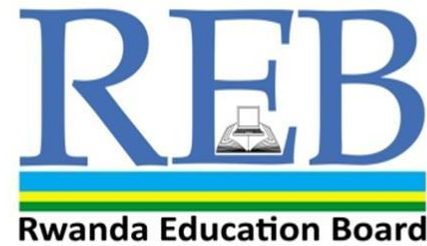


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

A circular logo for 'CURRICULUM FOR SUSTAINABLE DEVELOPMENT'. The outer ring contains the text 'CURRICULUM FOR SUSTAINABLE DEVELOPMENT' at the top and 'DIGNITY AND NATIONAL IDENTITY' at the bottom. The inner circle features a map of Rwanda in blue and yellow, with a sun in the upper right. In the foreground, four students are depicted: two boys and two girls, engaged in learning activities like reading and using a laptop.

**RELIGION AND ETHICS SYLLABUS FOR
LOWER SECONDARY**

Kigali, 2015

RELIGION AND ETHICS SYLLABUS
LOWER SECONDARY S1- S3
Kigali 2015

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FOREWORD

The Rwanda Education Board is honoured to avail syllabuses which serve as official documents and guide to competence based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs.

Many factors influence what children are taught, how well they learn and the competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff, who organized the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout.

Mr. GASANA I. Janvier
Director General, REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of different education stakeholders and financial support from different donors that I would like to express my deep gratitude.

My thanks first goes to the Rwanda Education leadership, who supervised the curriculum review process and Rwanda Education Board staff who were involved in the conception and syllabus writing. I wish to extend my appreciation to teachers from pre-primary to university level whose efforts during conception were much valuable.

I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support. We also value the contribution of other education partner organizations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unit and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and Local and International consultants. Their respective initiative, co-operation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1 Religious Education review background

The elaboration of Religious Education for ordinary level is aimed at meeting the needs of Rwandan society. A designed Religious Education syllabus intends to develop learners' competences and wisdom, rather than just their knowledge. This focus, on what the learners can do ensures their learning has greater purpose and is deeper. The revised Religious Education syllabus is characterised by approaches that are largely learner-centred, constructive, focused upon learning objectives with emphasis on formative assessment.

Religious Education, as one of the humanities and social sciences, deals with the philosophical explanation of the divine revelation, the nature and attributes of God as well as the foundations of any religious faith. It is a discipline that deals with investigation about the boundary questions of life and death, good and bad, right and wrong, love and hatred that characterises human condition.

1.2 Rationale of teaching and learning Religious Education

1.2.1 Religious Education and the society

Religious Education contributes to the well-being of the society by promoting mutual respect and tolerance, values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make good decisions and sound judgement and permeate the rule of law. It helps citizens to be accountable and responsible of their actions, reminding them the existence of a transcendent being. It helps people to live in harmony, peace and values, based on the fact that they were all created by God.

1.2.2 Religious Education and the learner

Religious Education offers ground for finding meaningful life and it is the true path to righteousness. It helps the learners to acquire knowledge, skills, attitudes, values and social competences necessary for the development of Rwandan society. Religious subjects syllabus will contribute to moral and spiritual development of the young people, by instilling necessary values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make good decisions and sound judgement about moral life issues and develop all life skills. It also provides the opportunity to understand with depth and nuance many religious beliefs and rituals. Religious Education provokes discussion questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be a human. Hence, it helps the learners to develop intellectual and moral integrity. Religious Education helps the learners to understand question, criticize, investigate, appreciate, challenge and evaluate religious and social phenomena in order to be able to make good decisions in the society.

Because of different and worthwhile knowledge, skills, attitudes and values imbedded in the Religious Education, students who will undertake it will enter a variety of careers, including the health professions, law, business, government, teaching, social work, guidance, counselling and pastoral work.

1.2.3. Competences

A competence is an ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour, to accomplish a particular task successfully. That means the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences, and in objectives highlighted on a yearly basis and in each unit of learning. The generic competences and the basic competences that must be emphasized and reflected in the learning process are briefly described below. The teachers will ensure that the learners are exposed to tasks that help the learners acquire the skills.

The selection of the types of learning activities must focus on what the learners are able to demonstrate such competences throughout and at the end of the learning process.

Generic competences

- **Critical and problem solving skills:** The acquisition of such skills will help the learners to think imaginatively and broadly to evaluate and find solutions to the problems encountered in all situations.
- **Creativity and innovation :** The acquisition of such skills will help the learners to take initiatives and use imagination beyond knowledge provided to generate new ideas and construct new concepts.
- **Research:** This will help the learners to find answers to questions based on existing information and concepts, and to explain phenomena based on findings from information gathered. In Religious Education, based on religious moral principles, the learners will research information and solve different problems related to morality, ethical problems, values, cultures, technologies, conflicts and behaviours in everyday life..

- **Communication in official languages:** Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by the learners. This will help them to communicate clearly and confidently and convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary in a range of different social, economic, political, religious and cultural contexts, conveying formal messages, speeches appropriate to the target recipient or audience with coherent and logical analysis.
- **Co-operation, inter personal management and life skills:** This will help the learner to cooperate with others as a team in whatever task assigned, and to practice positive ethical moral values and respect for the rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocating for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.
- **Lifelong learning:** The acquisition of such skills will help the learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development.

Religious Education Broad competences

By the end of Ordinary level education for both Christian and Islamic Religious Education, the learners should be able to:

- Practice the fundamentals of their faith so that they can be in a good relationship with God, and to adopt an attitude of responsibility and accountability in their practical life as believers.
- Show Rwandan positive values, which will help them to live harmoniously with their community and participate actively in restoring and maintaining peaceful coexistence in the society.

- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions in everyday life.
- Manifest God's love and love for neighbours in his/her community and society in general.
- Accept religious differences and aim at moral and spiritual development in order to build a better society for everyone.

Religious Education and developing competences

The National policy documents based on the national aspiration, identify some basic competences and alongside generic competences that will develop higher thinking skills which helps the learners to be virtuous and integral in the society. Those competences are developed through learning activities that involve discussion, group work and presentation of information, role play and case studies. The learner develops critical thinking, analytical skills, direct observation, communication, interpersonal awareness, research and problem solving, intercultural literacy and cooperation which make them responsible citizens in this ever-changing global society. The learners argue and debate confidently about a variety of themes in a logical and appealing manner.

Religious Education encourages the learners to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions on the ultimate meaning of life. It challenges the learners to reflect on, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It finally imparts various competences related to analysis of ethical absolutism and ethical relativism caused by socio-economic and political changes.

2. PEDAGOGICAL APPROACHES

In the Ordinary level, Religious Education competence based syllabus, for both Christian and Islamic Religious education, the participatory methods of instruction are envisaged. The participatory and interactive methods that engage the learners both in groups and as an individual are used in the learning process. This ensures that learning is active, participative and engaging rather than passive, and that it is personalized, addressing the learners' individual needs and expectations.

In the teaching and learning process, the teacher will respect pedagogical principles. The teacher will start with simple to complex, from easy to difficult and from concrete to abstract in order to help the learners to understand the spiritual matters and the doctrinal teachings.

The teacher will start with a human experience especially for the learner's experience, from the context of Holy Scriptures or Religious traditions and doctrines to show the conduct and attitude to be adopted by the learner.

This learner-centred approach involves diverse learning experiences (including but not limited to individual, paired and group work) oral and written, questioning, brainstorming, discussions, debates, case studies, role play, presentations, research, observation, investigations, assignments, field visits, tests and quizzes.

2.1 The role of the teacher

The shift from knowledge based to competence based curriculum, is about transforming learning, ensuring that the learning is deep, enjoyable, habitual and moral forming. Teacher ought to shift from traditional methods of teaching and play a role of a facilitator and a guide to the learners.

The teacher must identify the needs of the learners and the nature of the tasks to be done, and the means to shape the learning experience accordingly.

The teachers' roles are to organise the learners in the classroom or outside and engage them through participatory and interactive methods, through the learning processes as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and cooperative.

The teacher will design and introduce the tasks to the class either to perform or for immediate discussion. The role of the teacher will be to guide the learners in research, debate, group work and in the discussion.

The teachers should handle the learner's personal experiences carefully and sensitively to avoid stereotyping and prejudices. The teacher should guide the learner to work and live together, to work independently, make rational and moral choices as well as develop and practice autonomy and moral responsibility.

Learners are taught how to use the Holy Scriptures, holy images and other religious educational materials for understanding and for spiritual purposes. The teacher must select and provide adequate materials to the learners to use in their work.

Phenomenological approach to teaching Religious Education should be used. This means, not teaching a particular religion but helping the learners to understand the nature of particular belief in a wide range of beliefs. They should understand not only religious facts but

also concepts related to worship, places of worship, symbols, rituals, Holy texts, moral and religious values, historical background, nature of man, nature of society and divine nature.

The shift from knowledge based to competence based curriculum is about transforming learning, ensuring that the learning is deep enjoyable, habitual and moral forming. A teacher ought to shift from traditional methods of teaching and play the role of a facilitator and a guide to the learners.

The teacher must identify the needs of the learners and the nature of the tasks to be done, and the means to shape the learning experience accordingly.

The teachers' roles are to organise the learners in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. He/she should bear in mind the age and the needs of the learners. This will ensure that the learning is personalized, active, participative and cooperative.

The teacher will design and introduce the tasks to the class either to perform or for immediate discussion. The role of the teacher will be to guide and facilitate the learners in research, group work, role plays and other assigned tasks either individually or in groups.

Learners are taught how to read the Holy Scriptures for their knowledge and spiritual purposes, the holy images and other religious educational materials for understanding and spiritual nourishment. The teacher must select and provide adequate materials to the learners to use in their work.

The syllabus should be taught with conscious reference to the overall aim of education. Numerous opportunities exist for cross-curricular linkages, and these can be exploited through collective, teacher planning through individual teacher initiative and through student exploration.

In planning, learning and teaching in Religious Education, the teachers should be able to:

- sensitively take account of and value the religious and cultural diversity within their own local communities, using relevant contexts which are familiar to the learners.
- actively encourage children learners to participate in service to others and in the national free service.
- develop through knowledge, understanding, discussion and active debate, an ability to understand other people's beliefs.
- draw upon a variety of approaches including active learning and plan a purposeful play.
- encourage the development of enquiry and critical thinking skills.
- create opportunities for the development of problem solving skills.
- build in time for personal reflection and encourage discussion in depth and debate.
- provide opportunities for collaborative and independent learning.
- take account of the faith background, circumstances and developmental stage of the children and young people and their capacity to engage with complex ideas.
- recognise and build on the considerable scope for connection between themes and learning in religious and moral education and other areas of the curriculum.
- build on the principles of Assessment is for Learning.

2.2 The role of the learners

In the Religious Education competence based curriculum, the learners are supposed to work hard following the instructions of the teacher. They should use properly their opportunity to debate, discuss, present, and analyse case studies related to values, moral principles and religious doctrines.

