

**Religious Education – Diocese of Plymouth**  
**Overview of the Year 2025/2026**

**Autumn Term 2025**

Year group	Term 1	Term 2
<b>Reception</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 1</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 2</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 3</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 4</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 5</b>	RED Branch 1: <b>Creation and Covenant</b>	RED Branch 2: <b>Prophecy and Promise</b>
<b>Year 6</b>	Year 5 RED Branch 1: <b>Creation and Covenant</b>	Year 5 RED Branch 2: <b>Prophecy and Promise</b>

**Spring Term 2026**

Year group	Term 3	Term 4
<b>Reception</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 1</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 2</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 3</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 4</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 5</b>	RED Branch 3: <b>Galilee to Jerusalem</b>	RED Branch 4: <b>Desert to Garden</b>
<b>Year 6</b>	Year 5 RED Branch 3: <b>Galilee to Jerusalem</b>	Year 5 RED Branch 4: <b>Desert to Garden</b>

**Summer Term 2026**

Year group	Term 5	Term 6
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<b>Reception</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 1</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 2</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 3</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 4</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 5</b>	RED Branch 5: <b>Ends of the Earth</b>	RED Branch 6: <b>Dialogue and Encounter</b>		
<b>Year 6</b>	Year 5 RED Branch 5: <b>Ends of the Earth</b>	Year 5 RED Branch 6: <b>Dialogue and Encounter</b>		

**Diocesan Guidance:**

**The Religious Education Directory**

RED branches align to a 6-term school year – one branch per term. CPDF recordings to support class teachers to teach each branch of the RED curriculum are available to download from our website.

**RE Assessment**

Schools should prioritise assessment as an essential component of good and outstanding teaching. Assessment should incorporate ongoing formative assessment as well as formal summative assessment.

All RED primary year groups should assess using the 'I can' statements. These are aligned to the 'Understand' Expected Outcomes in the RED. The 'I can' statements are designed to be used by both staff and pupils. The 'I can' approach reflects the good practice outlined in the Catholic Schools Inspectorate framework for pupils to self-evaluate and to know and understand their next steps.

Pupils will need to be taught how to self-assess, particularly if this is not already a standard approach across other school subjects. They will require support until this becomes a familiar process. Teachers should evaluate the accuracy of pupils' judgements by reviewing their oral and written responses and considering what this tells them about pupils' current attainment. Teachers are advised to provide pupils with the opportunity to review the learning from each branch before self-assessing against the statements. This learning review may be completed in



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a variety of ways. For example, teachers might provide opportunities for pupils to look back at books and floor books and to revisit learning walls. They might choose to use quizzing; to ask pupils to produce written summaries of a branch; to write/draw mind maps; to make oral presentations in small groups. Schools are best placed to make decisions about how to complete a review of learning and we will be keen to gather feedback on the approach schools take as we progress through this implementation period.

Trial summative assessment tasks are being introduced in some primary year groups. Teachers are encouraged to provide time for pupils to revise RE learning prior to the task so that they can consolidate prior learning. Pupils should not have access to the task during this revision period. The task is designed to be unseen. Summative RE data should be moderated and submitted on INSIGHT.

Copies of the 'I can' statements are available in each primary year group's branch folder on the diocesan website. All primary resources, including the year 3 summative tasks and sample quizzes, may be found on the Plymouth Diocese teaching resources page:

<https://www.plymouth-diocese.org.uk/teaching-resources/>