



Republic of Zambia  
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

**RELIGIOUS EDUCATION SYLLABUS**  
**2044**  
**G RADE 10 – 12**



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## **Vision**

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

## **PREFACE**

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Senior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkossa  
Permanent Secretary  
**MINISTRY OF EDUCATION,SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

## **Acknowledgements**

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

**MINISTRY OF EDUCATION, SCIENCE,VOCATIONAL TRAINING AND EARLY EDUCATION**

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## **INTRODUCTION**

The aim of Religious Education is to foster the development of personally held civic, moral and spiritual values. The learners are expected to attain a suitable level of competence in knowledge and understanding of spiritual, religious and moral values and the traditions within which they have developed [MOE 1996]. The appreciation of other religions should be drawn from the four main religious traditions in Zambia, [Namely: Christianity, Hinduism indigenous Zambian beliefs and Islam]

Values and character development occurs over a period of years and within a number of environments. The family being the first institution one comes in contact with, the influence of the family continues to be extremely important to a child's character and values development as pupils progress through Education.

The teaching of Religious Education in schools is different from faith development or Evangelism in churches. There is no room for Church Doctrines. The teachers have the obligation of tackling religion from an Educational point of view. In this way young people have the benefit of growing in faith in their churches and coming to a deeper understanding of that commitment as they learn to express it in ways which are intelligible even to those who belong to a different church or faith?

Religious Education has a special role to play in nation-building because it enables people to overcome the barriers of religious prejudice and to avoid bigotry and fanaticism. In order to live together in harmony, people need to or understand one another and accept the fact that others have ways of viewing the World and God which are fundamentally different. They need to have accurate ideas of what other people believe and do. They must develop an attitude of openness and tolerance so that they are ready to listen and ask questions instead of making nasty judgments based on insufficient grounds or in accurate information.

Moral and Spiritual values embrace the attributes of the individual that contribute to the dignity of man, betterment of self and the community, and to the general welfare of mankind.

At Grade ten to Twelve levels many of the challenges contained in the principles outlined can be realized in the syllabus.

Syllabus 2044 consists of five major themes:

- Living in a changing society.
- Order and freedom in society
- Life
- Man and Woman
- Man's response to God through faith and Love

Each theme is divided into Sub-themes, all of which are analyzed from a variety of perspectives to ensure that the topic is covered exhaustively before pupils are challenged to come to a conclusion which is relevant to their lives.

The four perspectives are:

- Present situation
- African Tradition
- Experiences of churches in Africa
- The Bible

## **METHODOLOGY**

Learner-centred teaching focuses on learners, who play a Centre role in teaching and learning activities. It gives them opportunity to participate actively and independently in their learning. With the help of the teacher, they are encouraged to seek an understanding of art activities. A teacher acts as a facilitator to be built on the learner's existing knowledge, skills, values, attitudes and experiences. These experiences should be stimulating for effective learning. Some of the suggested methodologies are as follows:

- Individual work
- Team work
- Question and answer
- Fieldtrips
- Exploration
- Discussion
- Inquiry
- Pairs
- Project work

## **TIME ALLOCATION**

The time allocated for Religious Education is 2 hours 40 minutes (4 periods /week of 40 minutes each).

## **ASSESSMENT**

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative assessment; and Summative assessment will be conducted at the end of the learning process

Final examination at Senior Secondary level will comprise one paper

## **RATIONALE OF TEACHING RELIGIOUS EDUCATION**

The main aim of this subject is to enable learners appreciate the spiritual, moral, religious and cultural values and behaviour based on them. This appreciation is drawn from the main religious traditions in Zambia, Christianity, Hinduism, Indigenous Zambian beliefs and Islam

## **GENERAL OUTCOMES**

It aims at developing knowledge, skills and positive values of:

1. Develop an understanding and appreciation of spiritual and moral values.

## **GRADE 10**

### **GENERAL OUTCOMES:**

1. Develop a holistic view and knowledge of spiritual ,moral and religious values which are relevant to the learner's awareness of life
2. Demonstrate a synthesis and assimilation of spiritual, moral and religious values and behaviour based upon them

### **KEY COMPETENCIES**

- Demonstrate understanding and appreciation of Spiritual, Moral and religious values and behaviour based on them.
- Acquire knowledge, skills, attitudes and values, necessary to understand and make informed decisions.
- Acquire values necessary for positive human development in a changing World.
- Demonstrate appreciation for other religions.
- Acquire skills in basic field work.

