



Religious Education & Faith Development (REFD) Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion.

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings.

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible.

This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The intent of the Nishkam Religious Education Curriculum is two-fold. It is designed not only to learn *about*, but also to learn *from* the wisdom within religions, and in doing so, explore the infinite human potential to do good unconditionally. Religious Education will include exploring religious tradition, religious history and religious practice in a multi-religious context. Reflecting the cohort of Nishkam School West London, 50% of the curriculum will focus on the Sikh Dharam and the other 50% will focus on other religions.

Students will explore the unique divinity of the individual, and the commonality of humanity. Similarly, students will explore unique aspects of diverse religions, and their commonalities. They will learn not just to tolerate but genuinely respect all religions, as well as respecting those with no religious identity. Religious education and faith development will also support students to develop and deepen aspects of their own individual religious, spiritual and human identities. They will learn how to deepen their respective religious beliefs and practices.

In addition, they will explore human virtues and how religions emphasise this foundation of goodness. Positive virtues such as honesty, compassion, and service are common across different religions and traditions. Through understanding these principles, we hope to inspire students towards personal commitment in their own religion.

This virtues-led approach will help provide guidance, enabling students to understand their choices, become self-reflective, and flourish from the choices they may make. Virtues are modelled, exemplified, and articulated by teachers, and will shape students' abilities to interpret and influence the world around them. Students will be able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation.

Nishkam students will be able to:

- Encounter value systems found in all religions.
- Learn about and from religions, and their impact on culture, politics, art, history, and on the lives of their followers.
- Appreciate the significant part that religions play in the lives of ordinary people as well as in shaping culture and heritage locally in the UK, and globally.
- Develop investigative and research skills to enable them to make reasoned judgements about religious issues.
- Develop an understanding of religious faith and understand their own search for the expression of truth.
- Make their own spiritual/philosophical convictions, exploring and enriching their own religious faith and beliefs.
- Reflect on their own experiences and develop a personal response to the fundamental questions of life.
- Respect other people's views and celebrate the diversity in society.
- Thrive in different and diverse environments and be inspired, encouraged, and supported to contribute positively and selflessly to their society.
- Be academically successful and qualified, and develop a global, altruistic, and socially engaged outlook.
- Ground their decision-making and critical thinking in a strong foundation of well-defined and frequently practised virtues and principles.

Implementation:

Our RE curriculum provides students with enquiry opportunities to find out about, understand and learn from a range of religions and world views. The religions and themes studied are recurrent, allowing students to build upon prior knowledge over the phases. Students will be taught appropriate and progressive vocabulary so that they are able to consider and express their personal views and beliefs articulately and respectfully.

The Primary Phase follow the Agreed Syllabus for Religious Education (RE) for the London Borough of Hounslow. The curriculum mirrors our vision and aims to help students:

- to look at things beyond themselves
- to discover fundamental things about being human
- to explore faith, spirituality and an awareness of themselves and others
- to develop a deeper sense of their own beliefs and values through reflecting upon why they think and act in particular ways
- to ask challenging and ultimate questions within a context of mutual trust and respect.

It is based around the following areas of enquiry:

- Beliefs, teachings, sources of wisdom and authority (AT1)
- Meaning, purpose and truth (AT2)
- Practices and ways of life (AT1)
- Values and commitments (AT2)

- Ways of expressing meaning (AT1)
- Identity, diversity and belonging (AT2)

In the Secondary Phase, students follow the bespoke Nishkam School Trust Curriculum during Years 7, 8 and 9 and then build on their knowledge and skills when they embark on the Edexcel GCSE pathway at Key Stage 4 (in which the Sikh Dharam and Christianity pathways are followed). They also have an option to continue at KS5. This enables progression of knowledge and skills, as well as the opportunity to create strong links to prior learning throughout KS3-5.

Students cover a wide breadth and depth of content; they have an opportunity to learn both *about* and *from* the Sikh Dharam, and other religions (which have been thematically grouped as Abrahamic and Dharmic to allow exploration of common themes and histories). The other religions studied will include but not be limited to Judaism, Christianity, Islam (Abrahamic); and Hindu and Buddha Dharams (Dharmic).