The activities of the learners are clearly indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process. The teaching of the learning processes will be tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests. The learning activities will be organised in such a way, that encourages the learners to construct the knowledge either individually or in groups in an active way. The learners work on one competence at a time, in form of concrete units with specific learning outcomes, broken down into knowledge, skills and attitude.

2.3 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that, we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory or intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the school's role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of these learners with special education needs is provided in the guidance for teachers.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum, assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of Assessment

3.1.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning a lesson, he/she should establish criteria for performance and behaviour change at the beginning of a unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competence based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2 Summative assessment (assessment of learning)

When an assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved, and to use the results for the ranking or grading of the learners, for deciding on progression, for selection into the next level of education and for the certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

It can be an internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examination grade. School based assessment average grade will contribute a certain percentage, as teachers gain more experience and confidence in assessment techniques, and in the third year of the implementation of the new curriculum, it will contribute 10% of the final grade which will be progressively increased. Districts will be supported to continue their initiative to organise a common test per class for all the schools, so as to evaluate the performance and the achievement level of the learners in individual schools. External summative assessment will be done at the end of Senior 3. Assessment in religious national examination will be based on the learning objectives related to knowledge, understanding, skills, values and attitudes within the selected units of the syllabus.

3.2 Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standards. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy, and for feed back to the learner and to the parents to check the learning progress and to advise accordingly, and also to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but are also a record of the activities undertaken over time as part of student learning. It will also serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3 Item writing in summative assessment

Before developing a question paper, a plan or a specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify the topic areas to be tested from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competences as stated in the syllabus.

3.4 Structure and format of the examination

Religious education is among the elective courses. We remind that schools will choose either Christian religious Education or Islamic Religious Education. It will assess the of mastery knowledge and understanding of religious doctrines as well as the evidence research and reflection of the learners on religious information and data. In the school exams at the end of the year tasks or questions on moral, religious and social teaching of the religious doctrines. This will prove the learners understanding of practical faith and interdependence of religion and social life in human experience. The assessment will cover the entire syllabus except specific contents for different Religious denominations. It will also portray the learner's ability to argue confidently on morally challenging issues that affect the world globally and his society in particular.

3.5 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with the parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share where students are doing well and where they need to improve. A simple scale of meeting expectations very well, and not meeting expectations, for each of knowledge/understanding, subject skills and competences in a subject will convey more than a single mark. For school based assessments, these scores do not need to be added up.

4. RESOURCES

4.1 Materials needed for implementation

The following materials are very important in the implementation of Religious Education syllabus:

The Bible is the heart of all Christian religion teaching while the Qur'an is the heart of Islamic religion. He or she is required to use audio visual materials to concretize his lessons such as holy pictures, documentary movies, and other relevant materials. Periodicals, magazines, and other important documents will be required for research purposes.

4.2 Human resource

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. On the other hand, school head teachers and directors of studies are required to make a follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for the learners as well as for the contemporary development of the country.

In a special way, the teacher of religion should have a firm understanding of religious matters and doctrines. He/she should be qualified in Religious studies and have a firm ethical conduct. The teacher should possess the qualities of a good listener and an adviser because the learners may come to him/her for spiritual purposes. He or she is required to have basic skills and competence of guidance and counselling because students may come to him or her for advice, sharing their inmost secrets and for spiritual healing.

Teaching Religious Education as a major course in Ordinary level is strictly the most important effort that aims to give students ready access to rich and exciting world of different religions, philosophies and doctrines, beliefs, mythologies, moral systems and principles and ritual practices which gives them a deep understanding of the world and cultures.

Skills required for the Teacher of Religious Education

The teacher of Religious Education should have the following skills, values and qualities:

- Engage the learners in a variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instruction to the level of the learners.
- Have creativity and innovation in the teaching and learning process.
- Be a good communicator.
- Be a guide and a counsellor.
- Manifest passion and impartial love for children in the teaching and learning process.
- Make useful link of Religious Education with other subjects.
- Have a good master of content.
- Have good classroom management skills.

5. SYLLABUS

5.1 Presentation of the structure of the syllabus units

Religious Education subject is taught and learned in lower secondary education as an elective subject. At every grade, the syllabus is structured in topic Areas, sub-topic Areas where applicable and then further broken down into units. The units have the following elements:

- a) A Unit is aligned with a Number of lessons.
- b) Each Unit has a Key unit competence whose achievement is pursued by all teaching and learning activities undertaken by both, the teacher and the learners.
- c) Each Unit key competence is broken into three types of Learning Objectives as follows:
 - i. **Type I:** Learning Objectives relating to Knowledge and Understanding
 - ii. **Type II and Type III:** These Learning Objectives relate to acquisition of Skills, Attitudes and Values (also known as Higher Order Thinking Skills or HOTS). These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
- d) Each Unit has a Content which indicates the scope of coverage of what a teacher should teach and learner should learn in line with the stated learning objectives.
- e) Each Unit suggests Learning activities that are expected to engage the learners in an interactive learning process as much as possible (learner-centred and a participatory approach).
- f) Finally, each Unit is linked to Other subjects, its Assessment criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.
- g) The syllabus has two parts: Christian and Islamic Religious education. General part for Christian Religious Education will be taught while the specific Units will be taught in different Christian religious denominations.

CHRISTIAN RELIGION AND ETHICS

5.2 Christian Religion and Ethics Senior 1 syllabus

5.2.1 Key competences

- Explain all the ways that God used to communicate himself to humanity (creation, Word of God, Jesus Christ).
- Clarify the major events in the life of Jesus as the Saviour of humanity.
- To show good behaviour, imitating Jesus teachings (different parables and miracles).
- Observe the commandments of God and live according to the God's will.
- Respect and protect the creatures and live in a peaceful environment.
- Appreciate the role of respect of leaders, values and one's conscience in promoting inner peace.

5.2.2 Christian Religion and Ethics syllabus Units for Senior 1

Topic area: SPIRITUAL AND MORAL VALUES			Sub-topic Area: SPIRITUAL GROWTH		
Christian Religious Education: S1			Unit 1: The Commandments of God		No. of periods: 15
Key unit competence: The learner will be able to justify the importance of commandments in daily life.					
Learning Objectives			Content	Learning activities	
Knowledge and Understanding	Skills	Attitudes and Values			
<ul style="list-style-type: none"> - Identify the Ten Commandments of God. - State the categories / types of the Ten Commandments. - Outline the importance of the Ten Commandments in the society. 	<ul style="list-style-type: none"> - Differentiate the categories of God's commandments. - Explain the role of the Decalogue in the Israelite's life. 	<ul style="list-style-type: none"> - Appreciate God's commandments in everyday life. - Show positive attitude of respecting norms and laws in the society. - Provide good advice to others by being good and doing good in everyday life. 	<ul style="list-style-type: none"> - Sinai Event (the story of Moses receiving the Ten Commandments). - Decalogue and laws. - Categories/Types of commandments of God. - Importance of Decalogue for Israel and to the Christian. 	<ul style="list-style-type: none"> - Based on the Biblical Exodus 20, the learners in groups, discuss about the Decalogue's nature and classification, application of Decalogue to the real life situation and then compare the Decalogue with other Mosaic laws provided to Israel. - Make class presentation about the importance of laws in general and the Decalogue in particular to Israel and to the Christians and also to the society at large. 	
Links to other subjects: <i>History of Ancient Israel, Citizenship (respect of laws), Social Studies (law and the society).</i>					
Assessment criteria <i>The learner will be able to justify clearly the importance of commandments and laws in his/her daily life.</i>					
Materials: <i>Bible, Other religious books about The Decalogue, ICT Devices, Internet.</i>					

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: FAITH, WORSHIP AND SOCIETY		
Christian Religious Education: S1		Unit 2: The Christian life and values		No. of periods: 10
Key unit competence: The learner will be able to justify the importance of Christianity in the promotion of values in the society.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - State main events in the life of Jesus as the Messiah and Saviour. - Identify the duties of a Christian. - Outline main facts showing the importance of Christian life for the individual as well as for the society. 	<ul style="list-style-type: none"> - Describe the life of Jesus as the Savior of humanity. - Show different responsibilities of a Christian. - Justify the importance of Christianity in individual as well as the society. 	<ul style="list-style-type: none"> - Appreciate Jesus's life and mission as the Messiah and the Saviour. - Manifest Christian values in daily life. - Appreciate the importance of Christianity in the society. 	<ul style="list-style-type: none"> - Jesus as the Center of Christianity (life, mission, death and resurrection of Jesus). - Duties and rights of a Christian. - The importance of Christianity (good lifestyle, social actions, values.) 	<ul style="list-style-type: none"> - Based on the passages from the Holy Scripture of the New Testament and watching movie on the life, mission, death and resurrection of Jesus, the learners will discuss in small groups about the main message and values of Christianity. - Research using internet, library and other resources on the duties and rights of a Christian. - Discuss in groups, on the importance of living a Christian life both personal and societal.
Links to other subjects: <i>History and Citizenship (values).</i>				
Assessment criteria: <i>The learner will be able to justify the importance of Christianity in the promotion of values in the society.</i>				
Materials: <i>Bible, Religious Books, Internet, ICT devices, Library, Holy Pictures.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: FAMILY AND PEACE		
Christian Religious Education: S1		Unit 3: Peace in the Society		No. of periods: 10
Key unit competence: The learner will be able to participate in the activities of peace building and conflict resolution.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall the biblical meaning of peace and its fundamental principles. - Highlight the causes and consequences of the conflicts in the society. - Know about the Biblical teachings, about peace and conflicts. - Outline different means of conflict resolution and peace building. 	<ul style="list-style-type: none"> - Describe fundamental principles of peace. - Analyse different causes and consequences of conflicts in the society. - Identify from the Bible, different teachings about peace and conflicts. - Assess different means of conflict resolution and peace building. 	<ul style="list-style-type: none"> - Appreciate the importance of peace building principles. - Respect for human dignity. - Show concern for peace building in the society. - Actively participate in preventing and solving conflicts. 	<ul style="list-style-type: none"> - Peace and its principles (Tolerance, Unity, Reconciliation, Solidarity, Respect for human rights and dignity, Justice). - Peace and conflicts in the society. - Biblical teachings on peace and conflicts. - Conflict resolution and peace building. 	<ul style="list-style-type: none"> - Research using internet, library on the meaning of peace, types of peace and peace principles. - Investigate and debate on the causes and consequences of conflicts in the society and propose an active means to prevent and solve conflicts. - Listen to stories or series of drama about conflicts, then discuss and make analysis of their causes and consequences. - Make role plays on the causes and nature conflict in the society and means to solve them. - Analyse different case studies about causes of social conflicts and how to solve them.
Links to other subjects: <i>History and Citizenship (Conflict resolution).</i>				
Assessment criteria: <i>The learner will be able to consciously participate in the activities of peace building and conflict resolution.</i>				
Materials: <i>Pictures, ICT devices, Internet, textbooks on peace and conflicts.</i>				