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
LIVING IN A CHANGING SOCIETY.	10.1 Work in a changing society.	10.1.1 Work in present situation	10.1.1.1 State different teachings on work.	Different teachings on work: <ul style="list-style-type: none"> <li>• Modern society</li> <li>• Problems caused by salaried employment</li> <li>• Attitudes to work</li> <li>• Islam</li> <li>• Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making on daily life activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of positive attitude to work</li> </ul>
		10.1.2 work in African Traditional	10.1.2.1 Identify characteristics of work in Traditional Society.	Characteristics of work in African Society: <ul style="list-style-type: none"> <li>• Communal, Divided according to sex age &amp; rank. Basic needs..</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of characteristic of work</li> </ul>	Appreciation of team work.
		10.1.3 Work in the Church .	10.1.3.1 Describe work in the early church.	Work in the early church: <ul style="list-style-type: none"> <li>• Monasteries and work,</li> </ul>		<ul style="list-style-type: none"> <li>• Appreciation of work</li> </ul>

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
		10.1.4 Work in the Old Testament.	10.1.4.1 Explain work in the Old Testament.	Work in the Old Testament: <ul style="list-style-type: none"> <li>• Benefit mankind Gen 1:26-31</li> <li>• Oppress people Exodus 1:8 – 14:5, 7 -19</li> <li>• Sabbath law to protect workers: Exodus 20:8-11</li> <li>• Respect for each worker: Deut 24:5-6, 10-15, 19-22</li> <li>• Just working conditions: Jeremiah 22:13-17</li> <li>• Cooperation Ezra:3:7-9</li> <li>• Sabbath Law to protect workers: Exodus 20: 8-11.</li> <li>• Respect for each worker: Deut 24:5-6, 10 – 15, 19 – 22.</li> <li>• Just working conditions: Jeremiah 22:13 – 17</li> <li>• Cooperation: Ezra 3: 7 – 9</li> </ul>	<ul style="list-style-type: none"> <li>• Application of biblical teaching on work</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of work</li> <li>• Respect for worker</li> <li>• Respect for workers</li> </ul>
		10..1.5 Work in	10.1.5.1 Explain work	New Testaments teachings on work: Work to develop		Appreciation of Talents

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
		the New Testament	in New Testament	talents:Mathew25:14-30 Work for service:Mathew25:31-46 Jesus and work:Mark6:30-34	Application of Biblical teachings on Work.	Commitment to service
	<b>10.2 Leisure in a changing society</b>	10.2.1 leisure in present situation	10.2.1.1 Describe constructive leisure time activities	<ul style="list-style-type: none"> <li>Leisure time activities:</li> <li>• Constructive leisure time activities</li> <li>• Problems in having abundance leisure time</li> <li>• Hindu Festivals</li> <li>• Muslim Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making on constructive leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of construction leisure activities</li> </ul>
		10.2.2 Leisure in African Tradition	10.2.2.1 Identify traditional Zambian way of using leisure time	African traditional leisure: (Storytelling, dances, sculpture..)	<ul style="list-style-type: none"> <li>• Identifying traditional way of leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of leisure activities</li> </ul>
		10.2.3 Leisure in the	10.2.3.1 State church	church views on leisure: Enjoy life, correct and		Appreciation of work in the church



THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
		Church	views on leisure	incorrect view of renunciation. Constructive leisure time, eg Charity work, retreats..		
		10.2.4 Leisure in the Old Testament.	10.2.4.1 Identify Old Testament Teachings on leisure	Leisure in the Old Testament: <ul style="list-style-type: none"> <li>• Leisure time has a place in man; Eccl. 3:1-8</li> <li>• Sabbath meant for prayers and rest: Deut5:12-15, Psalm 23.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teaching on leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Biblical teaching on Leisure</li> </ul>
		10.2.5 leisure in the new testament	10.2.5.1 Identify New testament teachings on Leisure.	Leisure in the New Testament: <ul style="list-style-type: none"> <li>• Jesus found time for</li> </ul>	Application of Biblical teaching on Leisure	Awareness of Biblical teachings on Leisure.