Inquiry themes mirror the GCSE and A-Level areas of study. The themes which link with KS4 & 5 and which are introduced throughout KS3 include:

- The human relationship with God
- Religious beliefs, values and teachings (KS4+5)
- Sources of wisdom and authority (KS4+5)
- Living the religious life (practices that shape and express religious identity) (KS4+5)
- Religion, Peace and Conflict (KS4)
 - o Crime and Punishment (KS4)
 - o Peace and Conflict (KS4)
- Religion and Ethics (KS4)
 - o Marriage and family (KS4)
 - o Matters of life and death (KS4)
- Religion, Philosophy and Social Justice (KS4)
 - o Philosophy of Religion (KS4)
 - o Equality (KS4)
- Religion and Society (KS5)
- Social and historical developments (KS5)

Curriculum Overview						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Believing		Behaving		Belonging	
Area of enquiry	A. Beliefs, teachings, sources of wisdom and authority (AT1) E. Meaning, purpose and truth (AT2)		B. Practices and ways of life (AT1) F. values and commitments (AT2)		C. Ways of expressing meaning (AT1) D. Identity, diversity and belonging (AT2)	
Key questions	-How do religions and worldviews understand and develop beliefs and teachings within their traditions? -How do people tackle the big questions life?		-How do people keep in touch with their faith and/or worldview? -What is the best possible use of life?		-How do people communicate their beliefs and values to others? -What do religions and worldviews say about human nature?	
EYFS	What makes people special?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
1	What do Christians believe about God?	What can we learn from Creation stories?	What is Islam?	Why is prayer important for many people?	What does it mean to be a member of the Jewish community?	What role do festivals and holy days play in the life of faith?
2	What is Buddhism?	What is the place of the church in Christianity?	How can Humanism help us to care for one another?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?
3	What is the significance of Easter within Christianity?	How do sacred scriptures inform religious beliefs?	Why is pilgrimage important in some religious traditions?	What does Sikhism teach us about selfless service?	What can we learn from different religious symbols?	Why are festivals, celebrations and High Holy Days so important within Judaism?
4	What do Muslims believe?	What do Jewish people believe about God?	How can significant religious figures inspire us?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What contribution can religion make to our society?
5	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	In what ways can art and design express religious belief?	What place do festivals, worship and celebrations	How is human identity and belonging shaped by faith and belief?	What does it mean to be a Muslim?

				have within Hinduism?		
6	Does religion help us to understand human suffering?	Why is the Torah so important within Judaism?	In what ways do Christians in different denominations worship?	How can religion promote peace and justice in our society?	What happens in the mosque?	What happens in the Gurdwara?
7	<p>How can humans fulfil life's purpose?</p> <ul style="list-style-type: none"> • What wisdom do religions and worldviews offer to understand the human journey and the purpose of life? • How can humans fulfil life's purpose from these perspectives? <p>Why is compassion important in the practice of religion?</p> <ul style="list-style-type: none"> • What is compassion? • What wisdom do religions offer about compassion? • How is compassion manifested across religions? • How can compassion be exercised and put into practice? 	<p>What virtues did religious founders and leaders embody and teach?</p> <ul style="list-style-type: none"> • How did the virtues that religious leaders embodied and taught shape those religions? • What social, political and historical climates impacted religious founders and leaders? • How did religious founders and leaders react to challenges? How did they remain true to their virtues and principles in their responses? • How are religious founders and leaders role models for us today? 	<p>How do core religious tenets shape belief, behaviour and belonging?</p> <ul style="list-style-type: none"> • What are the core tenets across different religions? • How do they manifest in belief, behaviour and belonging? 			

