Curriculum Content Map AQA Component 2 with Component 1

Term 1

			Half Term 1	
	Month		September	
	Units of Work		Theme A : Relationships & Family Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Contraception. Sexual relationships before marriage,Homosexual relationships.	
Cultural Transmission	Substantive Knowledge	*The What!*	Christian and Muslim Beliefs associated with: **Lesson 1:**The nature of families, including: the role of parents and children,extended families and the nuclear family. The purpose of families, including:procreation, stability and the protection of children, educating children in a faith. **Lesson 2:**Contemporary family issues including:same-sex parents,polygamy. **Lesson 3:**The roles of men and women.Gender equality. Gender prejudice and discrimination, including examples.	Christian and Muslim Practices associated with: **Lesson 4:**The nature and purpose of the sacrament of marriage.(Include Christianity 3.1.2.2. Practices - the role and meaning of all sacraments -the sacrament of baptism and its significance for christians, infant and believers baptisms, different beliefs about infant baptisms, the sacrament of Holy communion/Eucharist and its significance to Christians from the Last Supper, including different ways in which it is celebrated and different interpretations of its meaning. Compare with Islamic pillar Sawm -fasting. Link toIslamic festivals and commemorations and their importance for Muslims in GB today inlcuding the origins and meanings of Id-ul-Adha, ID-ul -Fitr, Ashura.) **Lesson 5:** Sex and sexual relationships before and outside of marriage, cohabitation. Contraception and family planning. Human sexuality including: heterosexual and homosexual relationships -same-sex marriage and cohabitation. **Lesson 6:** Divorce and reasons for divorce.Ethical arguments related to divorce.
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon**: KS3 knowledge of Christianity and Islam. Y7 covereered Islamic and Christian history and teachings. Y9 - the focus on Islamic festivals - the concept of prejudice and the significance of the 5 pillars. Christian charity and the enquiry into 'how radical was Jesus'? **Is further developed in: C**onsidering the role of Muslim and Christian practices	**Builds upon**: The nature of families, the role of relatinships and the role of men and women. The use of nearpod 'Do Now' activities to engage learning from AP3 in Year 9 and checking understanding of previous lessons' content. **Is further developed in:** Considering the role of the universe and the place of human beings within it. The ethics surrounding use of animals for experimentation and consumption.
Cultural Transmission	Summative Assessment		Practice 1 mark and 4 and 5 mark questions	24 mark paper on Relationships & Families to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Friendliness & Civilty	
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	This unit demonstrates the virtues of friendliness and civility as all learners have to be open and respectful of each others views/beliefs about both Christianity and Islam.	
Preparation for Work	Skill		Listening	
Preparation for Work	Link to Skill	*Transferable skills*	This unit embeds listening skills as learners have to listen to varying beliefs and opinions. We will also be practising the skill of listening, as learners will have to be aware of their peer's views about these 2 key religions. Learners will also be able to practice the skill of leadership, by working in groups and having particular tasks to complete and ensure the members of their group remains on task.	
Preparation for Citizenship	SMSC & British Values		Spiritual, Moral & Cultural	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	Spiritual aspects of the study of creation and God / Allah in both Christianity and Islam. Moral aspects of the sanctity of marriage. Cultural similarities and differences.	

			Half Term 2	
	Month		October	November
	Units of Work		Theme B: Religion & Life Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Abortion, Euthanasia, Animal experimentation.	
Cultural Transmission	Substantive Knowledge	*The What!*	Christian and Muslim Beliefs associated with: **Lesson 1:** The origins of the universe, including:religious teachings about the origins of the universe, and different interpretations of these -(include Christianity 3.1.2.1 Different Christian beliefs about creation icluding the role of the word and spirit (**John 1:1-3 and Genesis1: 1-3**) and the relationship between scientific views, such as the Big Bang theory, and religious views. **Lesson 2:** The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.The use and abuse of the environment, including the use of natural resources, pollution. **Lesson 3:** The use and abuse of animals, including:animal experimentation the use of animals for food.	Christian and Muslim Practices associated with: **Lesson 4:** The origins of life, including:religious teachings about the origins of human life, and different interpretations of these, the relationship between scientific views, such as evolution, and religious views. **Lesson 5:** The concepts of sanctity of life and the quality of life.Abortion, including situations when the mother's life is at risk.Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.Euthanasia. **Lesson 6:** Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon**: Builds upon the teachings of the sacraments and the different interpretations of these. The nature of relationships and the different teachings of these. Continual use of nearpod 'Do Now activities' and green pen improvement tasks to support students' understanding of how to engage with certain question types - notably the 12-mark questions which will be deep marked. **Is further developed in:** Moves into the teachings of ethical arguments towards abortion and the sanctity of life and beliefs towards the value of human life.	**Builds upon**: This unit builds upon lessons 1-2 considering Christian teachings of creation **Is further developed in:** We consider the philosophical arguments for and against God and the nature of evil and suffering. Supported with retrieval of 4, 5 and 12 mark questions.
Cultural Transmission	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on Religion and Life to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Courage	Generosity
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	This unit demonstrates the virtue of courage as it enables learners to have the confidence to share their views about Christianity and Islam. Throughout this unit, learners will also practice generosity, by assisting their classmates if needed.	In this unit, we consider the generosity interwoven into the teachings of Islam and Christianity. In lessons we shall be generous to one another as we share new ideas and converse to reach new understanding of these faiths.
Preparation for Work	Skill		Problem-solving	Creativity
Preparation for Work	Link to Skill	*Transferable skills*	Learners will exercise the skill of problem-solving and creativity, by firstly considering both strengths and weaknesses of these two religions and then learning how to formulate their own views based on these advantages and disadvantages.	Using creativity to come up with different possible theories on the creation.Wonder and awe of the creation story.
Preparation for Citizenship	SMSC & British Values		Spiritual, Moral & Cultural	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	Spiritual aspects of the study of creation and God / Allah in both Christianity and Islam. Moral aspects of the sanctity of life. Cultural similarities and differences.	

			Half Term 3	
	Month		January	February
	Units of Work		Theme C: the existence of God & Revelation Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:Visions,Miracles, Nature as general revelation.	
Cultural Transmission	Substantive Knowledge	*The What!*	: **Lesson 1:** Philosophical arguments for and against the existence of God: The Design argument, including its strengths and weaknesses;the First Cause argument, including its strengths and weaknesses; the argument from miracles, including its strengths and weaknesses, and one example of a miracle. **Lesson 2:** Evil and suffering as an argument against the existence of God. **Lesson 3**: Arguments based on science against the existence of God.	**Lesson 4:** The nature of the divine and revelation - Special revelation as a source of knowledge about the divine **Lesson 5:** Enlightenment as a source of knowledge about the divine. The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:the problems of different ideas about the divine arising from these experiences alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken. L **Lesson 6:** General revelation: nature and scripture as a way of understanding the divine. Different ideas about the divine that come from these sources:omnipotent and omniscient,personal and impersonal,immanent and transcendent.
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon:** The origins of life and scientic views and its relationship with religion **Is further developed in:** The nature of the divine and role of scripture as sources that relay wisdom and and authority.	**Builds upon**: Philosophical arguments and the general revelation of the Divine. Builds upon KS3 Y7 Humanism and non-religious beliefs **Is further developed in:** Different beliefs between Christian and Islam - the role of religion in just war and violence
Cultural Transmission	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on Existence of God and Revelation to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Gratitude	Good Speech
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	This unit demonstrates the virtue of gratitude and good speech, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.	This unit demonstrates the virtue of gratitude and good speech, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.
Preparation for Work	Skill		Staying Positive	Speaking
Preparation for Work	Link to Skill	*Transferable skills*	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.
Preparation for Citizenship	SMSC & British Values		Spiritual	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	Spiritual understanding of revelation and the general revelation in nature	

			Half Term 4	
	Month		February	March
	Units of Work		Religion, Peace & Conflict Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence, Weapons of mass destruction,Pacifism.	
Cultural Transmission	Substantive Knowledge	*The What!*	Christian and Muslim Beliefs associated with: **Lesson 1**: Religion, violence, terrorism and war.The meaning and significance of peace, justice, forgiveness, reconciliation. **Lesson 3:** Reasons for war, including greed, self-defence and retaliation.The Just War Theory, including the criteria for a just war.Holy war.Pacifism.	Christian and Muslim Practices associated with: **Lesson 4**: Religion and belief in 21 st century conflict. Religion and belief as a cause of war and violence in the contemporary world. **Lesson 5:** Nuclear weapons, including nuclear deterrence.The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. **Lesson 6:** Religious responses to the victims of war including the work of one present day religious organisation.
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon**: KS3 and the nature of Christian and Islamic beliefs and role of peace and charity in Y9. **Is further developed in: T**he nature of a just war and religious responses to war. 1. 4. 5 and 12 mark questions	**Builds upon:** The role of a just war, justice, peace and conflict. Retrieval of Ks3 knowledge of Christian and Islamic teachings of notable figures who have strove to support peace and the end of conflict. Use of 'Do Now' retrieval tasks and green imrovement tasks. **Is further developed in:** Views about hatred, justice and murder. The role of original sin and salvation. Theme returns in Y11 as we consider peace and justice again.
Cultural Transmission	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on Religion, Peace & Conflict to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Good Speech	Good Temper & Humour
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	This unit demonstrates the virtue of gratitude and good speech, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.	This unit demonstrates the virtue of good temper and humour as the learners will have to respond appropriately to key practices in both Christianity and Islam. Additionally, this unit embeds good-speech, as everyone will respect the thoughts and opinions of their peers, and verbalise their responses in a fair and respectful way.
Preparation for Work	Skill		Speaking	Staying Positive
Preparation for Work	Link to Skill	*Transferable skills*	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.
Preparation for Citizenship	SMSC & British Values		Spiritual, Moral, Social & Cultural	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	Respect and tolerance for people to have the freedom in a democratic society to carry out the types of worship of their choice. Moral issues associated with weapons of mass destruction and a Just War.	

			Half Term 5	
	Month		April	May
	Units of Work		Religion, Crime & Punishment Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Corporal punishment. Death penalty. Forgiveness.	
Cultural Transmission	Substantive Knowledge	*The What!*	Christian and Muslim Beliefs associated with: **Lesson 1:** Religion, crime and the causes of crime Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including:poverty and upbringing,mental illness and addiction,greed and hate,opposition to an unjust law.Views about people who break the law for these reasons. **Lesson 2:** Views about different types of crime, including hate crimes, theft and murder. **Lesson 3:** Christainity 3.1.2.1 sin, original sin, the means of salvation, including law, grace and spirit, the role of Christ in salvation, including the idea of atonement. Shi'a islam - one of ten acts Amr-bil-Maroof – encouraging people to do what is good: Enjoin what is right and forbid what is wrong	Christian and Muslim Practices associated with: **Lesson 4:** Religion and punishment -The aims of punishment,including:retribution,deterrence,reformation. **Lesson 5:** The treatment of criminals, including: prison,corporal punishment,community service. Forgiveness. **Lesson 6:** The death penalty.Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon:** The nature of justice, war and peace. **Views about hatred. Is further developed in:** The role of religion and peace and punishment.	**Builds upon:** Christian beliefs associated with religious traditions in Britain, corporal punishment, death penalty and forgiveness**. Is further developed in:** Students will be able to explain contrasting belieds between Islamic and Christian teachings related to the status of women, the freedom of expression and the usef of wealth
Cultural Transmission	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on Religion, Crime & Punishment to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Self-Mastery	Self-Mastery
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Perfecting knowledge and essay writing skills.	Perfecting knowledge and essay writing skills.
Preparation for Work	Skill		Aiming High	Aiming High
Preparation for Work	Link to Skill	*Transferable skills*	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	This unit shows out students how to aim-high, so as to overcome any weaknesses and be confident enough to verbalise areas that need extra work/support.
Preparation for Citizenship	SMSC & British Values		Spiritual, Moral, Social & Cultural	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	The spirituality behind forgiveness of others. The moral understanding of what is right and wrong and what should be punished. The social effects of imprisonment and reformation. The cultural simialrities and differences.	

			Half Term 6	
	Month		June	July
	Units of Work		Religion, Human Rights an Social Justice Lessons 1-6	
Cultural Transmission	AQA		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Status of women in religion. The uses of wealth. Freedom of religious expression.	
Cultural Transmission	Substantive Knowledge	*The What!*	Christian and Muslim Beliefs associated with: Human rights **Lesson 1:** Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. **Lesson 2:** Issues of equality, freedom of religion and belief including freedom of religious expression. Racial prejudice and discrimination.Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. **Lesson 3:** Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.Social justice.	Christian and Muslim Practices associated with: **Lesson 4:** Wealth and poverty -Wealth, including: the right attitude to wealth, the uses of wealth. The responsibilities of wealth, including the duty to tackle poverty and its causes. **Lesson 5:** Exploitation of the poor including issues relating to:fair pay,excessive interest on loans, people-trafficking.The responsibilities of those living in poverty to help themselves overcome the difficulties they face. **Lesson 6**: Charity, including issues related to giving money to the poor .
Cultural Transmission	Disciplinary knowledge	*The How!*	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.	•**apply knowledge** and understanding of two religions • **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand the influence of religion** on individuals, communities and societies • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious beliefs and values set out in the subject content.
Cultural Transmission	Sequencing (Flow)	*Retrieval & Extension*	**Builds upon:** The treatment of criminals, forgiveness and ethics surrounding the death penalty **Is further developed in:** The role of wealth and poverty, exploitation of the poor and charity	**Builds upon:** Y9 Islamic and Christian charity. Christian and Muslim ideas associated with the status of wealth, freedom of religious expression **Is further developed in:** Y11 he nature of families, including: the role of parents and children,extended families and the nuclear family. The purpose of families, including:procreation, stability and the protection of children, educating children in a faith. Contemporary family issues including:same-sex parents,polygamy.The roles of men and women.Gender equality. Gender prejudice and discrimination, including examples.
Cultural Transmission	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on Human Rights & Social Justice to include 1,2,4,5, and 12 mark question
Personal Empowerment	Virtue		Compassion	Good Sense
Personal Empowerment	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Knowing that compassionate people work towards social justice.	Giving money and time to charity in a way that does not affect one's own ability to manage
Preparation for Work	Skill		Speaking	Teamwork
Preparation for Work	Link to Skill	*Transferable skills*	Using our words to support human rights, social justice and equality.	Understanding the role all religions play in raising money for charities and working together for social justice
Preparation for Citizenship	SMSC & British Values		Moral and Social	
Preparation for Citizenship	Link to SMSC & British Values	*Developing opinions on current issues*	The moral underpinning of human rights and the social effects of social justice.	