

PHHS RE Curriculum Pathways 2026-27

We continue the Long Term Plan based on the New RE Directory RED. The first three-year cycle on a new RE program based on RED has been completed in the last 3 academic years. Year 2026-27 is Cycle 1

Planning for RE in PSHE School has been created by adapting the Religious Education Directory (RED) curriculum by teaching Bible stories through more chronological order to better meet the needs of our learners. While the RED provides a rich and structured theological framework, its thematic approach can sometimes make it difficult for pupils with additional learning needs to form clear and connected understandings of Scripture. Presenting Bible stories chronologically supports students in developing a coherent narrative of salvation history, helping them to see how key events and figures are linked over time. This sequential approach reduces cognitive load, aids memory retention, and provides a clear framework that is more accessible for pupils who benefit from repetition, structure, and predictable progression. By ensuring that all major Bible stories are explicitly taught, the school can provide a more inclusive curriculum, allowing every child to encounter the fullness of the Gospel message. This adaptation maintains the core aims of Catholic education—encountering Christ, understanding Scripture, and developing faith—while responding sensitively to the learning profiles of SEN pupils, enabling them to access, engage with, and grow in their understanding of God's story. RE Pathways are based on the way RE topics are approached according to students' abilities. The same pathways are continued across all subjects. Colour coding has been used in RE planning for consistency and the clarity of evidence: **Pathway 1** **Pathway 2** **Pathway 3**

We will continue the whole school approach to RE themes to allow students experiencing Liturgical aspects of learned topics within the community of the school. The same RE themes will be taught in each Pathway, but by different activities aimed at ability levels. This is to ensure students' full participation and engagement from the first steps of **exploration**, leading to new **discoveries** and prompting students' personal response. RE lessons are planned in a variety of settings; including the chapel, Peace Garden, playgrounds as well as trips to local churches and places of worship for different faiths. The lessons are enriched by elements of prayer and simple meditation.

Pathway 1 EXPLORERS PH+ Functional Curriculum	Pathway 2 DISCOVERERS Semi Formal Curriculum	Pathway 3 ADVENTURERS Formal Curriculum
Assessment: Pathway 1 Curriculum Framework	Assessment: Pathway 2 Curriculum Framework	Assessment: Pathway 3 Curriculum Framework
Students are learning about RE themes through sensory exploration supported by repetition of visual and auditory media chosen specifically for the topic which would create a unique spiritual and multi-sensory setting to concentrate, explore and experience religious and spiritual aspects. RE lessons are taught in a multi-sensory environment created within the class as well as in a variety of settings around the school especially prepared for particular topics with sets of artifacts representing whatever religious tradition students are learning about. This approach is based on Symbolic Catechesis - Symbol of Faith.	Students are learning about Rethemes through exploration and practical hands-on experiences related to particular topics which leads to reflection and encourages students' personal discoveries related to faith, religion, spiritual and moral aspects of life. Planned activities are based on experiential learning which will be linked to RE topics at the required levels. By engaging students in hand on experiences and reflection students will be able to start connecting theories and knowledge learned in the classroom with real world situations, discovering religious aspects of traditions, spiritual meaning of symbols and starting to recognise emergent links between topics.	Students are learning about RE themes through a topic-based approach combined with experiential learning which leads to reflection, encourages student's personal discoveries and prompts their engagement and response related to faith, religion, spiritual and moral aspects of life and their own personal everyday choices. Students investigate topics from National Curriculum through a variety of activities and experiences aimed to develop higher order thinking skills; critical thinking and problem solving. Planned activities are aimed to encourage students' engagement in research and discussion on religious

Planned activities are aimed at practicing fine motor skills, functional skills and daily living skills which will be linked to RE topics at the required levels. Students in this cohort are mostly non- verbal so RE themes will be approached by a range of preferable activities based on personal Sensory Passport and students Communication Profiles. In Pathway 1 students are learning to recognise and explore some aspects of religious celebrations. Liturgical events and religious celebrations within the school are joined by students in small groups and at their own pace to enable their participation.				Activities are aimed to encourage and initiate emergent communication leading students to express their personal discoveries and practice social interaction skills within the group of peers. This is the widest group so levels between classes will vary with tendencies towards Pathway 1 or 3. In Pathway 2 students are learning to recognise religious celebrations, discovering God's presence in our everyday life. Students are encouraged to fully participate in liturgical events and religious celebrations within the school, deepening their experience of religious celebrations within the school community.				topics. Students use their learned knowledge to connect theories with real word situations, using the links between topics to become an adventurer of faith. The adventure of faith starts with practical activities during RE lessons, prompting communication, social interactions and students' independence preparing students for life as a responsible member of the wider community. In Pathway 3 students take active part in religious celebrations, learning how to become an active witness of their faith. Students are encouraged to take active roles in planning, preparing and leading liturgical events and religious celebrations within the school.							
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Accreditation: KS4 and KS5 ASDAN Towards Independence not applicable to RE				Accreditation: KS4 and KS5 ASDAN Transitional Challenges				Accreditation: KS4 and KS5 ASDAN Transitional Challenges KS4 and KS5 Personal Development Programs							
KS 3 / 4				KS 5			KS 3			KS 4		KS 5		KS 4	KS 5
PH+A	PH+B	PH+C	PH+D	VBC+A	VBC+B	VBC+C	3 A	3 B	3 C	4 A	4 B	VBC D	VBC E	4 B	---
Expected outcomes are based mostly but not exclusively on adaptation of RED for EYFS / Y1 / Y2				Expected outcomes are based mostly but not exclusively on adaptation of RED for EYFS / Y1 / Y2			Expected outcomes are based mostly but not exclusively on adaptation of RED for EYFS / Y1 / Y2			Expected outcomes are based mostly but not exclusively on adaptation of RED for Y2 / Y3 / Y4				Expected outcomes are based mostly but not exclusively on adaptation of RED for Y4 / Y5 / Y6	