

REL

## Religion

The subject of religion has its scientific roots primarily in the academic discipline of religious studies, and is by its nature interdisciplinary. It deals with how religions and outlooks on life are expressed in words and action, and how people formulate and relate to ethical and existential issues. The subject covers the importance of belief and ethics for an individual's experience of meaning and belonging.

### Aim of the subject

Teaching in the subject of religion should aim at helping students broaden, deepen and develop knowledge of religions, outlooks on life and ethical standpoints, and where applicable different interpretations of these. Knowledge and understanding of Christianity and its traditions are of special importance since this tradition has nurtured the values underpinning the foundations of Swedish society. Teaching should take as its starting point a view of society characterised by openness regarding lifestyle, outlooks on life, differences between people, and also give students the opportunity to develop a preparedness for understanding and living in a society characterised by diversity. Students should also be given the opportunity to discuss how the relationship between religion and science can be interpreted and understood, regarding, for example, questions about creation and evolution.

Teaching should lead to students developing knowledge of how people's moral attitudes can be understood on the basis of religions and outlooks on life. They should be given the opportunity to reflect on and analyse people's values and beliefs, and thus develop respect and understanding for different ways of thinking and living. Teaching should also give students the opportunity to analyse and assess how religion can relate, amongst other things, to ethnicity, gender, sexuality and socio-economic background.

Teaching should give students the opportunity to analyse texts and concepts, critically examine sources, discuss and argue.

Teaching in the subject of religion should give students the opportunities to develop the following:

- 1) The ability to analyse religions and outlooks on life based on different interpretations and perspectives.
- 2) Knowledge of human identity in relation to religions and outlooks on life.
- 3) Knowledge of different views on the relationships between religion and science, and the ability to analyse these.
- 4) The ability to use ethical concepts, theories and models.

- 5) The ability to examine and analyse ethical issues in relation to Christianity, other religions and outlooks on life.

## Courses in the subject

- Religion 1, 50 credits, which builds on knowledge from the compulsory school or equivalent.
- Religion 2, 50 credits, which builds on the course religion 1.
- Religion – specialisation, 100 credits, which builds on the course religion 1.

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## Religion 1

The course religion 1 covers points 1-5 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Christianity, the other world religions and different outlooks on life, their characteristics and how they are expressed by individuals and groups in the present, in Sweden and the world.
- Different views of human beings and God within and between religions.
- Religion in relation to gender, socio-economic background, ethnicity and sexuality.
- The identities of groups and individuals and how they can be shaped in relation to religion and outlooks on life such as written sources, traditions and historical and contemporary events.
- Different views of the relationship between religion and science in current public debates.
- Interpretation and analysis of different theories and models in normative ethics, and how these can be applied. Ethical and moral views of what a good life and a good society can be.
- Analysis of arguments on ethical issues based on Christianity, other world religions, outlooks on life, and students' own standpoints.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can **in basic terms** give an account of and analyse world religions and some outlooks on life, and **in basic terms** give an account of their characteristics and their expression historically, in the present, in Sweden and in the world. In their analysis, students explain **simple** relationships and draw **simple** conclusions about world religions and outlooks on life in relation to individuals, groups and societies based on different interpretations and perspectives. Furthermore, students can **in basic terms** give an account of similarities and differences between world religions' views of Man and God, and support their reasoning with **simple** arguments.

Students give **some** examples of how identity can be shaped in relation to religion and outlooks on life, and make a **simple** analysis of this relationship in which students describe **simple** relationships and draw **simple** conclusions. Students can **in**

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**basic terms** give an account of how religion can relate to ethnicity, gender, sexuality and socio-economic background.

Students can **in basic terms** give an account of different views on the relationship between religion and science. In addition, students can make a **simple** analysis of the different views.

Students can **in basic terms** describe what distinguishes some normative ethical theories and models, carry out a **simple** analysis of the models, and use these to give **simple** arguments on **some** issues. Students apply **simple** reasoning about what a good life and a good society can be based on virtue ethics and other ethical approaches.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **in detail** give an account of and analyse world religions and some outlooks on life, and **in detail** give an account of their characteristics and expression historically, in the present, in Sweden and in the world. In their analysis, students explain relationships and draw **well grounded** conclusions about world religions and outlooks on life in relation to individuals, groups and societies based on different interpretations and perspectives. Furthermore, students can **in detail** give an account of similarities and differences between world religions' views of Man and God, and support their reasoning with **well grounded** arguments.

Students give **some** examples of how identity can be shaped in relation to religion and outlooks on life, and make an analysis of this relationship in which students describe relationships and draw **well grounded** conclusions. Students can **in detail** give an account of how religion can be related to ethnicity, gender, sexuality and socio-economic background.

Students can **in detail** give an account of different views of the relationship between religion and science. In addition, students can make a **well grounded** analysis of the different views.

Students can **in detail** describe what distinguishes some normative ethical theories and models, carry out an analysis of the models and use them to give **well grounded** arguments on **some** issues. Students apply **well grounded** reasoning about what can constitute a good life and a good society based on virtue ethics and other moral concepts.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **in detail and in a balanced way** give an account of and analyse world religions and some outlooks on life, and **in detail and in a balanced way**

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give an account of their characteristics and their expression historically, in the present, in Sweden and in the world. In their analysis, students explain **complex** relationships and draw **well grounded and balanced** conclusions about world religions and outlooks on life in relation to individuals, groups and societies based on different interpretations and perspectives. Furthermore, students can **in detail and in a balanced way** give an account of similarities and differences between world religions' views of Man and God, and support their reasoning with **well grounded and balanced** arguments.

Students give **several** examples of how identity can be shaped in relation to religion and outlooks on life, and make a **complex** analysis of this relationship in which students describe **complex** relationships and draw **well grounded and balanced** conclusions. Students can **in detail and in a balanced way** give an account of how religion can relate to ethnicity, gender, sexuality and socio-economic background.

Students can **in detail and in a balanced way** give an account of different views on the relationship between religion and science. In addition, students can make a **well grounded and balanced** analysis of the different views.

Students can **in detail and in a balanced way** describe what distinguishes some normative ethical theories and models, carry out a **complex** analysis of the models and use these to give **well grounded and balanced** arguments on **some** issues.

Students apply **well grounded and balanced** reasoning about what can constitute a good life and a good society based on virtue ethics and other ethical approaches.

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## Religion 2

The course religion 2 covers points 1-5 under the heading Aim of the subject, with special emphasis on points 4 and 5. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- New religious movements and trends, what characterises them and how they are related to the world religions.
- Private religiosity. Individual interpretations, and expression of religious beliefs in a society permeated by diversity.
- Religions and outlooks on life of importance for people's identity, affiliation, community and view of gender equality.
- Different views of the relationship between religion and science, how they can be expressed and what they might mean for the individuals' understanding of themselves and their surrounding world.
- Ethical concepts, theories and models. Application of these to issues of relevance to subjects typical of programs, such as ethics regarding biomedicine, animals, the environment or in relations between human beings.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can **in basic terms** give an account of and analyse some religions, new religious movements and outlooks on life, and **in basic terms** give an account of their characteristics and how they are expressed in society. In their analysis, students explain **simple** relationships and draw **simple** conclusions about how they view current societal issues. In addition, students can **in basic terms** give an account of the similarities and differences between on the one hand new religious movements and groups, and on the other hand world religions, and support their reasoning with **simple** arguments. Furthermore, students can **in basic terms** give an account of how religions and outlooks on life may be of importance in how people experience identity.

Students can **in basic terms** give an account of different views on the relationship between religion and science, and draw **simple** conclusions on the importance these views may have on the individual's understanding of himself and his surrounding world.

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Students discuss **in basic terms** ethical issues using ethical concepts and provide on the basis of different ethical theories and models, **simple** arguments on the issues.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **in basic terms** give an account of and analyse some religions, new religious movements and outlooks on life, and **in basic terms** give an account of their characteristics and how they are expressed in society. In their analysis students explain relationships and draw **well grounded** conclusions about how they view current societal issues. In addition, students can **in detail** give an account of the similarities and differences between on the one hand new religious movements and groups, and on the other hand world religions and support their reasoning with **well grounded** arguments. Furthermore, students can **in detail** give an account of how religions and outlooks on life may be of importance in how people experience identity.

Students can **in detail** give an account of different views of the relationship between religion and science, and draw **well grounded** conclusions on the importance these views may have on the individuals' understanding of themselves and their surrounding world.

Students discuss **in detail** ethical issues using ethical concepts and provide on the basis of different ethical theories and models, **well grounded** arguments on the issues.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **in detail and in a balanced way** give an account of and analyse world religions and some outlooks on life, and **in detail and in a balanced way** give an account of their characteristics and how they are expressed in society. In their analysis students explain **complex** relationships and draw **well grounded and balanced** conclusions about how they view current societal issues. In addition, students can **in detail and in a balanced way** give an account of the similarities and differences between on the one hand new religious movements and groups, and on the other hand world religions and support their reasoning with **well grounded and balanced** arguments. Furthermore, students can **in detail and in a balanced way** give an account of how religions and outlooks on life may be of importance in how people experience identity.

Students can **in detail and in a balanced way** give an account of different views of the relationship between religion and science, and draw **well grounded and balanced** conclusions on the importance these views may have on the individual's understanding of himself and his surrounding world.

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Students discuss **in detail and in a balanced way** ethical issues using ethical concepts and provide on the basis of different ethical theories and models, **well grounded and balanced** arguments on the issues.



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## Religion – specialisation

The course religion – specialisation covers points 1 and 3-5 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Specialisation in one or more knowledge areas of the subject, such as key ideas, ethical principles, texts, rites and behavioural patterns in one or more selected religions and outlooks on life.
- Concepts, theories and practices relevant for the knowledge area.
- Analysis and discussion of the knowledge area from historical and contemporary perspectives.
- Source-critical methods in the knowledge area. Examination, analysis and interpretation of texts, pictures and other material from the chosen knowledge area, and of how the knowledge area is represented in different media and source material.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can **in basic terms** give an account of and analyse one or more selected areas of knowledge. In their account students use **with some certainty** concepts, theories and methods relevant to the chosen knowledge area(s). Students can make a **simple** analysis of the knowledge area from historical and contemporary perspectives. In their analysis, students **in basic terms** give an account of the characteristics, factors of influence and development trends, and also draw **simple** conclusions on how the knowledge area has been and is expressed in society.

Students can assess and critically review information about the area knowledge from different media and sources, and draw **simple** conclusions about the relevance, credibility and usability of the information.

Students discuss **in basic terms** ethical issues in relation to their chosen area of knowledge. In discussions students use ethical concepts, and based on different ethical models formulate **simple** arguments on the issues.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **in detail** give an account of and analyse one or more chosen knowledge areas. In their account students use **with some certainty** concepts, theories and methods relevant to the chosen knowledge area(s). Students can make a **simple** analysis of the knowledge area from historical and contemporary perspectives. In their analysis, students **in detail** give an account of the characteristics, factors of influence and development trends, and also draw **well grounded** conclusions on how the knowledge area has been and is expressed in society.

Students can assess and critically review information about the area knowledge from different media and sources, and draw **well grounded** conclusions about the relevance, credibility and usability of the information.

Students discuss **in detail** ethical issues in relation to their chosen area of knowledge. In discussions students use ethical concepts, and based on different ethical models formulate **well grounded** arguments on the issues.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **in detail and a balanced way** give an account of and analyse one or more selected areas of knowledge. In their account students use **with certainty** concepts, theories and methods relevant to the chosen knowledge area(s). Students can make a **complex** analysis of the knowledge area from historical and contemporary perspectives. In their analysis, students **in detail and in a balanced way** give an account of the characteristics, factors of influence and development trends, and also draw **well grounded and balanced** conclusions on how the knowledge area has been and is expressed in society.

Students can assess and critically review information about the area knowledge from different media and sources, and draw **well grounded and balanced** conclusions about the relevance, credibility and usability of the information.

Students discuss **in detail and in a balanced way** ethical issues in relation to their chosen area of knowledge. In discussions students use ethical concepts, and based on different ethical models formulate **well grounded and balanced** arguments on the issues.