TOPIC AREA: LITURGY AND SACRAMENTS			SUB TOPIC AREA: LITURGICAL CELEBRATION	
Christian Religious Education: S1			Unit 4: Repentance and Baptism	No. of periods: 7
Key unit competence: The learner will be able to explain the importance of Repentance and Baptism in spiritual growth.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the relationship between Baptism and Repentance in a Christian life. - State different steps in the celebration of Repentance and Baptism. 	<ul style="list-style-type: none"> - Explain Repentance and Baptism. - Describe the celebration of Repentance and Baptism. 	<ul style="list-style-type: none"> - Appreciate the role of Repentance and Baptism in a Christian life. - Celebrate freely and consciously the rite of Baptism. 	<ul style="list-style-type: none"> - Meaning and importance of Baptism and its celebration. - Different forms of baptismal rite. - Effect of Baptism. - Sins and their spiritual consequences. - Meaning and importance of Repentance and its celebration. - Repentance as an act of change of heart. 	<ul style="list-style-type: none"> - Based on a passage in the Scripture and on their experience, the learners in groups discuss about Baptism, its nature and celebration and effect in Christian faith. - Do a research in the library, internet about the spiritual importance of Baptism, meaning of penance, its celebration as well as its impact on the Christian life and in the life on the Church.
Links to other subjects:				
Assessment criteria: <i>The learner will be able to explain clearly the importance of Repentance and Baptism in spiritual growth.</i>				
Materials: <i>Bible, pictures, photographs and films about Baptism and Penance.</i>				

SPECIFIC UNIT FOR CATHOLICS

TOPIC AREA: LITURGY AND SACRAMENTS			SUB-TOPIC AREA: LITURGICAL CELEBRATION	
Christian Religious Education: S1		Unit: Advent to Christmas		No. of periods:
Key unit competence: The learner will be able to explain the two major parts of advent to Christmas.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall the meaning of Advent and Christmas. - State the spiritual importance of Advent. - Identify parts of Advent and activities done in each part and their liturgical celebration. - Outline the feasts celebrated during the Christmas period. 	<ul style="list-style-type: none"> - Describe the advent and Christmas celebrations. - Explain clearly the importance of Advent in liturgy and in Christian life. 	<ul style="list-style-type: none"> - Appreciate the role of Advent in liturgy and in spiritual growth. - Respect and prepare the Christmas period. - Participate actively and consciously in the liturgical celebration. 	<ul style="list-style-type: none"> - Meaning of Advent (Definition, duration, activities done). - Spiritual importance of Advent. - Christmas celebration and its following feasts. (Epiphany, baptism). 	<ul style="list-style-type: none"> - Make group discussion about Advent (meaning, liturgical celebration, visible signs of the advent). - Make presentation in class about Advent and Christmas celebration. - Research on Advent and Christmas celebration using library, internet, audio-visual materials.
Links to other subjects :				
Assessment criteria <i>The learner will be able to explain the two major parts of Advent to Christmas.</i>				
aterials: <i>Bible, other religious books, pictures, film about Advent and Christmas.</i>				

5.3 Christian Religion and Ethics Senior 2 syllabus

5.3.1 Key competences for Senior Two

- Identify the attributes of God.
- Make a comparative study of different religious beliefs and, appreciate the diversity of beliefs in order to establish unity.
- Respect other people's beliefs.
- Participate actively in the mission of the Church following the example of the Apostles after the Pentecost.
- Manifest the attitude of repentance from sins and live well with others.
- Explain the meaning of the family in God's plan and its responsibilities.
- Express his/her role to promote peace, unity and solidarity in the society.
- Contrast the role of relaxation in promoting inner peace with the effect of stress in hindering inner peace.

5.3.2 Christian Religion and Ethics syllabus Units for Senior 2

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: REVELATION OF GOD	
Christian Religious Education: S2		Unit 1: The Attributes of God		No. of periods: 6
Key unit competence: The learner will be able to discuss the attributes of God				
Learning Objectives			Contents	Learning activities
Knowledge & Understanding	Skills	Attitudes & Values		
<ul style="list-style-type: none"> - List different attributes of God. - Enumerate the supernatural phenomena that prove the power of God. - Identify God's acts that prove his mercifulness. 	<ul style="list-style-type: none"> - Explain the infinite nature of God. - Analyse the sovereignty and supremacy of God. - Contrast the divine wisdom and human wisdom. 	<ul style="list-style-type: none"> - Appreciate the holiness, mercifulness and graciousness of God. - Live in humility and resilience. - Be tolerant. - Perform the works of charity. 	<ul style="list-style-type: none"> - The attributes of God. - The infinite nature and self-existence of God. - Omnipresence and omnipotence of God. - The omniscience of God. - Holiness and immutability of God. - The mercifulness of God. 	<ul style="list-style-type: none"> - In classroom, the learners write on pieces of papers the attributes of God that they know. - Each learner posts his/her piece of paper on the wall and reads. - In group, the learners select the attributes that are really proper to God, and those He can communicate to us (communicable and non-communicable attributes). - The learners present their findings, observations and comments.
Link to other subjects:				
Assessment criteria: The learners are able to discuss clearly the attributes of God.				
Materials: Bible, manila paper, postcards, marker pens.				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: BELIEF, SALVATION AND HISTORY OF CHRISTIANITY		
Christian Religious Education: S2		Unit 2: Religious Beliefs and Unity in Diversity		No. of periods: 18
Key unit competence: The learner will be able to respect consciously the diversity in religious doctrines and appreciate values of each religion				
Learning objectives			Contents	Learning activities
Knowledge & Understanding	Skills	Attitudes & Values		
<ul style="list-style-type: none"> - Identify different major religions and their beliefs. - List different religious groups in Rwanda and indicate their sacred writings (books). - Describe the sectarian movements (operating in Rwanda). - Recall the importance of unity in the society. 	<ul style="list-style-type: none"> - Analyse the similarities and differences between the religions. - Contrast the advantages and disadvantages of traditional beliefs. - Evaluate the causes and effects of sects' proliferation. 	<ul style="list-style-type: none"> - Appreciate the diversity of religions. - Consolidate unity. - Commit to the positive value from different religions. - Make the right choice for beliefs. 	<ul style="list-style-type: none"> - Christian beliefs. - Catholicism and Orthodoxy. - Protestantism and its branches, Adventism. - Non-Christian religions: - Islam, Buddhism, Hinduism, Judaism and traditional beliefs. - Sectarian movements and their impacts on the Rwandan society. 	<ul style="list-style-type: none"> - The learners research in the library about religions, write in their hand notebooks the characteristics. - In groups, they share their common findings and thereafter, each group presents in the plenary. - The learners' organise a role-play to demonstrate the possibility of unity in diversity of religions.
Links to other subjects: <i>History of Religions, Social Studies</i>				
Assessment criteria: <i>The learners are able to respect consciously the diversity in religious doctrines and appreciate values of each religion.</i>				
Materials: <i>Bible, hand notebooks, library, specific materials for the role play.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC: FAITH, WORSHIP AND SOCIETY		
Christian Religious Education: S2		Unit 3: Mission of the Church		No. of periods: 12
Key unit competence: <i>The learner will be able to evaluate the mission of the Church in the world</i>				
Learning objectives			Contents	Learning activities
Knowledge & Understanding	Skills	Attitudes & Values		
<ul style="list-style-type: none"> - Describe the Pentecost event. - Identify Paul's missionary journeys. - Recall the general characteristics of the early Christian Church. 	<ul style="list-style-type: none"> - Describe the methods used by the twelve disciples and Paul in their mission. - Compare the mission in the early Christian Church with the current church. - Explain the role of the Holy Spirit in the mission of the Apostles. 	<ul style="list-style-type: none"> - Appreciate the investment in the mission of the Church. - Participate in the church mission in his/her community. - Be involved in reaching out the unreached and in different ministries of the Church. 	<ul style="list-style-type: none"> - Nature and foundation and the mission of the church. - The Great Commission of the Church (Matthew 20:18-20). - The practice of mission in the early Christian Church (Prayer, Communion, Devotion, pastoral activities). - The current church and its mission. 	<ul style="list-style-type: none"> - In groups, the learners, exchange their knowledge about the Pentecost event, and share their findings with the colleagues in the classroom. - Read the Bible and other books in their respective groups and role play the event of the Pentecost. - The learners' organise sketches that shows the life of the first Christian community and their mission. - In groups, the learners, compare the mission in the early Christian Church with the current; write essay and present it to the teacher.
Links to other subjects:				
Assessment criteria: <i>The learner will able to evaluate clearly the mission of the Church in the world</i>				
Materials: <i>Bible, Books, different items to use in the sketch.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: SPIRITUAL GROWTH		
Christian Religious Education: S2		Unit 4: Repentance and Forgiveness		No. of periods: 8
Key unit competence: The learner will be able live well with others by avoiding and repenting from sins				
Learning objectives			Contents	Learning activities
Knowledge & Understanding	Skills	Attitudes & Values		
<ul style="list-style-type: none"> - Define the original sin. - Identify the roots of the sins and virtues to tackle them. - List examples of God's mercy in the Bible. 	<ul style="list-style-type: none"> - Explain the origin and growth of the sin. - Plan the measures to prevent sin. - Explain the consequences of sin in daily life. - Prove the mercifulness of God. 	<ul style="list-style-type: none"> - Resist temptations. - Be tolerant and penitent. - Be agent of peace and reconciliation in the community. 	<ul style="list-style-type: none"> - Sin and its effects. - Roots of sins (pride, laziness, jealousy, anger, envy, selfishness, Cf. Gal 5:19-21). - Steps to genuine repentance. - Forgiveness and mercy of God. - Aspects of spiritual reconciliation. 	<ul style="list-style-type: none"> - The learners write on the postcard their views on the definition of sin and post them on the wall; presentation and discussion. - Role play the sketch of the "parable of the lost son" (Lk 15:11-24). - The learners, in their groups, discuss the three aspects of spiritual reconciliation (vertical, horizontal, reflexive) and their impacts.
Links to other subjects: <i>Social Studies under cardinal virtues and moral.</i>				
Assessment criteria: <i>The learners will be able live consciously the values tolerance, forgiveness and reconciliation in the community.</i>				
Materials: <i>Bible, postcards and specific materials for the sketch.</i>				