<p>8</p>	<p>How do religious people signify major landmarks in their religions?</p> <ul style="list-style-type: none"> • What are the main festivals across religions? • What are their significance? • How are they celebrated or commemorated? <p>How do religious people communicate and connect with God or the divine?</p> <ul style="list-style-type: none"> • What is prayer and what are the origins of prayer? • How is prayer manifested across religions? • How can prayer and prayerfulness be exercised and put into practice? 	<p>Why is selfless service important in the practice of religion?</p> <ul style="list-style-type: none"> • What is selfless service? • What wisdom do religions offer about selfless service? • How is selfless service manifested across religions? • How can selfless service be exercised and put into practice? <p>What is the purpose of places of worship?</p> <ul style="list-style-type: none"> • What are the different places of worship across religions? • What is their significance? • How are they manifestations of that religion's beliefs and practices? 	<p>How do religious people kindle their connection with God or the divine?</p> <ul style="list-style-type: none"> • What form does commitment or initiation take in religion? • What is the importance of commitment and initiation? • How does a commitment or initiation kindle a connection with God or the divine? • What are articles of faith and their connection to religious identity (belief, behaviour and belonging)? • How can a commitment can be made? 	
<p>9</p>	<p>Does being religious mean being inter-religious?</p> <ul style="list-style-type: none"> • What are the different approaches and responses to multi-religious engagement across religions? <p>What do Sikhs believe about War?</p> <p>Why is forgiveness important in the practice of religion?</p> <ul style="list-style-type: none"> • What is forgiveness? • What wisdom do religions offer about forgiveness? • How is forgiveness manifested across religions? 	<p>Beliefs in God; Christianity</p> <p>Students will learn about the following areas:</p> <ul style="list-style-type: none"> • The Trinity • Creation of the world • The Incarnation of Jesus • The Salvation of Jesus • Christian Eschatology • Revelation • Visions • Miracles • Religious experiences • Christian teachings about prayers 	<p>Philosophy of Religion; Christian Perspective</p> <p>Students will learn about the Christian beliefs about the following areas:</p> <ul style="list-style-type: none"> • The Problem of Evil • Divergent solutions to the problem of evil • The Design argument 	<p>Living a Christian Life</p> <p>Students will learn about the various activities that a Christian will take part in, as part of their religious life:</p> <ul style="list-style-type: none"> • Christian Worship • The Sacraments • Prayer • Pilgrimage • Christian Celebrations • The future of the church

	<ul style="list-style-type: none"> • How can forgiveness be exercised and put into practice? <p>Has gender equality been achieved in religious communities?</p> <ul style="list-style-type: none"> • What is the role of women in religion, in religious history and in today's religious communities (local and global)? • What are the challenges and opportunities for gender equality? <p>What does it mean to be a religious person in the world today?</p> <ul style="list-style-type: none"> • What impact has migration and the diaspora had on religious communities? • What challenges have religious minorities encountered? <ul style="list-style-type: none"> ○ Racism ○ Impact of 9/11 and the rise of hate crimes • What challenges and opportunities does a religious person face in the world today? (Local and global). 		<ul style="list-style-type: none"> • The Cosmological argument • Religious Upbringing 	<ul style="list-style-type: none"> • The local Church • The worldwide Church
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<p>10</p>	<p>GCSE Edexcel Christianity Paper</p> <p>Equality Students will learn about the Christian view on equality with a specific focus on:</p> <ul style="list-style-type: none"> • Human rights • Equality • Religious freedom • Prejudice and discrimination • Racial harmony • Racial Discrimination • Social Justice • Wealth and Poverty 	<p>GCSE Edexcel Sikh Paper</p> <p>Sikh Beliefs</p> <ul style="list-style-type: none"> • The nature of God • God as creator • The nature of human life • Sikh beliefs about life after death • Purpose of life • The oneness of humanity • Sewa • - Sangat 	<p>GCSE Edexcel Sikh Paper</p> <p>Living the Religious Life Students will learn about the various activities a Sikh will take part in as part of their religious life:</p> <ul style="list-style-type: none"> • Features of the Gurdwara • The Gurdwara • Langar • Nam Japna • Prayer and the Guru Granth Sahib • Akhand Path • - Gurpurbs and Commemorations - Birth and naming rituals and ceremonies
<p>11</p>	<p>GCSE Edexcel Sikh Paper</p> <p>Marriage and the Family</p> <ul style="list-style-type: none"> • The importance and purpose of marriage • The importance of sexual relationships • The importance of Family life • Support for the family in the community • Contraception • Teachings about divorce • Equality of men and women in the family • Divergent teachings about gender prejudice and discrimination 	<p>GCSE Edexcel Sikh Paper</p> <ul style="list-style-type: none"> • The origins of the world • The sanctity of life • Scientific and non-religious explanations about the world • The issue of abortion • The existence of death and the afterlife • Non-religious arguments against life after death • The issue of euthanasia • - Issues in the natural world 	<p>Revision, preparation for examinations</p> <p>Paper 1 – Religion and Ethics through the Sikh Faith</p> <p>Paper 3 – Religion, Philosophy and Social Justice through Christianity</p>