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
				different activities: Mk 2: 23-28 <ul style="list-style-type: none"> <li>• Purpose of Sabbath- Mt. 6:25-34</li> <li>• Trust in God</li> <li>• Peace and joy to be complete in leisure- Revelation 21:1-4</li> </ul>		
<b>ORDER AND FREEDOM IN SOCIETY</b>	<b>10.3 Justice in Society</b>	10.3.1 JUSTICE IN PRESENT SITUATION	10.3.1.1 Describe different teachings on Justice and injustice	Teachings on Justice and injustice: <ul style="list-style-type: none"> <li>• Forms of injustice</li> <li>• Hindu teaching on justice</li> <li>• Muslim teaching on social justice</li> </ul>	Analysis of situations	<ul style="list-style-type: none"> <li>• Awareness of Justice and injustice in society.</li> </ul>
		10.3.2 JUSTICE IN TRADITIONAL SOCIETY	10.3.2.1 Explain traditional ideas about justice	Traditional ideas about justice :reconciliation,non exploitation,compesation <ul style="list-style-type: none"> <li>• Types of injustice:mistrust,jealousy, witch hunting....</li> </ul>	Decision making on various situations	<ul style="list-style-type: none"> <li>• Appreciation of traditional ideas on justice</li> </ul>
		10.3.3 Justice in	10.3.3.1 State the	<ul style="list-style-type: none"> <li>• Ideas about justice in the</li> </ul>	Application of justice	Awareness of justice in

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
		the Church	ideas about justice in the church	church :African Slave Trade, Slavery, Social Justice		the church
		10.3.4 Justice in the Old Testament	10.3.4.1 Describe Old Testament teachings on justice	<p>Old Testament teaching on justice:</p> <ul style="list-style-type: none"> <li>• Laws tried to protect the poor Exodus 22:21-27, Exodus 23:1-8</li> <li>• Prophets spoke against injustice; 1 Sam 12:1-13'1 Kings 21:1-21</li> <li>• Religious practices demand justice ; Amos 5:21-24, Isaiah 1:10-17, Isaiah 58:1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teaching on Justice</li> <li>• Tice</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of Biblical teaching on justice</li> </ul>
		10.3.5 Justice in the New Testament	10.3.5.1 Describe New Testament teachings on Justice	<p>New Testament Teachings on Justice:</p> <ul style="list-style-type: none"> <li>• Denouncing Injustice in society: Mark 12:38-40;</li> <li>• Judging others: Luke:21-48</li> <li>• Creating Justice: Luke 5:21-48</li> </ul>	Application of Biblical teachings on justice	Appreciation of Biblical teachings on justice

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
				<ul style="list-style-type: none"> <li>Concern for justice towards the poor: James 2:1-19</li> </ul>		
	<b>10.4 Service in Society</b>	10.4.1 Service in present Situation	10.4.1.1 Describe authority in modern society	Authority in modern society: <ul style="list-style-type: none"> <li>Characteristics of a good leader</li> <li>Examples of leaders who served people in Zambia</li> <li>Authority in Hinduism</li> <li>Authority in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Application of good leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of good leadership styles</li> </ul>
		10.4.2 Service in African Tradition	10.4.2.1 Explain ways authority was practiced in Zambian tradition	<ul style="list-style-type: none"> <li>Authority in Zambian Traditions: By inheritance, chosen on special ability, through courage</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of use of authority</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of authority in Zambian Traditional society</li> </ul>
		10.4.3 Service in the church	10.4.3.1 Explain ways in which	Service and authority in the church:	Application of service virtues	<ul style="list-style-type: none"> <li>Awareness of service virtues</li> </ul>

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
		h.	service and authority were expressed in the church	<ul style="list-style-type: none"> <li>• Shared responsibility</li> <li>• Servant leadership.</li> <li>• Protection of the poor and the weak.</li> <li>• Church leaders who used their authority for service.</li> </ul>		
		10.4.4 Service and Authority in the Old Testament.	10.4.4.1 Explain teachings on service and authority from Old Testament	<p>Teachings on service and authority in the Old Testament:</p> <ul style="list-style-type: none"> <li>• Authority of God over creation: Psalm 136</li> <li>• Strengths and weakness of Moses as a leader Exodus 2: 11-16,</li> <li>• Messaiah foretold to be a</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teaching on service and authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of biblical teaching on service and authority</li> </ul>