TOPIC AREA: FAITH AND SOCIETY		SUB-TOPIC AREA: FAMILY AND THE SOCIETY		
Christian Religious Education : S2		Unit 5: The Christian Family		No. of periods: 14
Key unit competence: The learner will be able to live by Christian values and perform family responsibilities and contribute to the social welfare in the community.				
Learning objectives			Contents	Learning activities
Knowledge & Understanding	Skills	Attitudes & Values		
<ul style="list-style-type: none"> - Identify the responsibilities of the family members in regard to spiritual development. - Define the role of a family in the integral development of the person. - Point out the most occurring family problems in Rwanda. - Identify the different family planning methods. 	<ul style="list-style-type: none"> - Justify the monogamy and indissolubility of marriage according Holy Scriptures. - Assess the role of a family in the spiritual development of the Children - Examine the challenges faced by the Rwandan families. 	<ul style="list-style-type: none"> - Appreciate the value of marriage. - Commit to the work for the community development. - Contribute in problems resolution in the community. 	<ul style="list-style-type: none"> - Family in God's plan. - Roles, rights and responsibilities of the family members. - The Christian family and contribution to spiritual development. - Problems faced by the Rwandan families today. - Marriage and family planning. 	<ul style="list-style-type: none"> - The learners discuss in their groups the characteristics and responsibilities of Christian family; make a presentation in plenary. - The learners are assigned individually to find out the contributions of a Christian family to spiritual development of the children in the community. - The learners share experience in pairs - the problems in families; do the same then in fours, etc. - Write down the common problems and make a

				<p>presentation. Use “problem tree” to label their causes and effects, and propose solutions; make sketches.</p> <ul style="list-style-type: none"> - In groups, the learners discuss impacts of marriage to the community present in plenary their work, observations and comments.
<p>Links to other subjects: <i>Social Studies under Community development; Biology under Family planning methods.</i></p>				
<p>Assessment criteria: <i>The learner are able to live consciously chastity, carry out activities which contribute to the social welfare of the community</i></p>				
<p>Materials: <i>Bible, books, specific materials for the sketches.</i></p>				

TOPIC AREA: FAITH AND LIFE		SUB-TOPIC: FAMILY AND PEACE		
Christian Religious Education: S2		Unit 6: Peace, Security and Conflict Resolution	No. of periods:14	
Key unit competence: The learner will be able to promote peace, manage and solve conflicts and live well with others.				
Learning objectives			Contents	Learning activities
Knowledge Understanding	& Skills	Attitudes & Values		
<ul style="list-style-type: none"> - Enumerate the effects of peace to the society. - Identify the consequences of the lack of peace in the society. - Recall the pioneers of peace-making in the world (Gandhi, Mandela, Martin Luther King.). 	<ul style="list-style-type: none"> - Distinguish peace from security. - Evaluate the obstacles of peace and security in the society. - Demonstrate the link between love, peace and security. - Find out in the Bible and judge Jesus models of peace-making. - Describe the impact of servant leadership in peace building and conflict resolution 	<ul style="list-style-type: none"> - Promote inner peace. - Participate in conflict resolution. - Love others as him/her. - Imitate Jesus' model of leadership (servant leadership). 	<ul style="list-style-type: none"> - Peace and security. - Relationship between Love, Peace and Security. - The obstacles of inner peace in the society. - Conflict resolution methods and active non-violence methods. - Peace and Leadership in God's plan. 	<ul style="list-style-type: none"> - In groups, learners discuss the effects of peace in their society and consequences of lack of peace; presentation of their work. - The learners explore many images of group which shows violence and which shows peacemaking. - Watch a film on the consequences of conflicts. - The learners organize a sketch on conflict resolution and building inner peace.
Links to other subjects: <i>Social Studies under peace studies.</i>				
Assessment criteria: The learners are able to consciously promote peace, manage and solve conflicts and live well with others in his environment.				
Materials: <i>Bible, books, pictures and images, ICT tools.</i>				

Specific for Protestants

TOPIC AREA: PROTESTANT FAITH		SUB-TOPIC AREA: PROTESTANT DOCTRINE		
Christian Religious Education: S2		Unit: Evangelical Baptism		No. of periods:
Key unit competence: The learner will be able to discuss the meaning of Baptism and its effects in the real life of the society.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - State the meaning and effects of Baptism. - List the criteria and qualification for baptismal candidates. - Identify the main acts of the baptismal rite. 	<ul style="list-style-type: none"> - Explain the importance of Baptism in the life of believers. - Compare the Baptism in the early Christian Church with today's church. - Interpret the visible signs in the Baptism. 	<ul style="list-style-type: none"> - Appreciate the Baptism. - Participate actively in the Church. - Develop awareness of baptismal rite diversities. - Exhibit the fruits of the Holy Spirit in the daily life. 	<ul style="list-style-type: none"> - Meaning of Baptism. - Repentance, faith and the gift of the Holy Spirit. - Main acts in the baptismal rite and their meaning. - Effects of Baptism. - Spiritual renewal. - Fruits of the Holy Spirit. - Discipleship to Christ and the mission to the world. - The fruits of Baptism. 	<ul style="list-style-type: none"> - The learners discuss in peer groups the meaning of Baptism and characterise Baptism in the time of Jesus and early church community. Make a presentation, observation, questions and comments. - In the same groups, list the main acts in the baptismal rite and their latent meaning. - In pairs, the learners share experience of the effects of their Baptism. Afterwards, each pair shares the testimony with the class.
Links to other subjects:				
Assessment criteria: The learner will be able to discuss confidently the meaning of Baptism and its effects in the real life of the society				
Materials: Bible, books on sacrament rites, internet.				

Specific to the Roman Catholics

TOPIC AREA: LITURGY AND SACRAMENTS		SUB-TOPIC AREA: SACRAMENTS		
Christian Religious Education: S2		Unit: Sacraments of Eucharist		No. of periods:
Key unit competence: The learner will be able to participate in the holy communion service, highlight its spiritual importance and live in unity with others.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Define the sacrament of Eucharist. - Characterise the candidate of the Sacrament of Eucharist. - Identify the effects of Eucharist. 	<ul style="list-style-type: none"> - Explain the phases of the rite of Eucharist. - Explain the importance of Eucharist in the life of a Christian. - Distinguish Eucharist from other food. - Interpret the visible signs in the Eucharist 	<ul style="list-style-type: none"> - Appreciate the effects of the Eucharist. - Be devoted to prayer. - Participate regularly to the church communion. - Live in peace and harmony with others. 	<ul style="list-style-type: none"> - Meaning of the sacrament of Eucharist. - Institution of Eucharist (Last Supper, blood and water from Christ, pierced rib). - Main elements of the Eucharist (bread, wine and prayer of Epiclesis). - Effects of the Eucharist: Union with Christ. - Spiritual growth. - Eucharist and unity of the believers. 	<ul style="list-style-type: none"> - Field visit at the chapels and observation. Peer group discussion about Eucharist: its meaning, its institution and administration. The learners present their group work in plenary. - In pairs, the learners share experiences of the effects of the sacrament of Eucharist in their daily life. Afterwards, each pair share testimony with the class.
Link to other subject:				
Assessment criteria: <i>The learner will be able to regularly participate in the holy communion service, live in unity and faithfulness in the community.</i>				
Materials: <i>Bible, books, hosts.</i>				

Specific for the Catholics

TOPIC AREA: LITURGY		SUB-TOPIC AREA: LITURGICAL YEAR		
Christian Religious Education: S2		Unit: Advent-Pentecost		No. of periods:
Key unit competence: The learner will be able explain the periods of the catholic liturgical year from the advent to the Pentecost.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Define the church year. - Identify the main periods of the Liturgical year. - Recall the church festivals in each period. - Identify the Liturgical colours and their meaning. 	<ul style="list-style-type: none"> - Explain the periods of the Liturgical year. - Draw the process of feasts celebration in each period. - Role play the celebration of the festivals. 	<ul style="list-style-type: none"> - Respect the Liturgical year and festivals. - Participate in the preparation and celebration of the festivals in their community. 	<ul style="list-style-type: none"> - Meaning of the Liturgical year (calendar, rites, and cycles). - Main periods and festivals: The Advent period, Periods of Christmas. - Short ordinary time. - Lent period and holy week. - Season of Easter. - The Pentecost. - Liturgical colours and their meaning. - Celebration of the festivals. 	<ul style="list-style-type: none"> - The learners in their groups identify the main parts of the Liturgical year, festivals and Liturgical colour; make group presentations. - In the classroom, the learners use coloured postcards and post them on the appropriate period or festival of the Liturgical year. - In groups, role play the celebration of festivals.
Links to other subject:				
Assessment criteria: <i>The learner will be able explain clearly the periods of the catholic liturgical year from the advent to the Pentecost.</i>				
Materials: <i>Bible, calendar, Lectionary, Liturgical year circle drawing.</i>				

5.4 Christian Religion and Ethics Senior 3 syllabus

5.4.1 Key competences for Senior Three

- Discern his or her own vocation in life accordingly and make a right choice.
- Explain the events that will mark the end of times and the second coming of Jesus.
- Observe the norms and rules in all situations as the guidance to happiness and peaceful life.
- Explain and appreciate the nature, purpose and ends of marriage in God's plan.
- Adopt the attitude of respecting and protect human sexuality through the practice of self-control.

5.4.2 Christian Religion and Ethics syllabus Units for Senior 1

TOPIC AREA: HOLY SCRIPTURES AND BELIEF			SUB-TOPIC AREA: REVELATION OF GOD AND BIBLICAL STUDIES	
Christian Religious Education: S3		Unit 1: Different Calls from the Bible		No. of periods: 6
Key unit competence: The learner will be able to discuss different ways God's call				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify different vocations from the Bible. - State the ways that God uses for calling his people. 	<ul style="list-style-type: none"> - Describe the ways through which God calls his people for different services. - Explain the relationship between different callings from God. - Make right decision in choosing career and style of life. - Link God's call for service and spiritual gifts given to everyone. 	<ul style="list-style-type: none"> - To appreciate different types of God's callings. - Show awareness of the importance of God's callings. - Show respect for God's callings. 	<ul style="list-style-type: none"> - Different vocations in the Bible (Abraham, Samuel, Moses, Jeremiah, Jonah, Paul and others, - Types of calls (call to life, call to service, calls to perform a particular work). - Christian and social services (church service charitable acts, pastoral acts, profession). - Basic elements on vocational discernment (freedom, desire to serve, need of perfection, self-control, self-awareness, skills and gifts, listening to God's voice). 	<ul style="list-style-type: none"> - Based on the Biblical passage or on the short film watched, the learners discuss on different calls in the Bible, how God called each, and then the mission assigned to him. - Make role plays and sketches about vocation; respond to service and to particular work. - Analyse case studies related to vocation discernment and respond positively to the call.
Links to other subjects: Human Geography: Human services				
Assessment criteria: <i>The learner will be able to discuss clearly different ways God's call</i>				
Materials: <i>Bible, pictures, Internet, ICT devices, photographs, films, books, reviews, journals, etc.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: BELIEF, SALVATION AND HISTORY OF CHRISTIANITY		
Christian Religious Education: S3		Unit 2: The Kingdom of God and The Last Judgement		No. of periods: 6
Key unit competence: The learner will be able to describe the kingdom of God and signs of the end times.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the signs of the end times and the second coming of Jesus. - List the events, marking the end times and preparing for the second coming of Jesus. 	<ul style="list-style-type: none"> - Interpret the Biblical passage on the Kingdom of God. - Analyse the signs of the end times and of the second coming of Jesus. - Compare the signs of the end times and the second coming of Jesus. 	<ul style="list-style-type: none"> - Appreciate the teachings of Jesus on the Kingdom of God. - Manifest values of kindness, humility and goodness. - Be responsible and accountable of his or her actions in the daily life. - Bear witness of the presence of God's kingdom and Second coming of Jesus. 	<ul style="list-style-type: none"> - The Kingdom of God (the meaning, the results and the fruits). - The beginning and the herald of the Kingdom of God (John the Baptist). - The Kingdom of God through the Gospels and Prophets. - The presence and the coming of the Kingdom of God. - Last days (signs that will mark the end of the world, 4 realities of the end of time (death, judgment, heaven and hell). - The Judgment (reasons for judgment, basis for the judgment, and the proceedings for the judgment (the judge, the accuser, the accused and the attorney). 	<ul style="list-style-type: none"> - Based on the scripture passage, learners discuss in small groups the meaning of the Kingdom of God and how it is described in the parables - Group presentations on the signs of the first and the second coming of Jesus. - In small groups, read the passages about the Last Judgment and interpret its meaning. - Research using internet, library and other possible resources on the Last Judgment.
Links to other subjects: <i>History and citizenship (history of the Christian Church).</i>				
Assessment criteria: <i>The learner will be able to describe well the Kingdom of God and the Last Judgement in the Biblical perspective.</i>				
Materials: <i>Bible, books, reviews, journals, Religious books.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: SPIRITUAL GROWTH		
Christian Religious Education: Senior 3		Unit 3: The Christian Life in the Society	No. of periods: 3	
Key unit competence: The learner will be able to observe the spiritual and social norms and rules in all situations as guidance to happiness and peaceful life.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Outline the different spiritual norms and societal rules. - Determine the Christian spirituality and the values. - Outline the Christian and the civic values. - Recall the importance of Christian and the civic values in life. 	<ul style="list-style-type: none"> - Study the Bible regularly and pray frequently. - Construct harmony between societal rules and Christian spirituality. - Execute the spiritual norms and values in his/her own community. - Apply the Christian values towards happiness and peaceful life. - Justify the Christian guidance towards happiness and peaceful life. 	<ul style="list-style-type: none"> - Integrate Christian norms and values in his/her daily life. - Participate willingly to the peace building actions based on the Christian spirituality. - Exhibit loyalty towards the societal rules. - Commit yourself and attend all the programs of the local church and honor church's discipline. - Practice proper relations with 	<ul style="list-style-type: none"> - Christian and the civic values. - Duties of Christians. - Spiritual norms and human freedom. - Christian freedom and the societal rules. - The Christian values towards happiness and peaceful life. 	<ul style="list-style-type: none"> - Do research using internet, library and any other available sources of information on the nature of civic and Christian values, their relationship and their importance in everyday life. - Make peer group discussions about results from the research and then make relevant conclusions applicable to daily life. - Use role play and sketches about the necessity of exemplary behavior of a Christian in everyday life. - Analyse in groups, the case studies related to degradation of Christian values and how to safeguard them.

		<p>other people and help others to learn the Word of God.</p> <ul style="list-style-type: none"> - Live an upright moral life and do all God's will. 		
<p>Links to other subjects: <i>Social Studies under norms, rules, values, society (Law, Ethics).</i></p>				
<p>Assessment criteria: <i>The learner will be able to observe the spiritual and social norms, rules in all situations as the guidance to happiness and peaceful life.</i></p>				
<p>Materials: <i>Bible, pictures, photographs, films about peace building, books, reviews, journals and other related documents.</i></p>				

TOPIC AREA: FAITH AND LIFE		SUB-TOPIC AREA: CHRISTIAN VALUES AND SOCIAL LIFE		
Christian Religious Education: S3		Unit 4: Human Sexuality		No. of periods: 10
Key unit competence: The learner will be able to make informed choices related to their relationships and in the light of their faith				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the biological, social, moral, psychological and spiritual aspect of human sexuality - Recall the meaning relationship and friendship - Identify different forms of sexual abuse and sexual violence - Establish the relationship between human sexuality, friendship, love, and relationships. 	<ul style="list-style-type: none"> - Distinguish right from wrong behaviour vis-à-vis human sexuality. - Make right and sound judgement and choices about sexual issues; - Talk straight on sex issues 	<ul style="list-style-type: none"> - Show respect and protection of human sexuality in the society. - Resist peer influence that may lead to abuse and violence as well as related sins - Act morally and have righteous behaviour in the society and health habits. - Build a good relationship with God and community 	<ul style="list-style-type: none"> - Human friendship and love (sexual attraction, sexual desire and drives, pleasure, sexual activity, puberty and adolescent sexuality, procreation, emotion and feelings). - Human friendship and love - Religious view of Human sexuality - Biblical view on sexual abuse and violence - Socio-cultural aspects of sexuality. - Relationships and marriage in the Christian faith. - Sexual and reproductive health. 	<ul style="list-style-type: none"> - Group discussion about relationships, friendship and love and their interdependence. - Research using internet, library and other sources of information on sexual abuse, sexual violence, human sexuality and critically analyze case studies to human sexuality. - Role play on things that can protect and promote children's sexual and reproductive health.
Link with other subjects: <i>This topic is closely linked with social studies under social events, citizenship and society: and history under traditional ceremonies</i>				
Assessment approach: <i>The learner will be make able to make right and conscious choices about relationship and sexuality in the light of their faith</i>				
Materials: <i>Holy scripture books, relevant faith books, Film on marriage celebration, Rwandan constitution.</i>				

Specific for Catholics

TOPIC AREA: LITURGY AND SACRAMENTS		SUB-TOPIC AREA: LITURGICAL CELEBRATION		
Christian Religious Education : S3		Unit 5: The Catholic Liturgical Periods	No. of lesson:	
Key unit competence: The learner will be able to discuss the major periods of the Catholic Liturgical year and appraise their importance.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Differentiate the major periods of the Catholic Liturgical year. - State the importance of the major periods of the Catholic Liturgical year. - Outline different feasts in each Liturgical season. 	<ul style="list-style-type: none"> - Establish the relationship between the major periods of the Catholic Liturgical year. - Describe the importance of the major periods of the Catholic Liturgical year. - Explain the obligations based on the major periods of the Catholic Liturgical year. 	<ul style="list-style-type: none"> - Appreciate the importance of the major periods of the Catholic Liturgical year. - Celebrate the Christian festivals in Catholic Liturgical year and also help others to celebrate. 	<ul style="list-style-type: none"> - Major periods of the Catholic Liturgical year. - High time and ordinary time (Advent and Christmas time, Lent and Easter Time, Saint Days) and their importance. 	<ul style="list-style-type: none"> - Group discussions and group presentations of the different activities of the major periods of the Catholic Liturgical year. - Produce sketches related to the major periods of the Catholic Liturgical year to demonstrate understanding. - Group discussion about the choice of songs of different liturgical feasts
Links to other subjects:				
Assessment criteria: <i>The learner will be able to discuss clearly the major periods of the Catholic Liturgical year and appraise their importance.</i>				
Materials: <i>Bible, pictures, photographs, films about the Catholic Liturgical periods.</i>				

Specific for Catholics

TOPIC AREA: LITURGY AND SACRAMENTS		SUB-TOPIC AREA: SACRAMENTS		
Religious Education : S3		Unit 6: The Sacrament of Confirmation		No. of periods:
Key unit competence: The learner will be able to explain the importance of the sanctifying graces of the sacrament of confirmation.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - State the relevance of the sacrament of confirmation in the Christian's life and in the Catholic Church. - Identify the administration of confirmation. - Distinguish the gifts from confirmation to other sacraments studied. 	<ul style="list-style-type: none"> - Explain clearly the importance of the sacrament of confirmation. - Describe the administration and gift of confirmation. 	<ul style="list-style-type: none"> - To appreciate the role of the sacrament of confirmation. - Show respect to the gifts of the Holy Spirit from the sacrament of confirmation. 	<ul style="list-style-type: none"> - The meaning of sacrament of confirmation. - The administration of sacrament of confirmation. - The gift from sacrament of confirmation. 	<ul style="list-style-type: none"> - Research in library, internet and other sources that provide information about confirmation. - Make group discussions and presentation about the sacrament of confirmation. - Watching films about Pentecost event or charismatic group and comment on gifts of Holy Spirit.
Links to other subjects: <i>Citizenship under the mission and service.</i>				
Assessment criteria: <i>The learner will be able to explain clearly the importance of the sanctifying graces of the sacrament of confirmation</i>				
Materials: <i>Bible, pictures, photographs, films about the sacrament of confirmation.</i>				

Specific for Protestants

TOPIC AREA: PROTESTANT FAITH		SUB-TOPIC AREA: PROTESTANT DOCTRINE		
Christian Religious Education: S3		Unit 7: The Ministry of Diaconate		No. of periods:
Key unit competence: The learner will be able to fully explain the obligations and responsibilities of the Ministry of Diaconate.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the ministry of Diaconate and the obligation of deacon. - Enumerate the responsibilities of deacon in the church growth. 	<ul style="list-style-type: none"> - Explain the Ministry of Diaconate. - Describe the obligations and responsibilities of a deacon. 	<ul style="list-style-type: none"> - To appreciate the role of deacons. - Participate in the daily activities of the Ministry of Diaconate. - Sensitize his/her fellows with others to the service of Diaconate. 	<ul style="list-style-type: none"> - The Ministry of Diaconate. - Obligations of deacon. - Responsibilities of deacon. 	<ul style="list-style-type: none"> - Make group discussions and presentation about the Ministry of Diaconate. - Field visits at churches and communities where deacons or deaconesses are performing the service to the people.
Links to other subjects: <i>Citizenship under responsibilities.</i>				
Assessment criteria: <i>The learner is able to fully explain the obligations and responsibilities of the Ministry of Diaconate.</i>				
Materials: <i>Bible and other books, field visits, pictures.</i>				

ISLAMIC RELIGION AND ETHICS

5.5 Islamic Religion and Ethics Senior 1 Syllabus

5.5.1 Key competences for Senior One

- Explain the purpose of life.
- Explain all the ways that Allah used to communicate himself to humanity.
- Explore major events in the life of Muhammad and his disciples and imitate their values.
- Exercise the different daily prayer (Swalaat) practices.
- Respect human rights and practice integral education in the family.
- Respect and protect the creatures and live in a peaceful environment.
- Explain the principles of Gender in Islam using the Qur'an and Islamic tradition.