<p>12/13</p>	<p>A level Edexcel</p> <p>Philosophy of Religion</p> <ul style="list-style-type: none"> • An introduction to Philosophical thinking at A level • Arguments for the existence of God • The Design Argument • The Cosmological Argument • The Ontological Argument • Religious Experience <p>Religion and Ethics</p> <ul style="list-style-type: none"> • An Introduction to Ethical theories, practical ethics and the relationship between religion and morality • Environmental Issues • Equality • Utilitarianism • Situation Ethics • Natural Law Theory 	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • The Problem of Evil • Theodicies and solutions to the Problem of Evil • Analogy & Symbol • Verification and Falsification Principle • Language Games <p>Religion and Ethics</p> <ul style="list-style-type: none"> • War and Peace • Sexual Ethics • Meta-ethics • The relationship between religion and Morality • Deontological Ethics • Virtue Ethics • Medical Ethics with a focus on beginning and end of life debates 	<p>Sikhism</p> <ul style="list-style-type: none"> • Sikhs and the divine • The importance of the sangat • Key moral principles and values • The nature, role and status of the Guru Granth Sahib • The lives of the ten Gurus as teachers and exemplar Sikhs • Sikh Identity • The Khalsa and Meditation • Social and historical developments and contemporary significance of liberationist approaches • The importance of the feminine principle in Sikhism • Religion and Society, Religious Freedom and tolerance
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Year 6 to 7 Transition

The knowledge and skills embedded at Key Stage 2 are developed throughout Key Stages 3 and 4. Cross-phase collaboration ensures that there are links through the curriculum content in 3 main areas:

- Religious literacy – Key features of religious tradition, historical context, scripture, expression of faith, religious leaders
- Philosophical and ethical thinking – secular viewpoints, arguments for and against the existence of God, the meaning and purpose of life, ethical issues and theories
- Virtue and Character development – virtues in religious communities, religious diversity, social justice & equality, the importance of community.

Enrichment Opportunities:

Students will have the opportunities to:

- Build and enhance their religious education and faith development throughout the school day and across subject areas through the Nishkam Passport; use of virtues language and practice; collective worship and assemblies; reflection times; prayer times; dedicated prayer spaces; and library resources.
- Visit to local places of worship.
- Hear from speakers on certain topics and from different religions.
- Drop down day on faith identity, in collaboration with the Faith & Belief Forum who work to promote positive relationships between people of all faith and beliefs.
- Engage in and learn from multi-religious initiatives at the Trust level (for example charitable initiatives; Charter for Peace and Reconciliation; Museum of World's Religions; interfaith conferences; Jubilee Centre for Character and Virtues).

Impact:

Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use assessment for learning within lessons to provide live feedback to allow pupils to deepen their understanding and identify gaps in knowledge and skills. Knowledge reviews are planned for spaced retrieval and allow for misconceptions to be addressed and further embed pupils understanding of key knowledge, skills and vocabulary. The progression of skills and knowledge allows teachers to assess the impact over the course of a unit, year and across phases. The scheme of learning is used to identify prior links

and future learning which informs teacher assessment and allows building blocks of learning to further develop schemas within topics and across subjects.

Summative assessments are used alongside knowledge organisers to assess the impact of learning at the end of a unit. This in turn informs future teaching adaptations, based on misconceptions and gaps in knowledge and skills. Enquiry questions are used to assess the impact of the teaching of knowledge, skills and vocabulary by allowing pupils to apply their understanding through reflections and critical thinking.

In the Secondary phase, over the course of their study, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts. Homework tasks are used to support the taught content and are an opportunity for students to respond to the feedback they are given. Tasks are intended to assess their learning *from* as well as *about* faith and will often be examination style questions at GCSE. Tasks are also designed to provide an opportunity for students to reflect on their own religious or non-religious identity and journey even if a different religion or tradition is being explored.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.