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILL	VALUE
				good leader. Ezekiel 34:1-11		
		10.4.5 Service and Authority in the New Testament	10.4.5.1 Explain teachings on service and authority from the New Testament	<p>Teachings on service and authority in the New Testament:</p> <ul style="list-style-type: none"> <li>• Jesus the good shepherd :John 10:11-16</li> <li>• Jesus teaching on humility and suffering in service: Mark 10:32-45</li> <li>• Jesus demonstrated humility in service: John 13:1-15</li> <li>• Paul’s authority to service the church: Col. 1:24-29</li> <li>• Christian service: Eph. 4:1-23.</li> </ul>	Application of Biblical Teachings on service and A authority	Appreciation of Biblical teachings on service and Authority.

## GRADE 11 :KEY COMPETENCES

Exhibit the meaning of happiness and pleasure  
 Demonstrate sympathy and empathy for those suffering and bereaved.  
 Identify values that build family life  
 Exhibit correct meaning of courting and dating

### GENERAL OUTCOMES:

Develop a holistic view and knowledge of spiritual ,moral and religious values which are relevant to the learner’s awareness of life  
 Demonstrate a synthesis and assimilation of spiritual, moral and religious values and behavior based upon them

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILLS	VALUE
Life	11.1 Happiness	11.1.1 Happines s in present situation	11.1.1.1 Describe happiness in modern Zambia society	Happiness in modern Zambia society: <ul style="list-style-type: none"> <li>• Things that make people happy ; money. Car good clothes..</li> <li>• Hinduism: Moksha</li> <li>• Islam: pilgrimage to Mecca</li> <li>• Difference between pleasure and happiness</li> </ul>	Decision making in various situations	Awareness of aspects that make people happy.
		11.1.2	11.1.2.1 describe	Happiness in Traditional		• Awareness of

		Happiness in African Tradition.	happiness in traditional Zambian society	Zambian society: <ul style="list-style-type: none"> <li>• Having many wives and children, status, harmony .</li> </ul>		teaching on happiness in Zambian Tradition
		11.1.3 Happiness in the church.	11.1.3.1 Describe happiness in the early church	Happiness in the early church: <ul style="list-style-type: none"> <li>• Examples of Christians who expressed happiness in the midst of suffering : Ignatius of Antioch, Ugandan Martyrs.</li> </ul>	<ul style="list-style-type: none"> <li>• Managing Crisis in stress</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of</li> <li>•</li> <li>•</li> <li>• church teachings on happiness</li> </ul>
		11.1.4 Happiness in the Old Testament	11.1.4.1 Explain the teaching about happiness in the Old Testament	Happiness in the Old Testament: <ul style="list-style-type: none"> <li>• Life is a mixture of joys and sorrows: Ecc 3:1-8</li> <li>• God's ways to happiness: Psalm 37</li> <li>• Jeremiah's plea to return to God: Jeremiah 2:1-13</li> <li>• Source of happiness ; Jeremiah 30:10-22</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teaching on happiness</li> </ul>	Awareness of Old Testament teachings on Happiness.



				•		
		11.1.5  Happiness in the New Testament	11.1.5.1  Explain the teaching about happiness in the Old Testament	Happiness in the New Testament:  <ul style="list-style-type: none"> <li>• Attitudes that bring happiness; Mathew 5:1-10</li> <li>• Zacchaeus's happiness ; Luke 19:1-10</li> <li>• People's sorrow to happiness; John 16;16-22</li> <li>• Attitudes to experience happiness; Phil. 4:4-7</li> <li>• Love is a basis for happiness 1 Cor. 13</li> </ul>		
	<b>11.2 Unending life</b>	11.2.1 Unending Life in present situation.	11.2.1.1 State different teachings on death and life after death	Death and life after death: <ul style="list-style-type: none"> <li>• Attitudes and reaction to death</li> <li>• Hindu -Reincarnation</li> <li>• Islam-Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Management of emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the existence of life after death.</li> </ul>

