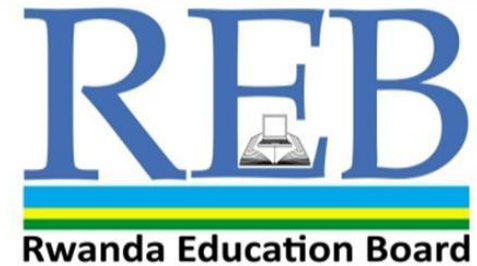


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



**RELIGIOUS EDUCATION SYLLABUS FOR
ADVANCED LEVEL COMBINATION (RHG&RHL)**

Kigali, 2015

RELIGIOUS EDUCATION SYLLABUS

ADVANCED LEVEL S4- S6

Kigali 2015

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FOREWORD

The Rwanda Education Board is honored to provide 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 into society and make the best use of 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 organised 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

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I would first like to express thanks to the Rwanda Ministry of Education leadership who supervised the curriculum review process and the Rwanda Education Board staff who were involved in the conception and syllabus writing. I wish to extend my appreciation to subject teachers and lecturers who provided valuable input.

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 contributions of other partner education organisations and governments at the local, national, regional, and international levels. Their respective initiative, cooperation, and support were responsible for the successful production of this syllabus.

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1. INTRODUCTION

1.1 Background of curriculum review

The aim of revising the national religious education syllabus is to respond to the needs of the Rwandan society. This new syllabus is designed to develop learners' competences and wisdom, rather than just their knowledge. The revised syllabus takes a learner-centred and constructivist approach to learning. It provides learners with learning objectives and emphasises formative assessment.

Religious education, part of the humanities and social sciences discipline, focuses on a religious perspective to understanding the world, the nature and attributes of a higher being, as well as the foundations of religious faith. It is a subject that seeks to investigate the human condition imploring learners to explore questions around life and death, good and bad, right and wrong, love and hatred, etc.

1.2 Rationale of teaching and learning religious education

1.2.1 Religious education and society

Religious education contributes to the well-being of society by promoting mutual respect and tolerance and values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem, and accountability that help in making good decisions and exercising sound judgment. It helps encourage citizens to be accountable and responsible for their actions by introducing alternative ways of approaching decision-making. Moreover, it helps people to live in harmony and in peace, and with an understanding that we are all created by God.

1.2.2 Religious education and learners

Religious education provides learners the opportunity to explore religious life, beliefs, and rituals. It helps learners to acquire the necessary knowledge, skills, attitudes, values, and social competences for developing Rwandan society. This syllabus will contribute to the moral and spiritual development of Rwanda's youth by instilling values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem, and accountability that will help them in making good decisions and exercising sound judgment. It encourages learners to question, criticize, investigate, appreciate, challenge, and evaluate religious and social phenomena in order to be able to make good decisions that benefit society. Religious education provokes discussions on the meaning and purpose of life, beliefs about the existence of a higher being, the nature of self and reality, issues of right and wrong, and what it means to be human. Taken together, religious education helps cultivate an introspective and critical mind and build moral integrity.

Because of different and worthwhile knowledge, skills, attitudes, and values imbedded in religious education, learners will be well equipped to enter professions in health, law, business, government, education, social work, and pastoral work.

1.2.3 Competences

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, and attitudes.

The religious education syllabus gives learners the opportunity to develop different competences, in addition to the generic competences.

Generic competences and broad religious education competences are described below and in the learning objectives highlighted on a yearly basis and in each of the learning units. Teachers will ensure that learners participate in learning activities that help learners acquire the desired knowledge, skills, and attitudes.

Generic competences

Critical and problem solving skills: This will help learners to think imaginatively and broadly in evaluating and finding solutions to problems encountered in real life.

Creativity and innovation: This will help learners to take initiative and use their imagination to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts as well as to explain phenomena based on findings from gathered information.

Communication : Learners are able to effectively communicate their findings through explanations, arguments, and drawing relevant conclusions. Teachers, irrespective of whether they are language instructors, will ensure learners use the language of instruction properly. This will help learners communicate more effectively in written and spoken language and to do so in proper English and/or Kinyarwanda.

Cooperation, inter personal management, and life skills: Learners participate in cooperative learning groups to promote higher achievement than would competitive and individual work alone. This will enhance learners' ability to collaborate with others as a team and to practice positive ethical moral values and respect for the rights, feelings, and views of others.

Lifelong learning: The acquisition of such skills will help learners to build on their knowledge and enhance their skills with minimum external support and to adapt to changes in their environments. This will keep learners abreast on new discoveries and best practices.

Broad Religious Education competences

During and at the end of learning process, the learner should be able to:

- Deepen their own spiritual, moral, and mental growth in a way that prepares them for the opportunities, responsibilities, and experiences they will encounter in adulthood.
- Understand and appreciate religious and cultural diversity and plurality across the world and analyse their doctrines as well as their impact on human life across the centuries.
- Appreciate religion as a significant factor in shaping Rwanda's social, political, spiritual, and cultural heritage.
- Describe and explain features of religious beliefs, values, moral issues, moral decision making, traditions, and practices across the world and propose adequate solutions for social problems based on religious ethical values.
- Develop skills and the ability to make well-judged moral and ethical decisions and to understand the beliefs and values of others.
- Demonstrate an understanding of religious beliefs as it relates to the human experience.
- Understand beliefs, rituals, sacred texts, and historical developments of major world religions.
- Explore the significance of religious beliefs in understanding human experiences.
- Understand clearly human life.
- Able to live a life that reflects Rwandan values.

Religious education and developing competences

National policy documents based on national aspirations have identified some basic and generic competences that will develop higher thinking skills which help learners to live virtuous and productive lives that benefit society. Those competences are developed through learning activities that involve discussion, group work, presentation of information, role playing, case studies, etc. Through these activities, learners will develop critical thinking and analytical skills, the ability to make direct observation, effective communication skills, interpersonal awareness, research and problem solving skills, intercultural literacy, and cooperation that will aid in cultivating responsible citizens in this ever-changing global society.

Religious education encourages learners to learn about other world religions, beliefs, values, and traditions, while exploring their own beliefs and questions about the meaning of life. It challenges learners to reflect on, consider, Analyse, interpret, and evaluate issues of truth, belief, faith, and ethics, and to communicate and understand their findings. Lastly, it imparts various competences in analysing ethical absolutism and ethical relativism caused by socio-economic and political changes.

2. PEDAGOGICAL APPROACH

The religious education syllabus is designed to promote competence based learning. This new learning process encourages learners to actively participate in the learning process whether in groups, pairs, or independently.

This learner-centred approach involves diverse learning experiences, including but not limited to, oral and written questioning, brainstorming, discussions, debates, the analysis of case studies, role play, presentations, conducting research, assignments, going on field visits, and taking tests and quizzes.

In the teaching and learning process, the teacher will respect pedagogical principles and design lessons to start from simple to complex, easy to difficult, and from concrete to abstract to ensure learners understand the subject.

In regards to religious education, teachers will put religious text, traditions, and doctrines in context with human experience, with a focus on the learner's experience, and illustrate how these philosophies and ways of life can be applied in the learners' life.

2.1 Role of the teacher

The shift from a knowledge based to a competence based curriculum aims to transform learning so that learning is effective, enjoyable, and habit and moral forming. In this new approach to teaching, teachers will shift from traditional methods of teaching and play the role of facilitator to guide learners in the learning experience. For example, instead of merely presenting facts to learners, teachers will guide learners in discovering knowledge and drawing their own conclusions by helping learners to conduct research and engaging them in discussions and debates about various subjects.

In order to ensure learning is effective, teachers must identify the needs of the learners and the nature of tasks to be completed. That being said, teachers will organize learners learning experience inside and outside the classroom, engaging them in independent, paired, or group learning experiences that are participatory and interactive.

Through the learning experience, teachers will help cultivate a cooperative and collaborative spirit that promotes rational decision-making and moral responsibility.

For the religious education syllabus, teachers will assist learners in understanding and analysing religious text, iconography, traditions, and practices, and how one might live according to the doctrines presented. This requires that teachers select and provide adequate materials for learners for each lesson plan.

Moreover, a phenomenological approach to teaching religious education should be used. This means not promoting a particular religion, but helping learners to understand the nature of particular beliefs in a wide range of religious faiths and creeds. They should understand not only religious facts, but also concepts related to worship, places of worship, symbols, rituals, religious texts, moral and religious values, historical background, the nature of human beings, the nature of society, and the divine nature.

Specific teacher duties include:

- Taking account of and valuing the religious and cultural diversity within their local communities and using relevant contexts to cater to such diversity.
- Actively encouraging learners to participate in servicing others and in the national free service.
- Developing learners' ability to understand other people's belief.
- Implementing a variety of learning experiences that encourage collaborative and independent learning.
- Developing learners' analytical and critical thinking skills.

- Creating opportunities to develop learners' problem-solving skills.
- Building in time for learners' to personally reflect on subjects and encouraging discussion on these issues.
- Taking account of learners' faiths, circumstances, and developmental stages so that lesson plans are catered to learners.
- Recognizing and building on themes, knowledge, and skills that relate to other areas of the curriculum.
- Making appropriate and imaginative use of technology.
- Building and utilizing the principles of assessment for learning.

2.2 Role of the learner

In the religious education competence based curriculum, learners are invited to debate, discuss, present, and analyse content related to values, moral principles, and religious doctrines.

Lessons and learning experiences will be tailored towards creating a learner-friendly environment based on the capabilities, needs, experiences, and interests of learners and will encourage learners to actively construct knowledge, either individually or in groups. Learners will work on one competence at a time in the form of concrete units with specific learning outcomes, which are broken down into knowledge, skills, and attitudes to be acquired.

2.3 Special needs education and inclusive approach

All Rwandans have the right to education regardless of their needs. As such, they have the right to access and gain from the same menu of educational programs provided by the Government of Rwanda. This is true for learners whose different ways of living and learning do not align to that of the majority. The difference can either be emotional, physical, sensory, and/or intellectual, which is traditionally known as having some sort of mental retardation or learning challenge.

These learners are equally entitled to benefit from the free and compulsory basic education provided in public schools. Therefore, the school's role is to enrol them and set strategies to provide effective learning. In this way, the teacher is requested to consider each learner's needs during teaching and throughout the learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of each 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 has 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)

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of each unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated at the beginning of the unit before moving on to the next unit. The teacher will assess how well each learner has mastered both the subject and the generic competences described in the syllabus. From these assessments, the teacher will gain a holistic understanding of the learner's progress in mastering the subject. 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 assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessments provide 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 learners for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

A summative assessment can be an internal (such as a classroom examination), school based, or external assessment (such as a national examination). School based summative assessments should take place once at the end of each term and once at the end of the year. The average scores for school summative assessments for each subject will be weighted and included in the final national examinations grade. Average school based assessment scores will contribute to a certain percentage of the final grade. As teachers gain more experience and confidence in assessment techniques, average school based assessments, in the third year of the implementation of the new curriculum, will contribute to 10% of the final grade, but will progressively increase in significance. Districts will be supported to continue their initiatives to organize a common test per class for all the schools to evaluate the performance and achievement levels of learners in individual schools. External summative assessment will be done at the end of Primary 6, Senior 3, and Senior 6.

3.2 Record keeping

Record keeping entails gathering facts and evidence from assessment tools and using them to judge the student's performance by assigning an indicator against a set of criteria or a standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will contribute to deciding whether remedial action, alternative instructional strategies, and/or feedback to the learner and to the parents is needed to ensure learners are on track to achieving learning outcomes.

This portfolio is a folder (paper folder, binder, digital collection, etc.) containing the student's work as well as an evaluation of the student's learning strengths and weaknesses. Portfolios reflect not only work produced (such as papers and assignments), but also keeps a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered through to the three years of Advanced level. Moreover, it will 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. The results from the portfolio will contribute to 10% of the learner's summative assessment of each year.

3.3 Item writing in summative assessment

Before developing an assessment tool, a plan or specification of what is to be tested or examined must be specified to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy, and the marks allocated for each question. In a competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level. Before developing an assessment tool, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on 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 recalling of answers only, but that they test broad competences as stated in the syllabus.

3.4 Structure and format of examinations

Section A and B will be set for learners who complete secondary school and have pursued Religious education combinations. Section A will examine learners' knowledge and understanding of religious doctrines and texts. More specifically, it will examine the accuracy and depth of the material learned. 10 Questions will be set and the learner will choose any 4.

Section B will concentrate on real life application of moral, religious, and social teaching of religious doctrines. The paper is designed to assess learners' understanding of practical faith and its interdependence on religion and social life in human experiences. It will also assess the learners' ability to argue confidently on morally challenging issues that affect the world and the learner's society using moral, critical, creative and relevant judgements and responses to issues relating morally challenging problems. 10 questions will be set and the learner will answer any 4.

National examinations will be taken at the end of senior 6 for combinations for which religious education is a major course. Learners will be given three full hours to complete each of the two papers.

3.5 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think about how to share learners' progress with 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", "Meeting expectations", and "Not meeting expectations" must be used to assess the three learning criteria: knowledge/understanding, subject skills, and competences. For school based assessments, these scores do not need to be added up.

4. RESOURCES

4.1 Learning/teaching materials

The following is a list of learning/teaching materials and/or equipment needed:

- The Christian Bible.
- The Qur'an.
- Books on Buddhism, Hinduism, and Confucianism.
- Visual or audio teaching resources.
- Other important books, publications, revues, periodicals have information on the content.
- Reading books, journals, magazines and carrying out online research.

4.2 Human Resources

In order to effectively implement this curriculum, joint collaboration of educators at all levels is needed. Given the material requirements, teachers are expected to accomplish their noble roles as stated above. As for head teachers and directors of studies, they are required to follow-up and assess the teaching and learning of this subject. These combined efforts will ensure bright careers and lives for learners as well as the contemporary development of the country.

Religious education teachers should have a firm understanding of world religion and doctrines. Teachers should be qualified in religious studies and hold themselves to high ethical standards. Teachers should be good listeners and have basic competence in counselling as learners may come to him or her for spiritual guidance.

Teachers should bear in mind that teaching religious education as a major course in the combination is important in cultivating an understanding and tolerance of religious and cultural diversity.

Skills required for religious education

Religious education teachers should have the following skills, values, and qualities:

- Engage learners in variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instruction to the level of the learners.
- Creatively and innovatively facilitate learning.
- Be a good communicator and organizer.
- Counsel and advice students.
- Be passionate about learner's acquiring knowledge, skills, and values.
- Link mathematics to other subjects and real life situations.
- Have a good mastery of the mathematics content.
- Have good classroom management skills.

5. SYLLABUS UNITS

5.1 Structure of the syllabus units

Religious education is taught and learnt in advanced secondary education (Senior 4, Senior 5, and Senior 6 respectively) as a core subject in RGH and RLH combinations. At every grade, the syllabus is structured to account for topic areas, sub-topic areas, and where applicable, broken down further to promote the uniformity, effectiveness, and efficiency of teaching and learning religious education. The units have the following elements:

- Each unit contains a certain number of lessons.
- Each of the unit's key unit competences is describe in the key unit competence box. All teaching and learning activities should focus on achieving this end.
- Each key unit competence is broken into three types of learning objectives as follows:
 - Type I: Learning objectives related to knowledge and understanding (Type I learning objectives are also known as lower order thinking skills or LOTS).
 - Type II and Type III: Learning objectives related to the acquisition of skills, attitudes and values (Type II and Type III learning objectives are also known as higher order thinking skills or HOTS. These learning objectives are considered the ones targeted by the present reviewed curriculum.
- The content of each unit indicates the scope of what is to be taught and learnt as they relate to learning objectives.
- Each unit provides a list of suggested learning activities that are expected to engage learners in as much of an interactive learning process as possible. This process is learner-centred and takes a participatory approach). This list of learning activities is not exhaustive.

- Each unit is linked to other subjects, assessment criteria, and materials (or resources) needed in the teaching and learning process.

The religious education syllabus for advanced level education in RGH and RHL combinations has many topic areas

| Structure | S4 | S5 | S6 |
|------------------|-----------|-----------|-----------|
| Topic Area | 6 | 6 | 6 |
| Subtopic Area | 11 | 11 | 11 |
| Units | 13 | 13 | 12 |

5.2 Religious Education for Combination Senior 4 syllabus

5.2.1 Key competences

By the end of Senior 4 (S4), a student of religious education should be able to:

- Understand and describe the general structure of the Old Testament and its message as well as the message of every book within the Old Testament of the Bible.
- Analyse the main sura of the Qur'an as the revealed Word of Allah.
- Explain different traditional ways of worship and the importance of worship in society.
- Explain Jewish doctrines and its relationship with other Abrahamic religions.
- Describe the spiritual and moral teachings and values of Buddhism.
- Identify key examples that link politics and religion.
- Identify fundamental ethical principles that guide human behaviour.
- Highlight major changes that occurred in Africa when western religion was brought to the continent.
- Identify main social problems.
- Identify cultural feasts and celebrations enjoyed in Rwanda.
- Describe and explain the interdependence of faith and reason as sources of truths.

5.2.2 Religious Education units for Senior Four

| | | | | |
|--|---|---|--|--|
| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Old Testament. | | |
| S.4 Religious Education | Unit 1: Introduction to the Old Testament. | | | No. of Periods: 32 |
| Key unit competence: Describe the structure of the Old Testament and identify the key messages of each book of the Old Testament. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State all books in the Old Testament. - Identify the main parts of the Bible. - State the context and message of each book of the Old Testament. | <ul style="list-style-type: none"> - Compare the Bible with other books. - Research on the authorship and the canon of the books of the Bible. - Describe the general structure of the Old Testament. - Analyse each book of the Old Testament. | <ul style="list-style-type: none"> - Appreciate the importance of the Bible in daily life. - Respect and regularly read the Bible as the Word of God. - Live social values according to the Bible. | <ul style="list-style-type: none"> - General overview of the Bible. - Meaning, inspiration, canonicity, authorship, literary styles, Bible versions (Hebrew, Septuagint, Vulgate), Deutero-canonical or Apocrypha books), importance of the Bible. - General structure of the Old Testament and key messages of each book: Pentateuch, historical books, poetic and wisdom books, prophetic books. - The relationship between the Old and New Testament. | <ul style="list-style-type: none"> - Conduct research using the Bible's introduction, the library, the Internet and other religious resources for a general overview of the Bible. Make a presentation of findings, followed by questions and comments. - Conduct research on the structure and themes of the books of the Old Testament. In groups, identify the message of each book of the Old Testament. |
| Links to other subject: <i>History and citizenship (History and Civics), social studies.</i> | | | | |
| Assessment criterion: <i>Able to accurately describe the structure of the Old Testament and identify key messages of each book in the Old Testament.</i> | | | | |
| Materials: <i>Bibles, library, internet.</i> | | | | |

| | | | | |
|--|---|---|---|--|
| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: New Testament. | | |
| S.4 Religious Education | Unit 2: Introduction to the New Testament. | | | No. of Periods: 24 |
| Key unit competence: Describe the structure of the New Testament and identify the key messages of each book of the New Testament. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State all books in the New Testament. - Identify the main parts of the Bible. - State the context and message of each book of the New Testament. | <ul style="list-style-type: none"> - Classify the books of the New Testament according to their nature. - Understand the relationship between the Old and New Testaments. - Explain the composition process and canonization of the New Testament. | <ul style="list-style-type: none"> - Appreciate Jesus and the importance of the New Testament. - Apply Jesus' moral and social teachings to one's life. - Commit oneself to the service of charity and self-sacrifice. | <ul style="list-style-type: none"> - Background of the New Testament. - Historical context: Second Temple period (Greek and Roman Empire background), philosophical schools (Stoicism, Platonism, Epicureanism). - Categories of books of the New Testament (gospels, acts, epistles, revelation). - Redaction and canonization of the books of the New Testament. - Centrality of Jesus in New Testament. - Messages of the New Testament books. | <ul style="list-style-type: none"> - Conduct research using the library and the Internet regarding a topic from the New Testament. - In an essay, write about Jesus' place in the Gospels. Choose on Gospel to write about. - In groups, discuss the main message of the New Testament. |
| Links to other subject: <i>History and citizenship (History and Civics), social studies.</i> | | | | |
| Assessment criterion: <i>Able to accurately describe the structure of the New Testament and identify key messages of each book in the New Testament.</i> | | | | |
| Materials: <i>Bibles, library, internet.</i> | | | | |

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|---|--|--|---|---|
| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Structure and teachings of the Qur'an. | | |
| S.4 Religious Education | Unit 3: Introduction to the Qur'an. | | No. of Periods: 20 | |
| Key unit competence: Analyse the Qur'an as the revealed World of Allah. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recall the meaning of Qur'an. - Understand the structure and importance of Qur'an. | <ul style="list-style-type: none"> - Describe the structure and content of the Qur'an. - Identify reasons for authenticity and preservation of the Holy Qur'an. - Identify the importance of the Qur'an in social and spiritual life. | <ul style="list-style-type: none"> - Appreciate the Qur'an revealed truth of Allah. - Develop an attitude of respect for Islamic worship based on the Qur'an. - Develop an attitude of religious tolerance. | <ul style="list-style-type: none"> - Background of the Qur'an. - Language and compilation of the Qur'an. - Translation of the Qur'an. - Miracle of the Qur'an. - Authenticity and preservation of the Qur'an. - Importance of the Qur'an. | <ul style="list-style-type: none"> - Conduct research on the background and content of the Qur'an using the library, the Internet, and other resources. - Discuss in groups and present on the plenary redaction of the Qur'an and its spread in the Muslim community. - In groups, discuss the importance of the Qur'an in social and spiritual life. |
| Links to other subject: <i>History and citizenship (History and Civics), social studies.</i> | | | | |
| Assessment criterion: <i>Able to analyse the Qur'an as the revealed Word of Allah.</i> | | | | |
| Materials: <i>Qur'ans, religious textbooks on Islam, pictures, library, internet.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Traditions, beliefs, and Abrahamic religions. | | |
| S.4 Religious Education | Unit 4: Traditional Rwandan beliefs. | | No. of Periods: 22 | |
| Key unit competence: Critically assess traditional Rwandan beliefs. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the main features of traditional Rwandan beliefs. - Describe the importance of traditional Rwandan beliefs. - Identify positive and negative aspects of traditional Rwandan beliefs. | <ul style="list-style-type: none"> - