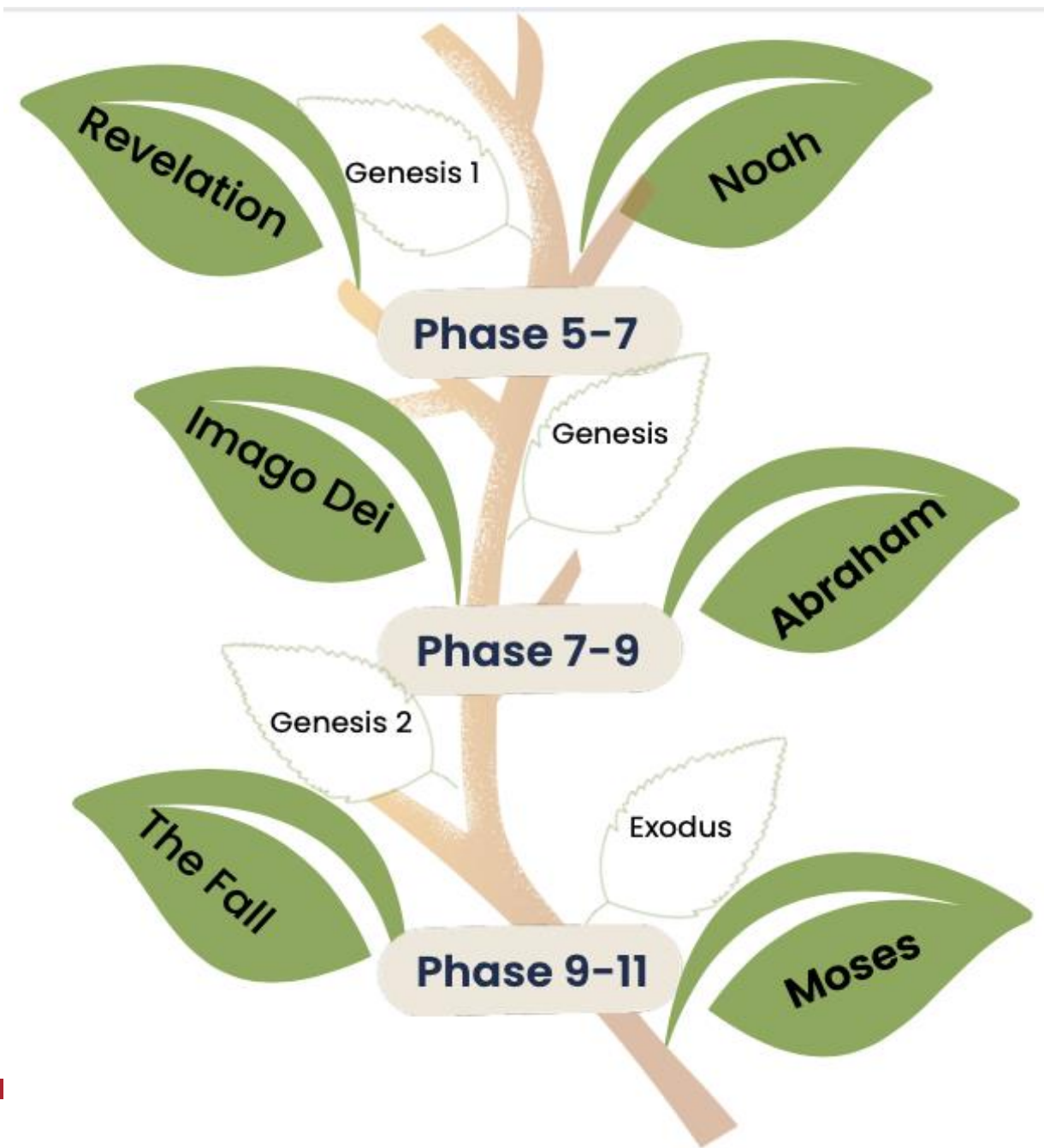
The passages from *Laudato Si'* are not written in age-appropriate language for primary pupils. However, pupils must know that in his letter about caring for our common home Pope Francis reminds us of the importance of the first account of Creation. Pope Francis draws attention to the 'profound teachings about human existence... They suggest that human life is grounded in three fundamental and closely intertwined relationships: with God, with our neighbour and with the earth itself. According to the Bible, these three vital relationships have been broken, both outwardly and within us. This rupture is sin. The harmony between the Creator, humanity and Creation was disrupted by our presuming to take the place of God and refusing to acknowledge our creaturely limitations' (LS 66). Pope Francis also calls on all people to develop better habits of caring for Creation or 'ecological virtues' (LS 88).

General guidance: Wherever possible, resources for teaching should always look to diverse representations from the Universal Catholic Church. Teachers must teach the content through the lenses of Hear, Believe, Celebrate, and Live but do not have to follow the lenses in sequence. The outcomes are provided as exemplars for teachers but are not compulsory. Key vocabulary is provided for guidance, not assessment purposes.

Branch 1






Creation & Covenant Season of creation



CCC Links	Knowledge lens content
<p>Creation YCFK 16</p> <p>YC 44, 46-48</p> <p>CCC 337-339, 345-347</p> <p>Trinity CCC 290-292</p> <p>Creation YCFK 1 CCC 1</p> <p>Imago Dei YC 58 CCC 355 380</p> <p>YCFK 17 YC 57, 66 CCC 344, 384</p> <p>Respect for the human person CCC 1929-1933</p>	<p>Hear</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. That in the first account of the Creation one day is 'made holy' (Gen 2:3). That the Church teaches that 'Creation is the common work of the Holy Trinity'. <p>By the end of this unit of study pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> The first account of the Creation, Genesis 1:1-2:4. Extracts from either Psalm 8 or 19 in praise of Creation. In an age-appropriate way, LS 66 and 88. <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). That all human beings are made in God's image and all people have dignity and are created equal. A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. The dignity of all human beings is one of the principles of Catholic Social Teaching. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> Extracts from a psalm of Creation. How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si'). <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> Ways in which we can show care for God's world (stewardship) as part of our care for each other. Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.

Key vocabulary

Genesis
poetry
Creator
image and likeness
dignity
equality

Expected outcomes	
 Understand By the end of this unit of study, pupils will be able to:	
U3.1.1.	Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. ✓
U3.1.2.	Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE)
U3.1.3.	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. (RVE)
U3.1.4.	Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE)
U3.1.5.	Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation. ✓
U3.1.6.	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). (RVE)
 Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D3.1.1.	Imagining how caring for the world could change the world for the better.
D3.1.2.	Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE)
D3.1.3.	Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). (RVE)
D3.1.4.	Wondering why the author of the first story of Creation suggests a holy day. (RVE)
 Respond During this unit of study, pupils will be invited to respond to their learning, for example by:	
R3.1.1.	Making connections between experiences where people have not been treated equally and how this felt. (RVE)
R3.1.2.	Spending time wondering about the blessings of Creation in their own lives. (RVE)
R3.1.3.	Reflecting on the prayerful words studied that give thanks for Creation. (RVE)

RED 2023 / 2024:

- ✓ For the next academic year (2023/2024) schools are strongly encouraged to use their current schemes: Come and See and / or the Way, the Truth and the Life and develop strong learning journeys using these schemes and the work RE leads have undertaken with the Education Department.

<https://www.dioceseofsalford.org.uk/resource-centre/education/religious-education/primary-re/primary-re-toolkit/>

- ✓ All the Word topic planning guides and other faiths planning documents for each year group have been downloaded and saved in the primary section of the Salford Google Drive

<http://bit.ly/EducationREPrimary> CAFOD will continue to provide all resources

for topic nine in each year, these can be accessed here

<https://comeandsee.cafod.org.uk/>

Driver Words? Retell – Tell a religious story again in any form. Verbs: retell, recall, reproduce, recount, repeat, recite, tell, sequence, narrate. Describe – Give an accurate account in any form of the role of person, a religious rite or symbol. Verbs – describe, report, make clear, write up.	
Retell a narrative that is accurate in its sequence and details that corresponds to the scripture source used.	What happens in the parable of the Lost son in Luke's Gospel? Who are the characters in the Good Samaritan? What do they do? What does the Jesus do once Zacchaeus comes down from the tree? Why were the Disciples with Jesus in the upper room at the Feast of Pentecost, explain what happened? Which (disciple / person) (saw / helped / accompanied.....) not?
Describe with increasing details and accuracy: <ul style="list-style-type: none">a range of religious beliefsthe life and work of some key figures in the history of the People of God.different roles of some people in the local, national and universal church.religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.those actions of believers which arise as a consequence of their beliefs.	This requires greater detail 5-7 is recognise. Describe requires greater focus and more detail. Examples - Describe how and when the sign of the cross is made. Describe what the priest does with the oil of chrism. Describe why we are taking part in raising money for Cafod, collecting tin for the food bank etc.
Make links between beliefs and sources, giving reasons for beliefs. beliefs and worship, giving reasons for actions and symbols.	What might we learn from the parable of the Lost Son? What did Jesus tell the parable of the sower help us to know? Can you see connections between the (Bible story) what we believe? Does the Jesus tree have a meaning? What does it express? Why do people use a Jesus Tree? Why is important Christians? The priest uses a / does.... Why does he do that? When we do / say.... we are showing that we believe..... Why do we bless ourselves with holy water when we enter church? What does it show? In our school we believe that God loves everyone in the whole world and so we try to love everyone too! Can you think of ways we take care of each other in our class/ School? We believe that we are called to care for the earth. What could we do as a class/ school / family to ensure that things are not wasted? How does our school show its love of our 'neighbours'?
beliefs and life, giving reasons for actions and choices.	
Driver Words? Retell – Tell a religious story again in any form. Verbs: retell, recall, reproduce, recount, repeat, recite, tell, sequence, narrate. Describe – Give an accurate account in any form of the role of person, a religious rite or symbol. Verbs – describe, report, make clear, write up.	
Use a given source to support a view point.	Can you use..... To support.... Point of view?
Express a point of view.	Who do you agree with? Which do you think is correct? Better? Fairer?
Express a preference.	Which do you prefer? Which is better? Which is the best way to? Which would you choose?

RED 2023 / 2024:

- ✓ Keep engaging with the Diocesan department of Education. A full CPD programme will be provided for RE Leads, including regular updates and guidance, training days and cluster meetings throughout the summer term and the next academic year.
- ✓ Materials to support strong learning journeys, use of resources provided in the Resource Centre (Lat Blaylock/ Adam Robertson)

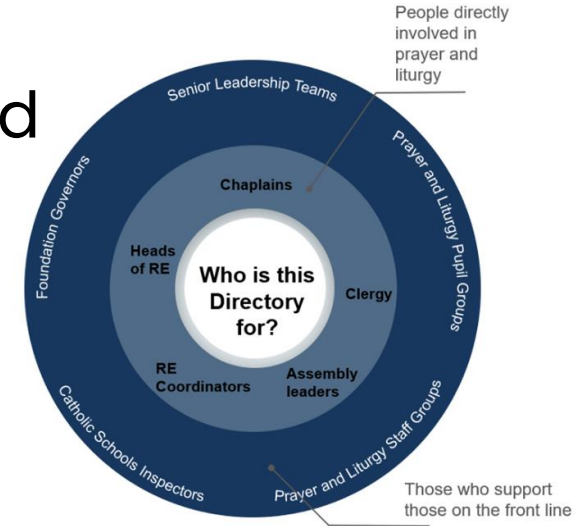
<https://www.dioceseofsalford.org.uk/resource-centre/education/religious-education/primary-re/re-leaders/>

<https://www.atcre.co.uk/cpd-monthly-zoom-2020> January 2021



Prayer and Liturgy Directory (PLD):

- ✓ Produced by Department of Christian Life and Worship and Department of Education and Formation (*CES and Liturgy Office*).
- ✓ Now agreed by Bishops will be available to dioceses in September 2023.
- ✓ Training will be provided to diocesan officers (October 2023) to then facilitate training with schools.
- ✓ Implementation September 2025.



Outstanding	Good	Requires Improvement	Inadequate
3	18	4	0

2 schools left to be inspected.

Thank you to our speakers in the CSI update sessions we have run this term – Sinead Colbeck, Gemma Hickey, Sam Fairhurst, Matt Lawrence.

<https://www.dioceseofsalford.org.uk/resource-centre/education/religious-education/primary-re/re-leaders/>

2023/2024 – 47 schools to be inspected. Schools have been informed.

✓ *Latest CSI documents for schools:*

<https://catholicschoolsinspectorate.org.uk/inspection-documents>
(downloadable documents for schools).

Peter.Moore@dioceseofsalford.org.uk

When will I next be inspected?

Schools judged good or outstanding

<u>Year of last inspection</u>	<u>Next inspection before end of academic year</u>
2014-15	2022-23
2015-16	2023-24
2016-17	2024-25
2017-18	2025-26
2018-19	2026-2027
2019-2020 and 2022-23	5 year cycle restarts 2027-2028
2023-24	2028-2029

Schools judged RI...

Please note that this is more flexible and is in negotiation with the Diocese and CSI . It usually takes place after 3 years of the last inspection to allow time to address the issues raised but can be sooner and no later than the 5 years.

Year of last RI inspection	Potential date of next inspection
2017-18	2023-24
2018-19	2024-25
2019-20	2025-26
2022-23	2025-26
2023-24?? if any	2026-27

Please be aware that the Bishop has the right to inspect his school at anytime and that the inspection will take place during the academic year identified below but not necessarily the exact term you were last inspected.

Autumn RE CPD:



Date	Session	Venue
Wednesday 8 th November 2023	Primary RE Leads –Developing Scripture in Primary RE. Dr Margaret Carswell. (70 places) (1 place per school, booking will open in September)	Dunkenhalgh. 9 –3 pm
Thursday 9 th November 2023	Primary RE Leads –Developing Scripture in Primary RE. Dr Margaret Carswell. (50 places) (1 place per school, booking will open in September)	Cathedral Centre 9 –3 pm
Tuesday 21 st November 2023	Primary RE Lead Cluster Briefings (North)	Zoom 3.30 – 4.45pm
Wednesday 22 nd November 2023	Primary RE Lead Cluster Briefings (Central)	Zoom 3.30 – 4.45pm
Thursday 23 rd November 2023	Primary RE Lead Cluster Briefings (South)	Zoom 3.30 – 4.45pm

eventbrite

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New to Leading Primary RE. Half termly sessions beginning in early October (dates to be confirmed).

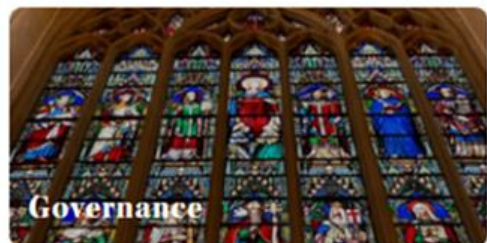
For RE Leads who are new to the role of leading RE and have not led a core subject before.

There will be 5 sessions over the academic year focusing on different aspects of RE subject leadership.

Zoom 3.45 – 5pm. Please email Catherine.moss@dioceseofsalford.org.uk if this interests or applies to you.



Resource Centre:



- ✓ For all teaching staff.
- ✓ Continue to update with resources incl. Prayer and Liturgy half termly newsletter and RE Lead updates.
- ✓ All CPD training in Primary RE Leaders section. (*incl. PP from cluster session – Caritas, Laudato Si Centre CAFOD, SVP*).
- ✓ CSI documents – descriptors, CSED.

Please email education@dioceseofsalford.org.uk for password / log-in details



SAVE THE DATE!

Hope in the Future Celebration Event
'Together we are Ambassadors for Christ!'

Tuesday 3rd October 2023, 9:45am - 2:00pm
The Edge, Riveredge, Wigan WN3 5AB
5 spaces per school (Year 5 and above)

School Planner 2023 - 2024

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
01	01	01	01	01	01
02	02	02	02	02	02
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29	29	29	29	29	29
30	30	30	30	30	30
31	31	31	31	31	31

Catholic Social Teaching

Catholic Social Teaching tells us how our Catholic faith guides our actions. It comes from scripture, letters written by popes and holy people, and the examples set by Christians throughout history.

The children of St Chad's school are speaking out for justice, showing **solidarity** with our global family.

“Love your neighbour as yourself.”
 Matthew 22:39

Here are nine principles, or ways of living out

CATHOLIC SOCIAL TEACHING

cafod.org.uk/cstprimary

Human Dignity
 EVERYONE IS SPECIAL
 We are beautifully made in the image and likeness of God.

The Common Good
 THINKING OF EVERYONE
 We are called to work for the good of each and of all.

Participation
 TAKING PART
 We all have the right and duty to participate fully in society.

Subsidiarity
 EVERYONE SHOULD HAVE A SAY
 We are called to empower communities, to let everyone have a say.

Stewardship
 CARING FOR GOD'S GIFTS
 We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet.

Preferential Option for the Poor
 PUTTING PEOPLE MOST IN NEED FIRST
 The needs of the poor and vulnerable should be put first.

Solidarity
 SHOWING WE CARE
 God created us as one global family called to support our brothers and sisters.

Distributive Justice
 SHARING FAIRLY
 Everyone should have access to their fair share of resources.

Promoting Peace
 BEING PEACEMAKERS
 We can be God's instruments of peace through seeking justice.

Human dignity: everyone is beautifully made in the image and likeness of God, just like Abdul and Mohammed in Ethiopia.

Luana in Brazil (above) and Drishti in Bangladesh (left) understand that we are guardians of God's creation. They live out **stewardship** by caring for God's gifts.

Chikondi is a big fan of the **Common Good**. She reminds us that children all over the world are working for the good of each and of all.

Sent into all primary schools in June.
 Free print copies available from CAFOD Shop & Resources | Campaigning, Theology & Fundraising aids – CAFOD Shop



[Catholic Social Teaching resources for children \(cafod.org.uk\)](https://cafod.org.uk)

CAFOD: Introduction to Catholic Social Teaching

CAFOD Education Team
schools@cafod.org.uk



NEW! Staff led CST CPD resource

Free to download, including:
Presentation, facilitator's script, resources

[CPD for Catholic schools \(cafod.org.uk\)](https://cafod.org.uk)

Introduction to Catholic Social Teaching

Embedding Catholic Social Teaching in order to support the Catholic life and mission of your school



Facilitator's handbook

When one person has
a right, others have a
responsibility to uphold
that right.

"Samuel told the
people the rights
and duties
of the kingship."

1 Samuel 10:25



Young people demand change.

Laudato Si' 13

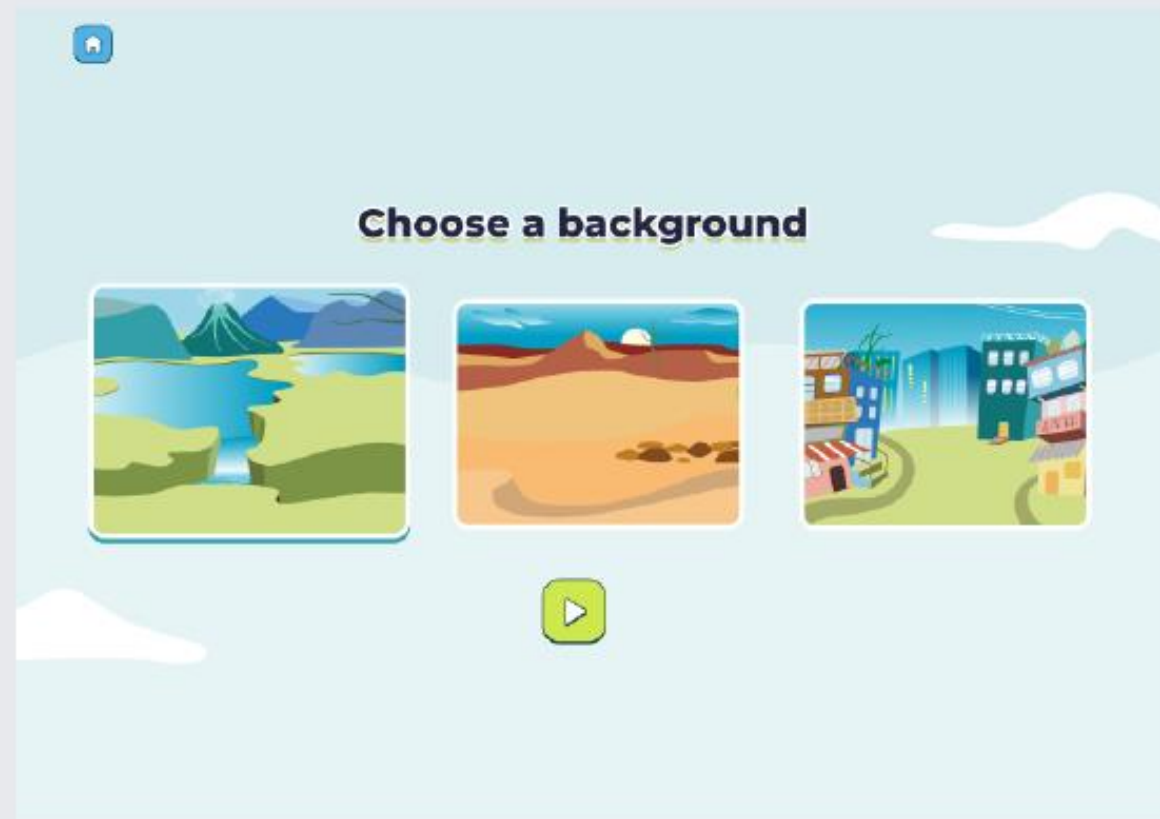
These exciting and inspirational campaigning resources will help children to understand:

- Why our faith compels us to take action against injustice
- The link between campaigning and CST
- How change happens
- How their voices can be heard, how to take action

Join together to act in solidarity for the common good,
and support the Catholic life and mission of your school

YOUNG PEOPLE
DEMAND
change
Pope Francis:
Laudato Si'

New EYFS game ready in September 23



Coming Soon: Life to the Full Plus!

Learn more about our new PSHE / Health and Wellbeing package for primary schools...

Updates

Ten:Ten
Resources



There are some exciting developments here at **Ten Ten Resources**. After an overwhelmingly positive response to our research and feedback last month, we are delighted to tell you more about our brand new package coming this year – **Life to the Full Plus!**

What?

We are producing an add-on subscription to **Life to the Full**, which will fully integrate the **PSHE / Health and Wellbeing curriculum** within your existing Relationships and Health Education programme.

Content will cover areas such as Transitions to new class/school, Money and Careers, Diversity, Online Safety and more.

You can expect more of our creative, media-rich content, along with lots of new features, assessments and activities.

When?

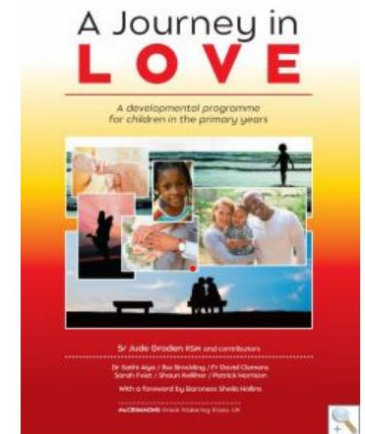
We'll be releasing this subscription sign up with more information on the pathways, session overviews and mapping for you to begin planning from **June 2023**.

All resources will then be available for use in **August 2023**.

Let us know what you think!

Are you excited? Is there anything you'd love to see covered within **Life to the Full Plus**? Would you like your school/pupils to be considered for filming projects? Let us know at contact@tentenresources.co.uk

<https://www.tentenresources.co.uk/the-hub/ltf-plus/>



<https://www.mccrimmons.com/shop/books/a-journey-in-love-volume-1--book/>



Thank You

hannah dunnett

My presence will go with you,
and I will give you rest.

Exodus 33:14