5.5.2 Islamic Religion and Ethics syllabus Units for Senior 1

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: ISLAMIC MONOTHEISM: TAWHIDIID		
Islamic Religious Education: S1		Unit 1: Revelation of Allah to humanity		No. of periods: 18
Key unit competence: The learner will be able to explain the purpose of creation.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall the purpose of creation of the humans and the Jinn. - State the Three Fundamental principles of Islam (Al-Usul, Ath Thlathat). - Describe the concept of God in Islam. - Enumerate the characteristics of human being as the highest creature. - Identify the true God, the Creator. - State the Two Testimonies. - Identify the powerfulness of Allah proved by Qur'an and 	<ul style="list-style-type: none"> - Explain the purpose of creation of the humans and the Jinn. - Describe the Three Fundamental principles of Islam. - Discuss the Oneness of God. - Distinguish human being from other creatures. 	<ul style="list-style-type: none"> - Worship, Fear and Love for Allah. - Love for Allah's Prophet and follow Islam properly. - Avoid all forms of Shir'ki. - Respect and protect the creatures of Allah. - Perform good actions to make the earth better. - Observe the teachings of Qur'an and the prophecies of Allah's Prophets. 	<ul style="list-style-type: none"> - Worship Allah as the main purpose of creating the humans and Jinn. - The importance of the Three Fundamental principles (Al-Usul, Ath Thlathat): (Who is your Lord?, What is your Religion?, Who is your Prophet?). - The concept of God in Islam. This covers (Allah the One and Only to be worshiped, A Unique Concept, His Names, Attributes and His oneness, Can we see Allah? Allah the Most Merciful and the Dispenser of Mercy, Did 	<ul style="list-style-type: none"> - In the groups, the learners discuss about the purpose of creating the humans and Jinn and further discuss the concept of Jinn and how they differ from mankind? - In the groups, the learners make a research on the importance of the Three Fundamental principles (Al-Usul, Ath Thlathat) and present their findings. - The learners discuss about Oneness of God and how can people know that God is One and Only to be

the Prophets.			<p>Allah become a man?, Did Allah have a son? Where is Allah?, One Third of the Qur'an, the Forgiveness of sins, How do we know God is one?)</p> <p>- The ways that Allah reveals to His people are: Revelation by His Prophets; Revelation by His Word (Qur'an).</p>	<p>worshiped.</p> <p>- Out of the classroom, the learners explore the environment in order to observe different creatures, how they are amazing, their beauty, their organization, the relationship between them etc.</p> <p>- Every learner writes what he/she saw extraordinary.</p> <p>- Then in the group, they discuss about the origin of that beauty and of the diversity.</p>
<p>Links to other subjects: <i>Social Studies (good relationship in society), Geography (environment protection), Ethics and Moral (respect life).</i></p>				
<p>Assessment criteria: <i>The learner will be able to explain clearly the purpose of creation.</i></p>				
<p>Materials: <i>Qur'an, some books of Hadith, hand notebooks and ICT tools.</i></p>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: HISTORY OF ISLAM (TAAREKH)		
Islamic Religious Education: S1		Unit 2: Mission of Muhammad and his disciple (Swahaba)		No. of periods:18
Key unit competence: The learner will be able to be truthful, humble, kind, flexible, courage, resilient and to forgive wherever he/she is.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall the biography of Muhammad. - Describe the event of Revelation of Allah to Muhammad. - List of the virtues and morals of Muhammad's companions. 	<ul style="list-style-type: none"> - Analyse the message of Muhammad as the Prophet of Allah after the enlightenment - Compare the Muslims in the beginning of Islam with present days Muslims. - Conclude and apply the values that characterised Muhammad and his companions. 	<ul style="list-style-type: none"> - Read carefully Qur'an and Hadiths. - Live and go back to the values that characterised Prophet Muhammad. - Be humble, courageous and resilient in the society. - Appreciate the message conveyed by Muhammad as the Prophet of Allah. 	<ul style="list-style-type: none"> - The biography of Muhammad before his revelation. - Some morals and manners of the Prophet Muhammad (Sound Intellect, Wisdom, Sincerity, Politeness and Good Manners, Love for Reformation and Reconciliation, Ordering with the Good and Forbidding Evil, Love of Purification, Forbearance, Good Appearance, Strong Faith and Dependency on God, Kindness and Compassion, Smile, Simplification and Ease, 	<ul style="list-style-type: none"> - In the school library, the learners' research for the biography of Muhammad included his revelation. - The learners explore the books that express the values and morals of the Prophet Muhammad and of the first Muslims. They write what they find out and thereafter present in the classroom their findings.

			<p>Fearing God, Generosity, Cooperation, Truthfulness, Honesty, Trustworthiness and Reliability, Bravery and Courage, Bashfulness and Modesty, Humbleness, Mercy and Compassion, Patience and Forbearance, Justice and Fairness, Richness and Contentment of the Heart, Hoping for Goodness, even for his Enemies).</p> <p>- The event of Revelation of God to Muhammad through Djibril Angel (as the Qur'an and Hadiths prove).</p>	
<p>Links to other subjects: <i>History (history of religions), Ethics and Moral (social values).</i></p>				
<p>Assessment criteria: <i>The learners are consciously truthful, humble, kind, flexible, courage, resilient and to forgive wherever he/she is.</i></p>				
<p>Materials: <i>Qur'an, some books of Hadith and Sirat, books in library and students hand notebooks.</i></p>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: JURISPRUDENCE AND ISLAMIC RULINGS (FIQ'HI)		
Islamic Religious Education: S 1		Unit 3: Swalaat laws		No. of periods:14
Key unit competence: The learner will be able to explain the steps to perform every kind of Swalaat.				
Learning objectives			Contents	Learning activities
Knowledge and Understanding	Skills	Values and Attitudes		
<ul style="list-style-type: none"> - List compulsory prayers (Swalaat) and voluntary ones (swalaat sunnat). - Identify the manners of performing all Swalaat. - Describe the responsibilities of Imam 	<ul style="list-style-type: none"> - Differentiate compulsory prayers (Faradwa) from voluntary ones (Sunnat). - Practice the required conducts and manners in time of Swalaat. - Discuss and judge the conditions required to be an Imam. 	<ul style="list-style-type: none"> - Perform the Swalaat by respecting the laws at the time of each Swalat. - Respect the Imam and help by following him. 	<ul style="list-style-type: none"> - The Pillars of Swalaat. - Compulsory Swalaat (Faradwa). - Types of voluntary (Sunnat). Swalaat and its importance. - Conditions (prerequisite) of the Validity of Salah. - Who is Imam? - Who is Maamum and what are his duties? - What are the conditions to be called an Imam? 	<ul style="list-style-type: none"> - In group, the learners discuss about the kinds and conditions of all Swalaat. - The learners exchange knowledge about the conditions and responsibilities of an Imam and Maamum and make a group report. - In the classroom, the learners watch video of the Swalaat performance.
Links to other subjects: <i>Social Studies (social relationship).</i>				
Assessment criteria: <i>The learners will be able to explain the steps to perform every kind of Swalaat..</i>				
Materials: <i>Qur'an, water, mats or carpet, ICT tools, students' hand notebooks.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: ISLAM AND FAMILY LIFE		
Islamic Religious Education: S1		Unit 4: Human rights and family		No. of periods:10
Key unit competence: The learner will be able to explain the inclusiveness of Islam as a way of life, reclaim his/her rights to obey, to help and assist parents and to remind the parents the importance of physiological and spiritual foods.				
Learning objectives			Contents	Learning activities
Knowledge and Understanding	Skills	Values and Attitudes		
<ul style="list-style-type: none"> - List some rights and duties of the parents and the children in Islam. - Identify characteristics of good parents. - Identify the characteristics of good children. 	<ul style="list-style-type: none"> - Explain the relationship between the rights and duties of a person. - Distinguish teachings (science and knowledge) from educating (give knowledge and how to live with others). - Search for spiritual food (praying Allah, sense of forgiveness and ask pardon). - Declare the physiological education that parents must provide (food, cloths, sport, health care, school fees) 	<ul style="list-style-type: none"> - Show love, kindness and respect for the children and the parents. - Strive for his/her rights, and accomplish his/her duties. - Mobilise parents to consider both, education of soul and body. 	<ul style="list-style-type: none"> - The concept of a family in Islam. - Human rights in Islam. - The Parent-Child Code of Behavior in Islam. - The value of Motherhood in Islam. - The rights and duties of children towards parents and vice versa in Islam - The duties of integral education (education of body and education of soul). 	<ul style="list-style-type: none"> - In group, the learners discuss about respect and violations of human rights that are appearing in our country and in the world in general, and they present their work based on the suggestions to address this problem. - They explore the posted papers about violations of human rights They hear recorded messages about violence that may occur in families. They role play sketch about education of children in the family.
Links to other subjects: <i>Social Studies (helping and solidarity), History and Citizenship (respecting rights of person), Ethics and Moral.</i>				
Assessment criteria: <i>The learner will be able to explain clearly the inclusiveness of Islam as a way of life, reclaim his/her rights to obey, to help and to assist parents and also to remind parents the importance of physiological and spiritual foods.</i>				
Materials: <i>Qur'an, some books of hadith and Islamic Education, Motherhood in Islam, The Child in Islam, pictures and post papers, radio.</i>				

5.5.2 Islamic Religious Education syllabus Units for Senior 1

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: MORALITY AND ETHICS IN ISLAM (ADABU)		
Islamic Religious Education: S1		Unit 5 : Standards of social morality and ethics		No. of periods:12
Key unit competence: The learner will be able to respect and practice Islamic social morals and ethical values in every aspect of life.				
Learning objectives			Contents	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall Muslim identity regarding morality and ethics. - Identify the rules and prescriptions about morality and ethics in Islam. 	<ul style="list-style-type: none"> - Assess Islamic moral and ethics in various aspects of life. - Justify the importance of Islamic social morals and ethics in the society. - Interpret laws, rules and the regulations on the morality and ethics. 	<ul style="list-style-type: none"> - Respect everyone and live in humility in the society. - Follow the Islamic manners and morals in all circumstances of life. - Observing an appropriate Dua and supplications in all circumstances. - Behave according to the Islamic moral and ethics in daily life. 	<ul style="list-style-type: none"> - The standard of Morality and Ethics in Islam (Truthfulness, Humility, Modesty, Honesty and Trustworthiness, Visiting the sick, Treating guests, Kind treatment to Neighbours, Kind Treatment to Elderly, Generosity, Cleanliness as half of faith, The etiquette of Eating, The etiquette of Sleeping and waking up, Seeking good companions,--Regulation about Islamic Greeting). 	<ul style="list-style-type: none"> - The learners play a sketch that shows different practices of Islamic social morals and ethics in everyday life. - The learners perform the exercise of Dua and supplication in different circumstances.
Links to other subject: <i>Ethics and Moral (mutual respect and politeness).</i>				
Assessment criteria: <i>The learner will be able to respect and practice consciously Islamic social morals and ethical values in every aspect of life.</i>				
Materials: <i>Qur'an, some books of hadith, carpet, radio and External storage</i>				

5.6 Islamic Religion and Ethics Senior 2 syllabus

5.6.1 Key competences

- Worship one God and respect His creatures.
- Spread Islam (Daawat) wherever he/she is and respect the rights of others.
- Practice adequately and perfectly all kinds of Swalaat.
- Strive for equality of men and women according to the law, and to the plan of Allah, involve in his/her own development and in the development of the society.
- Identify and show major points that constitute the mission of Islam and participate actively in the spread of Islamic faith.
- Manifest the attitude of denouncing and repenting sins and live well with the others.
- Express his/her role to promote peace, unity and solidarity in the society.
- Explain and appreciate the nature purpose and ends of marriage from an Islamic point of view.
- Adopt the attitude of respecting and protecting human sexuality through demonstration of responsible behaviour.

5.6.2 Islamic Religion and Ethics syllabus Units for Senior 2

TOPIC AREA: HOLY SCRIPTURE AND BELIEFS			SUB-TOPIC AREA: ISLAMIC MONOTHEISM (TAUHID)	
Islamic Religious Education : S2			Unit 1: The Two Testimonies as 1st Pillar of Islam (Shahadat)	No. of periods: 15
Key unit competence: The learner will be able to discuss the importance of the Two Testimonies as the key to Islamic faith.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Outline the Two Testimonies. - List the Pillars, Conditions, and Nullifiers of the Two Testimonies. 	<ul style="list-style-type: none"> - Differentiate between the Two Testimonies. - Understand the importance of the Two Testimonies. - Justify the uniqueness of Allah and respect that should characterize the creatures. - Always worship and praise one God (Allah), and follow the practices of the Prophet Muhammad. 	<ul style="list-style-type: none"> - Confess the faith in the uniqueness of Allah (Shahadat). - Respect Allah and follow the practices of the Prophet Muhammad. 	<ul style="list-style-type: none"> - The meaning and importance of the two testimonies. - The Pillars, Conditions, and Nullifiers of the Two Testimonies. - Oneness of Allah (Laa ilaaha illaallaah). - Allah the only True God (illallaah). - The worship of Allah and respect for His creatures. - Obedience to Prophet Muhammad is must to All Muslims. 	<ul style="list-style-type: none"> - In the classroom, research into the Qur'an about the Surats that focus on the oneness of Allah. - In group, discuss about the meaning and importance of the Two Testimonies. - The learners write in their hand notebooks their discussion and thereafter they share the findings.
Links to other subjects: <i>History of the Islam.</i>				
Assessment criteria: <i>The learner will be able to discuss clearly the importance of the two testimonies as the key to Islamic faith.</i>				
Materials: <i>Qur'an, books of Islamic theology, hand notebooks and pens.</i>				

TOPIC AREA: HOLY SCRIPTURE AND BELIEFS				
Islamic Religious Education: S2		Unit 2: The mission of Islam (Daawat in Islam)		No. of periods: 16
Key unit competence: The learner will be able to discuss the Islamic spread of faith for conversion and for practice				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Define the term Daawat. - Classify the qualities of Daayi (Preacher) and the conditions of doing Daawat. 	<ul style="list-style-type: none"> - Explain and clarify the good ways to do the Daawat. - Judge and categorise the levels and the capacity to do Daawat in Islam. - Respect and increase good relationship with the persons of other beliefs. 	<ul style="list-style-type: none"> - Contribute in the spreading of Islam and its values. - Respect Daawat and required conditions. - Take care of the rights of others. 	<ul style="list-style-type: none"> - What is Daawat? And what are the manners of doing the Daawat? - The virtues of calling others to Islam. - The duties of ordering the good and forbidding evil. - What are the qualities of successful preacher? - The importance of doing Daawat for Muslim and for Islam in general. - Peaceful co-existence and the relationship between Muslim and non- Muslim (rights and duties). 	<ul style="list-style-type: none"> - In groups, the learners discuss about the good condition in which the Daawat should be well done. - The learners in the groups exchange ideas on the behaviours that must characterise the Daayi (the Preacher). - The learners in the groups share ideas on the importance of peaceful co-existence between Muslims and non- Muslims and their cooperation for the development of the Nation.
Links to other subjects: <i>History (expansion of Islam in the world), Social Studies under the respect of the right of others.</i>				
Assessment criteria: <i>The learners will be able to discuss confidently the Islamic spread of faith for conversion and for practice</i>				
Materials: <i>Qur'an, many items needed to present a sketch.</i>				

TOPIC AREA: HOLY SCRIPTURE AND BELIEFS		SUB-TOPIC AREA: JURISPRUDENCE AND ISLAMIC RULINGS (FIQ'H)		
Islamic Religious Education : S2		Unit 3: The emphasis on Rulings of all Swalaat		No. of periods: 12
Key unit competence: The learner will be able to practice adequately and perfectly all kinds of Swalaat.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify all the rules that regulate the Swalaat. - Discover all challenges that can damage the Swalaat. - Detect and present the interest of Swalaat in the life of a Muslim and to the society in general. 	<ul style="list-style-type: none"> - Interpret the rulings and the manners of doing Swalaat. - Apply rules of performing the Swalaat. - Conclude and support the importance of performing Swalaat. 	<ul style="list-style-type: none"> - Manifest fear of Allah respecting the rules in different moments of Islamic life. - Observe all rules that regulate Swalaat. 	<ul style="list-style-type: none"> - Rulings on Water in Islam. - Rulings on Answering the call of nature. - Rulings on Ablution (Wudwuu). - Purifying of Najaasat. - Acts of Natural Disposition (Sunanu of Fit'rah). - Ghuslu (Ceremonial Washing). - Rulings on Tayammum. - Wiping over boots, socks and splints. - Impure Things. - The Pre-Requisites of Swalaat. - The Pillars, Obligatory parts and Voluntary parts (Sunnahs) of Swalaat. - The Difference between a Pillar and Obligatory part in Swalaat. - Rulings on Forgetting during Swalaat. - Swalaat of the Sick and the Traveller. 	<ul style="list-style-type: none"> - The learners in the classroom read and interpret the books of Fiq'hi about laws of Swalaat. - In the classroom, the learners watch video, explore pictures on performing Swalaat.
Links to other subjects: <i>History (histories of beliefs and religions).</i>				
Assessment criteria: <i>The learner is able to practice adequately and perfectly all compulsory Swalaat.</i>				
Materials: <i>Qur'an, books of Hadith, ICT tools, pictures.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: ISLAM AND LIFE		
Islamic Religious Education: S2		Unit 4 : Islam and development		No. of periods: 15
Key unit competence: The learner will be able to discover the inclusiveness of Islam and Gender concept from Islamic perspective.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the inclusiveness of Islam. - Identify the gender aspect from the perspectives in the Qur'an. 	<ul style="list-style-type: none"> - Analyse and explain the principles of inclusiveness of Islam in all aspects of life. 	<ul style="list-style-type: none"> - Follow Islamic guidance in daily life. - Respect and protect the human dignity. - Strive for gender equity in all fields of human life. - Participate in the development of the community and its individuals. - Take care of the environment. 	<ul style="list-style-type: none"> - The Inclusiveness of Islam: This contains the following aspects: <ul style="list-style-type: none"> o The Universality of Islam o The Finality of Prophet-hood. o Obedience to Prophet Muhammad is a must for all. o Islam is a Religion for all humanity. o Islam is complete and sufficient. - Guidance and Forever <ul style="list-style-type: none"> o Gender equity in Islam. o Women's Rights in Islam. o Islam and Economy. o Islam and Politics. 	<ul style="list-style-type: none"> - In groups, the learners discuss about the principles of inclusiveness of Islam in all aspects of life and make a research on some Verses and Hadiths concerning this issue. - In groups, the learners discuss and research on the natural human dignity in Islam. - In the classroom, explore the image that shows gender activities (girls and boys studying together, working together, wife and

			<ul style="list-style-type: none"> ○ Islam and Justice. ○ Islam and Health and Nutrition. ○ Islamic view of Family Planning methods ○ Islam and the Environment ○ Islam and Crime and Punishment ○ Islam and the Development. 	<p>husband build a house together, they share plans and advices for the development of the family).</p> <ul style="list-style-type: none"> - They read verses in the Qur'an about gender and development. - In groups, exchange of ideas on Islam's contribution to the socio-economic development. In the classroom, share the findings.
<p>Links to other subjects: <i>Social Studies and Citizenship under Gender and Development</i></p>				
<p>Assessment criteria: <i>The learners strive to follow the guidance of Islam as a way of life, respect for equality of men and women according to the law and to the plan of Allah, and involve in his/her own development.</i></p>				
<p>Materials: <i>Qur'an, newspapers, pictures post papers.</i></p>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: ADAABU		
Islamic Religious Education: S2		Unit 5: Cardinal virtues in Islam		No. of periods: 14
Key unit competence: The learner will be able to appreciate and live ethical values in the society.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the cardinal virtues according to the Qur'an and Suna. - Generalise the importance of all the cardinal virtues (values) for the person him/herself and to the society in general. - Prove that human kind is able to live under self-control that animal cannot. 	<ul style="list-style-type: none"> - Explain the cardinal virtues and their application in real life. - Apply cardinal virtues and show good example of submissiveness to Allah. - Self-mastery, analyse and judge before deciding (be a reasonable creature). 	<ul style="list-style-type: none"> - Observe the cardinal virtues (adaabu). - Live ethical values in the society. - Self-respect and the respect to others. 	<ul style="list-style-type: none"> - The value (virtue) of courage (idjitihaad) and its importance to the person and to the society. - The value of Work in Islam. - The value of Wealth in Islam. - The value of Strength in Islam. - The virtue of Prudence (bain) and its importance for the society. - The virtue of Justice (ad'lun) and its importance for the society. - The gift of Self-control (muraaqabat-nafsi), a special virtue for human kind and not for animal. 	<ul style="list-style-type: none"> - In groups, the learners discuss about good behaviour that a person could adopt to live well with self and to live well with the others. - Individually writing the values on the post card and explain why they felt it is important - Every learner then does an exercise of choosing (picking) one paper and tells the chosen virtue to his/her colleagues, so it becomes a small game.
Links to other subjects: <i>Social Studies, Citizenship and moral under virtues.</i>				
Assessment criteria: <i>The learners will be able to appreciate and live consciously ethical values in the society.</i>				
Materials: <i>Qur'an, books of Hadiths and Adabu, pictures, pieces of papers, colour pens.</i>				

5.7 Islamic Religion and Ethics Senior 3 syllabus

5.7.1 Key competences for Senior Three

- Justify the importance of Pillars of Islam, Qur'an and other Holy scriptures in spiritual life..
- Be hopeful to reach paradise (Aldjanat) and develop good relationship with others.
- Appreciate the importance of Zakat.
- Avoid all kinds of dehumanization, division and fight against terrorism in the world.
- Explain the steps of purification in Islamic worship.

5.7.2 Christian Religion and Ethics syllabus Units for Senior 3

TOPIC AREA: HOLY SCRIPTURE AND BELIEFS		SUB-TOPIC AREA: TAUHIID		
Islamic Religious Education: S3		Unit 1: Pillars of Islam		No. of periods:16
Key unit competence: The learner will be able to justify the importance of Pillars of Islam and practice them in daily life.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Recall the five Pillars of Islam. - Identify the categories of Tawuhid. - State the true meaning of Shir'ki and its three sub-divisions. - Recite the Pillars of Islam. - Define the role of each Pillar of Islam for the spiritual life of a Muslim. - Precise the times of Salaat and categorise the level of Zakaat. 	<ul style="list-style-type: none"> - Describe the fundamental Pillars of Islamic faith and regulation for their observance. - Justify the importance of each of the Pillars of Islam in spiritual growth. - Justify the importance of Tawuhiid and its categories. - Describe the three categories of Shir'ki . - Illustrate the practice of each pillar. 	<ul style="list-style-type: none"> - Appreciate the importance of Pillars of Islam and show respect of them in spiritual growth. - Worship only Allah and avoid all forms of Shir'ki. - Show concern about helping and serving the needy. - Perform monotheistic act, prove the spiritual interest of offering Zakat and of respecting Saalaat times. 	<ul style="list-style-type: none"> - The Five Pillars of Islam. - The Importance of Tawuhid (Monotheism) in Islam. - Categories of Tawuhid (The Unity of Allah's Lordship, The Unity of Allah's Worship, The Unity of Allah's names and attributes). - The meaning of Shir'ki. - Types of Shir'ki, examples of each type and the difference between them: - Ashir'kul- Ak'bar(Major Shirki). - Ashir'kul-As'ghar(Minor Shir'i). - Ashir'kul- Khafiy(Hidden Shir'ki). 	<ul style="list-style-type: none"> - In small groups, the learners discuss the spiritual and social importance of observing the Pillars of Islam. - In groups, the learners discuss about the importance of Tawuhid (Monotheism) in Islam, the concept of three categories of Tawuhid, the meaning and types of Shir'ki, and share some examples of Shir'ki observed in Rwandan community. - In classroom, the learners explore pictures and images that show how Muslims

			- The Nullifiers of Islam.	offer Zakaat to the needy persons, how some Muslims realise the spiritual pilgrimage journey to Mecca. - Together, the learners share the findings in their groups, thereafter they watch video on different acts performed during Ramadan month.
Links to other subjects: <i>History (Islam and its expansion).</i>				
Assessment criteria: <i>The learners will be able to justify clearly the importance of Pillars of Islam and practice them in daily life.</i>				
Materials: <i>Holy Qur'an, Books of Hadith and Fiq'hi, pictures, images, ICT tools.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: TAAREKH		
Islamic Religious Education : S3		Unit 2: Qur'an and its spiritual importance		No. of periods: 14
Key unit competence: The learner will be able to explain the Qur'an structure and its importance in spiritual life				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Extend the structure of the Qur'an. - Summarise the main message of the Qur'an. - Detect the role of Qur'an's teachings in the society transformation. 	<ul style="list-style-type: none"> - Describe the fundamental teachings of the Qur'an on human conduct. - Justify the importance of the Qur'an in spiritual growth of the Muslims. - Integrate the message of the Qur'an in daily life (convey the message of Allah and live it among others). 	<ul style="list-style-type: none"> - Show the respect of Qur'an as the true Word of Allah. - Appreciate the importance of Qur'an teaching in spiritual growth. - Use Qur'an in spiritual activities. 	<ul style="list-style-type: none"> - Introduction to Qur'an: the structure of the Qur'an. - Believe in Allah and the Qur'an. - The attribute of Allah. - The relationship between people and the Qur'an. - Revelation and collection of the Qur'an. - The Qur'an's message and human conduct. 	<ul style="list-style-type: none"> - In groups, discuss about the main message of the Qur'an and its contribution to the spiritual growth of the people in the world. - Make a report of group work and make a presentation of the findings. - The learners' organise a sketch to show the spread and the fruit of the message of the Qur'an in the world (submissiveness to Allah, live in brotherhood, unity).
Links to other subjects: <i>History (Islam and its expansion).</i>				
Assessment criteria: <i>The learners will be able explain the Qur'an structure and its importance in spiritual life.</i>				
Materials: <i>The Qur'an, Books of Hadiths, paper and pens, items to be used in playing sketch.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: FIQ'H		
Islamic Religious Education : S3		Unit 3 : Compulsory Charity in Islam (Zakaat)		No. of periods:14
Key unit competence: The learner will be able to assess the importance of voluntary Swalaats and Zakaat.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State voluntary Swalaats. - Identify voluntary Swalaats times. - Recall the meaning of Zakaat. - Identify the Zakaat rates and sources. - Generalise the recipients of Zakaat and define the donors and the recipients. 	<ul style="list-style-type: none"> - Justify the importance of voluntary Swalaats. - Justify the necessity of Zakaat in Islam. - Classify the Zakaat rates and sources as well as the associated Zakaat from Islamic tradition. - Explain the importance of Zakaat and categorise the recipients of Zakaat. 	<ul style="list-style-type: none"> - Observe a day and night voluntary Swalaats. - Participate actively and consciously in Zakaat activities. - Appreciate the importance of Zakaat as Islamic obligation. - Offer Zakaat according to the economic capacity. - Be kind to the needy people, widows and the orphans. 	<ul style="list-style-type: none"> - Rulings on some voluntary Swalaat (ANNAWAFIL). <ul style="list-style-type: none"> o Idil-fitri. o Idil- Ad'ha. o Swalaatil –janaazat. o Swalaatil –kusuufi wal'Khusuf. o Swalaatil- Is'tis'qaai. o Swalaat istikharat. o Swalatu Dwuha. o Swalatul'Witri. o Swalatu Tahadjud. - Meaning of Zakaat (Compulsory Charity). - Zakaat as Islamic way for poverty reduction, source and rates of Zakaat. - Punishment for failure to pay Zakaat. 	<ul style="list-style-type: none"> - The learners list the voluntary Swalaats and discuss about the importance and rewards of each voluntary Swalaats. - Group, discussion about the necessity of Zakaat as Islamic obligations and they present their findings by using post papers. - Make role play about the good practice of giving Zakaat. - Watch video on different acts of Zakaat performed during the Ramadan month.

			<ul style="list-style-type: none"> - Importance of Zakaat and the rewards to observe it. - The concept of Zakatul Fit'ri. - The meaning of voluntary Charity (Swadaqat) and the difference between it and the compulsory Zakaat. 	
<p>Links to other subjects: <i>History of religions about cultures and practices.</i></p>				
<p>Assessment criteria: <i>The learners assess critically and logically the importance of voluntary Swalaats and Zakaat.</i></p>				
<p>Materials: <i>Qur'an, Books of Hadiths, Books of Fiq'hi, post papers and pens, video, ICT tools.</i></p>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: ISLAM AND LIFE		
Islamic Religious Education: S3		Unit 4 : Peace building and Islamic view of Jihad		No. of periods:14
Key unit competence: The learner will be able to evaluate the role of Islam in promoting peace and justice.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Express the role of Islam in promoting peace and justice in the world. - Illustrate the conditions in which Jihad is allowed. - Outline the consequences of conflict and violence for the families and for the society. 	<ul style="list-style-type: none"> - Justify the role of Islam in promoting peace and justice in the world. - Describe the tools for promoting human rights in the society, - Criticise terrorism acts and distinguish it from Lawful Jihad. - Explain and manage conflict in the society. 	<ul style="list-style-type: none"> - Fight against violence and injustice in the world. - Promote nonviolence attitude in solving conflict. - Promote human rights and peace building in this environment. - Solve peacefully conflict where it occurs. - Show concern about peace and unit in his daily life. 	<ul style="list-style-type: none"> - The importance of Unity, Peace Building and Reconciliation in Islam. - The concept and purpose of Jihad in Islam. - What are the conditions under which Jihad is allowed? - The difference between lawful Jihad and violent acts of terrorism. - Islam and the Necessity of Peaceful Co-Existence between Muslims and non-Muslims in the society. - Compassion and forgiveness. - Tools for humanitarian 	<ul style="list-style-type: none"> - Group discussion about the importance of Unity, Peace and Reconciliation from Islamic perspective. - The learners carry out a research on the meaning and purpose of Jihad in Islam and distinguish it from terrorism Acts. - Group discussion about obstacles against peace and the consequences of war and insecurity. - Research on the role of Islam in promoting Compassion, Forgiveness, Peace and Justice in the world. - In the classroom, the learners present their findings.

			work in Islam. - Human rights and Islam.	- Watching video on consequences of war, hatred, division and conflict.
Links to other subjects: <i>Civil history (world war) and History of religion (crusades).</i>				
Assessment criteria: <i>The learners will be able evaluate the role of Islam in promoting peace and justice.</i>				
Materials: <i>Qur'an, Books of Hadiths, Books of Fiq'hi, post papers, the ICT tools.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES		SUB-TOPIC AREA: ISLAM AND LIFE		
Islamic Religious Education: S3		Unit 5 : Friendship and Sexuality		No. of periods: 14
Key unit competence: The learner will be able to assess the rules and regulations about friendship and relationships in the Islamic faith.				
Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Explain the Islamic rules and regulations of friendship and relationships. - Describe different forms of sexual abuse and sexual violence - Identify accepted behaviour regarding friendship in Islam. 	<ul style="list-style-type: none"> - Describe the characteristics of a good and healthy friendship. - Justify the importance and necessity of friendship. - Analyse the effects of sexual abuse and sexual violence on the individual and in the society in general. 	<ul style="list-style-type: none"> - Appreciate the gift of human sexuality and adopt attitudes to protect it. - Care for others in need as the creature of creative. - Fight against sexual abuse and sexual violence. - Adopt accepted behaviour by obeying Islamic rules and regulations of friendship. - Appreciate the Islamic regulations on relationship between men and women. - Avoid any unlawful relationship between boys and girls from the Islamic perspective. 	<ul style="list-style-type: none"> - Meaning of a friendship. - Islamic teachings about boy-girl relationship. - Importance of a friendship. - Avoiding peer-pressure. - Human sexuality and friendship. - Sexual abuse and sexual violence in Islam - The spiritual morals and conducts of boys and girls in Islam. - The importance of young people in Islam. 	<ul style="list-style-type: none"> - Group discussion about the rules and regulations regarding friendship in Islam. - Group presentation about the relationship between human sexuality and friendship in Islam. - Group discussion about different forms of sexual abuse and sexual violence and how to prevent them - Analyse case studies about the spiritual and social consequences of unlawful (Haramu) friendship between boys

				and girls. - Discussion about peer pressure as well as inferring conclusion on the right behaviour.
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Links to other subjects: *Social Studies about friendship and sexual moral (sexuality).*

Assessment criteria: *The learner is to assess critically and logically the rules and regulations about friendship, relationships in Islamic faith.*

Materials: *Holy Qur'an, Books of Hadith, Books of Fiq'hi, post papers and pens, ICT tools.*

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7. APPENDIX

Lower Secondary Subjects and weekly time allocation

Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
Sub Total		41 periods	41 periods	41 periods
II. Elective subjects: Schools can choose 1 subject				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2

Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
III. Co-curricular activities (Compulsory)				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170