Key Stage 4 Learning Outcomes

| **Objective** | **Learning outcomes** | **Notes and Suggestions** |
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| **A**Investigate, study and interpret significant religious and philosophical and ethical issues using a variety of religious language and key terms | Express insightful evaluations of ultimate questions about the purposes and commitments of human life. Express the ethical views of faiths using a variety of religious language accurately | Arguments for and against the existence of God including: the cosmological argument , design argument, an argument from morality and from religious experience,Different religious moral codes and how they are related to moral issues including questions about the environment, sacredness of life and sexuality |
| **A**Develop understanding of and respect for different beliefs and lifestyles and be aware of the importance of dialogue between faiths | Use a range of research methods to examine and critically evaluate varied beliefs and lifestyles and gain an understanding of national initiatives such as community cohesion and the prevent agenda | Religion and conflictReligion and reconciliationPrejudice and DiscriminationWar and Peace – ‘Holy’ warsPacifism |
| **A**Analyse and interpret the diverse experience of individuals within faiths and evaluate how they are expressed both spiritually and physically**B**Develop critical enquiry and thinking skills during their research into religious beliefs and practices and be able to express their ideas in a variety of media | Critically evaluated the beliefs and practices of religions and world views using a range of arguments and evidence to interpret and evaluate issues and draw balanced conclusionsArgue for and justify their own positions with regard to key questions about the nature of religious belief as expressed through sacred texts and practices providing a detailed evaluation of different perspectives | Religion , human rights and social justiceResearch into the creation of at least two sacred texts (new GCSE requirement is that at least two religions are studied at GCSE)Study of the Qur’anic and Biblical texts linked to key ethical questions How extremist and fundamentalist views are sometimes justified by reference to particular interpretations of sacred texts |
| **B**Encourage the personal quest for meaning, purpose and value in their own lives increasing their own sense of personal autonomy | Account for varied interpretations of commitment to religions and world views and respond maturely to questions about the expression of identity, diversity, meaning and value | Study of young people and faith, rites of passage and commitmentVariety of belief and practices within the same faith including Christianity and Islam |
| **B**Develop their skills and ability to formulate reasoned opinion and argument and discuss controversial issues and truth claims with sensitivity and maturity | Synthesise their own and others’ arguments about truth claims using coherent reasoning and evidence to interpret sources of wisdom and authority, and evaluate issues, drawing balanced conclusions | Study of truth claims about God and the after -life including world faiths and non-religious world viewsDebate the relationship between science and religionEvolution versus creationism |