		11.2.2 unending life in african TRADITION.	11.2.2.1 Describe Traditional beliefs teachings about unending life in the Zambian Traditional society	<p>Unending life in the Zambian Traditional society:</p> <ul style="list-style-type: none"> <li>• Spirit of the ancestors live on.</li> <li>• Ways in which spirits are honoured</li> <li>• Beliefs about death</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness of teachings on unending life.</li> </ul>
		11.2.3 Ideas about life after death in the Church.	11.2.3.1 State ideas about life after death in the church	<p>Life after death in the church:</p> <ul style="list-style-type: none"> <li>• Fear of death entered the church</li> <li>• Death, judgment, heaven, hell and immortality</li> </ul>	Reflection on life about death.	Awareness of life after death.
		11.2.4 Teachings about death in the Old testament	11.2.4.1 Explain teachings on unending life in the Old Testament	<p>Teachings on unending life in the Old Testament:</p> <ul style="list-style-type: none"> <li>• Meaning of Sheol and its importance; Isaiah 38:9-20</li> <li>• Hebrew belief on unending life Psalm 16,</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teachings on unending Life</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Biblical teachings on unending Life</li> </ul>

				Daniel 12:1-3, John 11:44		
		11.2.5 Unending life in the New Testament.	11.2.5.1 Explain teachings on unending life in the New Testament	<p>Unending life in the New Testament:</p> <ul style="list-style-type: none"> <li>• Jesus power over death;. John 11:44,</li> <li>• Nature of resurrected body:1 Cor. 15:1-28;1 Corinth15:51-58</li> <li>• Golden rule in relation to unending life. Luke 10:25-28</li> <li>• Love for neighbor Luke 14:12-14</li> <li>• Source of eternal life John 5:24-29</li> <li>• Images of joy of life after death Revelation 22:1-5</li> </ul>		
<b>MAN AND WOMAN</b>	11.3 Courtship and marriage	11.3.1 Courtship and marriage in Present	11.3.1.1 Describe courtship and marriage in modern society	<p>Courtship and marriage in modern society:</p> <ul style="list-style-type: none"> <li>• Courtship before marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making amidst challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of teaching on courtship and marriage</li> </ul>

		Situation		<ul style="list-style-type: none"> <li>• Challenges faced in a boy-girl relationship</li> <li>• Appropriate sexual behaviours and consistency with values</li> <li>• Qualities of a marriage partner</li> <li>• Hindu ideas on courtship and marriage</li> <li>• Islam-commitment.</li> </ul>		
		11.3.2 Courtship and marriage in African Tradition	11.3.2.1 Describe courtship and marriage in African tradition	<p>Courtship and marriage in African society:</p> <ul style="list-style-type: none"> <li>• Purpose of Lobola</li> <li>• Preparation for marriage</li> <li>• Contrast between present and traditional marriage</li> <li>• Effective communication .</li> </ul>	Decision making on marriage issues.	<ul style="list-style-type: none"> <li>• Awareness of marriage issues in African society</li> <li>• Appreciation of customs on marriage issues.</li> </ul>
		11.3.3 Courtship and marriage in the Church	11.3.3.1 State the characteristics of a Christian marriage	Characteristics of Christian marriage: Family life in the church, reformers & family, Zambian churches and		Appreciation of teachings on Christian marriage and family life.

				the family.		
		11.3.4 Courtship and Marriage in the Old Testament.	11.3.4.1 Explain teachings on courtship and marriage in the Old Testament	<p>Courtship and marriage in the Old Testament:</p> <ul style="list-style-type: none"> <li>• Hebrew beliefs of marriage; Gen. 2:18-25</li> <li>• Circumstances in which divorce was permitted; Deut. 24:1</li> <li>• Divorce was later condemned Malachi 2:13-16</li> <li>• Elements of good marriage relationship; Hosea 2:1- 3:1</li> </ul>	Application of Biblical teachings on marriage.	<ul style="list-style-type: none"> <li>• Appreciation of Biblical teaching on marriage</li> </ul>
		11.3.5 Courtship and Marriage in the new Testament.	11.3.5.1 Describe courtship and marriage in the New Testament	<p>Courtship and marriage in the New Testament:</p> <ul style="list-style-type: none"> <li>• Jesus healed an unfaithful woman ; John 4:16-19</li> <li>• Jesus teaching on monogamy:Mark 10:1-12</li> <li>• Marriage as a covenant:Ephesians</li> </ul>	Application of New Testament teachings on courtship and marriage.	Awareness of new Testament teaching on courtship and marriage

				<p>5:21-33</p> <ul style="list-style-type: none"> <li>• Qualities of an ideal partner;1corinth7:1-7</li> </ul>		
	<b>11.4 Family life</b>	11.4.1 Family life in present situation.	11.4.1.1 State different changes that have occurred in family life in modern Zambia,	<p>Changes in family life :</p> <ul style="list-style-type: none"> <li>• Effects of STI's and HIV/AIDS on a family</li> <li>• Conflicts between partners and children</li> <li>• Roles of parents and children</li> <li>• Sources of misunderstanding and conflicts</li> <li>• Duties of parents and children in Islam and Hinduism.</li> </ul>	Making informed decision on life styles and relationships	<p>Awareness of changes in family life</p> <p>Appreciation of changes in family life.</p>
		11.4.2 Family life in African Traditional Society	11.4.2.1 Discuss the ideas about family life in African tradition	<p>Family life in African tradition:</p> <ul style="list-style-type: none"> <li>• Types of families:(Matrilineal, patrilineal)</li> <li>• polygamy</li> </ul>		<ul style="list-style-type: none"> <li>• Appreciation of family life in African Traditional</li> </ul>
		11.4.3 Family life in the	11.4.3.1 Explain teachings on	<ul style="list-style-type: none"> <li>• Family life in the church:</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biblical teachings on</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of Biblical teaching on family life.</li> </ul>

		Church	family life in the church	<ul style="list-style-type: none"> <li>• Love is fundamental,</li> <li>• Fostering family life</li> <li>• God's plan for family life.</li> </ul>	family life	
		11.4. Family life in the Old Testament	11.4.4.1 Discuss teachings on family life in the Old Testament	<p>Old Testament Teachings on Family life:</p> <ul style="list-style-type: none"> <li>• Children a gift from God: Gen 15:2 and Psalm 127:3</li> <li>• Value of children :1 Sam 1:1-18</li> <li>• Respect for parents; Deut. 5:16</li> <li>• Disciplining children Pr. 22:15-23, 15-14,29; 15-17</li> <li>• Importance of monogamy :Gen. 2:1-7</li> </ul>	Application of Old Testament teachings on family life.	Appreciation of Old Testament teachings on family life.
		11.4.5 Family life in the New	11.4.5.1 Explain teachings on family life in	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Family life in the New Testament:</p> <ul style="list-style-type: none"> <li>• Love of God is a basis</li> </ul>	Application of New Testament teachings on family life.	Appreciation of New Testament Teachings on family life

		Testament	the New Testament	for family Luke 2:46-51 <ul style="list-style-type: none"> <li>The basis of family life; Eph. 6:1-4, 1 Peter 3:1-8</li> </ul>		
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**GRADE 12: KEY COMPETENCES**

Demonstrate understanding of evasion in different religions  
 Demonstrate understanding of the search for God in different religions

THEME	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				KNOWLEDGE	SKILLS	VALUE
<b>MAN'S RESPONSE THROUGH FAITH AND PRAYER</b>	12.Man`s evasion from God	12.1.1 Man `evasi on from God in prese	12.1.1.1 Discuss man`s evasion from God in	Man `s Evasion from God: <ul style="list-style-type: none"> <li>Substitute for God(Materialism)</li> <li>Evasion in Islam</li> </ul>	Reflection on existence of God.	<ul style="list-style-type: none"> <li>Awareness of evasion in modern society</li> </ul>



		nt situati on	moder n Zambi a societ y			
		12.1.2 Evasio n in Africa n Societ y	12.1.2.1 Explai n Evasio n in Africa n Traditi onal societ y	Evasion in African society: Magic, Divination, ,charms and witchcraft..		<ul style="list-style-type: none"> <li>Awareness of evasion in African society.</li> </ul>
		12.1.3 Evasio n in the churc h	12.1.3.1 State evasio n in the of God in the church	Evasion in the church: Divisions, Immorality,Idolatory..	Decision making in one 'way of life.	Faithfulness to God's standards
		12.1.4	12.1.4.1	Evasion in the Old Testament:	<ul style="list-style-type: none"> <li>Application of Old</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of</li> </ul>

		Evasion in the Old Testament	Describe evasion in the Old Testament	<p>God is all powerful: Isaiah 40:21-26:</p> <ul style="list-style-type: none"> <li>• Hebrew had to be reminded to worship God ; Isaiah 1:10-17</li> <li>• God desired avoiding Sin: Ezekiel 28:1-10</li> <li>• God rebuked the king of Tyre; Psalm 53:1-6</li> </ul>	Testament teachings on evasion .	teachings on evasion in the Bible
		12.1.5 evasion in the New Testament	12.1.5.1 State teachings on Evasion in the New Testament	<p>Evasion in the New Testament:</p> <ul style="list-style-type: none"> <li>• Warning against greed; Luke. 12:13-21</li> <li>• Selfishness is a way of turning away from God; Luke 16:19-31.</li> <li>• Jesus refused to turn away from God; Matthew 4:1-11</li> <li>• Teachings on faith ; Matthew 7:7-11</li> </ul>	Application of New Testament teachings on Evasion.	Awareness of New Testament teachings on Evasions.
	<b>12.2 The search for God</b>	12.2.1 Search for God in present Situation	12.2.1.1 Describe search for God in Zambian	<p>Search for God: Prayer, scriptures...</p> <ul style="list-style-type: none"> <li>• Hinduism; prayer</li> <li>• Islam; submission to God.</li> </ul>	Reflecting on the Existence of God	<ul style="list-style-type: none"> <li>• Awareness of search for God in modern society</li> </ul>

			modern society			
		12.2.2 Search for God in African Tradition	12.2.2.1 Identify teachings on God in African Tradition	<p>Search for God :</p> <ul style="list-style-type: none"> <li>• Attributes of God</li> <li>• Stories about relationship between God and people</li> <li>• Traditional Zambian religious rituals,</li> <li>• spirits of the ancestors.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of attributes of God in African society.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of teachings on God in African Traditional</li> </ul>
		12.2.3 Search for God in the church	12.2.3.1 Explain the search for God in the early church	<p>Search for God in the early church</p> <ul style="list-style-type: none"> <li>• Moral reformers,philosophers,Those attracted to sects.</li> <li>• The role of the church eg preaching the gospel ,charity works ...</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness of search for God in the Church</li> </ul>
		12.2.4 Search for	12.2.4.1 State teachi	Teachings on search for God; God is kind and all	<ul style="list-style-type: none"> <li>• Application of Old Testament</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of search for God</li> </ul>

		god in the Old Testament	ings about search for God in the Old Testament	<p>powerful:Psalm 19</p> <ul style="list-style-type: none"> <li>• God is a keeper and protector of His word; Psalm 105:26-43</li> <li>• All nations will be included Isaiah 56:6-8</li> </ul>	teachings on search for God	in the Old Testament
		12.2.5 Search for god in the New Testament	12.2.5.1 Relate teachings about search for God in the New Testament	<p>Search for God in the New Testament;</p> <ul style="list-style-type: none"> <li>• Christ is the answer :Heb 1:1-2</li> <li>• Search for God ; Luke 11:29-32</li> <li>• Paul’s teaching on pagans Rom1:18-32</li> <li>• Pagans as a true seeker for God Acts 17:16-34</li> <li>• Salvation is revealed through Christ: Eph. 1:13</li> </ul>	Application of New Testament Teaching on search for God.	<ul style="list-style-type: none"> <li>• Awareness of New Testament teachings on search for God.</li> </ul>

## SCOPE AND SEQUENCE CHART

### RELIGIOUS EDUCATION 2044 10-12

TOPIC	GRADE 10	GRADE 11	GRADE 12
<p><b>MAJOR THEME:</b> <b>Man in a Changing Society</b> <b>Sub- theme:</b> working in a changing society</p>	<ul style="list-style-type: none"> <li>• Interdependence of work in modern Zambia.</li> <li>• Problems arising from salaried employment and industrialization.</li> <li>• Teachings of Islam about work</li> <li>• Work among Hindus</li> <li>• Attitudes towards work in Traditional Zambian Societies.</li> <li>• Work in early church.</li> <li>• Teachings of the Bible about work</li> </ul>		
<p>Leisure in a changing society</p>	<ul style="list-style-type: none"> <li>• Present day types of leisure activities.</li> <li>• Constructive leisure time activities.</li> <li>• Problems involved in having abundance of leisure.</li> <li>• Hindu religious festivals.</li> <li>• Muslim festivals.</li> <li>• Leisure in African Tradition.</li> <li>• Church’s view on leisure time</li> <li>• Bible teaching on leisure</li> </ul>		

<p><b>MAJOR THEME: order and freedom in society</b> <b>Sub-theme:</b> Justice in Society</p>	<ul style="list-style-type: none"> <li>• Justice and injustice in present day societies.</li> <li>• Forms of injustice within a social system</li> <li>• Steps needed for someone to have an informed vision.</li> <li>• Hindu and Islam teachings on Justice.</li> <li>• Justice in African Traditional societies.</li> <li>• Slavery as a form of injustice in the early church.</li> <li>• Bible teachings on Justice</li> </ul>		
<p>Service in Society</p>	<ul style="list-style-type: none"> <li>• Authority in modern Zambian society.</li> <li>• Characteristics of a good leader.</li> <li>• Authority for service.</li> <li>• Authority in Hinduism and in Islam.</li> <li>• Authority in Zambian Traditional Societies.</li> <li>• Authority in the early church.</li> <li>• Bible teaching on authority.</li> </ul>		
<p><b>MAJOR THEME: LIFE</b> <b>Sub-theme:</b></p>		<ul style="list-style-type: none"> <li>• Happiness in modern Zambian today.</li> <li>• Difference between</li> </ul>	

Happiness		<p>happiness and pleasure.</p> <ul style="list-style-type: none"> <li>• Hindu teaching on happiness</li> <li>• Islam teaching on Happiness</li> <li>• Happiness in Traditional Zambian societies.</li> <li>• Happiness in the early church.</li> <li>• Teaching on happiness in the Bible.</li> </ul>	
Unending life		<ul style="list-style-type: none"> <li>• Attitudes towards death in present day society.</li> <li>• Reactions to death.</li> <li>• Hindu's ideas of life after death.</li> <li>• Islamic teaching on life after death</li> <li>• The teaching of the church on life after death</li> <li>• The Biblical understanding of unending life.</li> </ul>	
<b>MAJOR THEME: MAN AND</b>		<ul style="list-style-type: none"> <li>• Current trends on family life.</li> </ul>	

<b>WOMAN</b> <b>Sub-theme:</b> family life		<ul style="list-style-type: none"> <li>• Teachings of Hinduism on family life.</li> <li>• Teachings of Islam on family life.</li> <li>• Ideas about family life in African Traditional</li> <li>• Teachings about family life in church History.</li> <li>• Bible teachings about family life.</li> </ul>	
Courtship and marriage		<ul style="list-style-type: none"> <li>• Courtship and marriage in present day society.</li> <li>• Courtship and marriage in Hinduism.</li> <li>• Courtship and marriage in Islam.</li> <li>• Courtship and marriage in African Tradition.</li> <li>• Courtship and marriage in the early church.</li> <li>• Biblical teachings on courtship and marriage</li> </ul>	
<b>MAJOR THEME:</b>			<ul style="list-style-type: none"> <li>• Search for God in Zambian modern society.</li> </ul>



<p><b>MAN'S RESPONSE TO GOD THROUGH FAITH AND LOVE</b>  <b>Sub-theme:</b> Man's search for God</p>			<ul style="list-style-type: none"> <li>• Ideas about the search for God in Islam.</li> <li>• Ideas about search for God in Hinduism.</li> <li>• Bible teachings on search for God.</li> </ul>
<p>Man's turning away from God.</p>			<ul style="list-style-type: none"> <li>• Evasion of God in Zambian modern society.</li> <li>• Evasion of God in Hinduism.</li> <li>• Evasion of God in Islam.</li> <li>• Evasion of God in African Traditional society.</li> <li>• Evasion of God in the history of the early church.</li> <li>• Bible teachings on evasion of God</li> </ul>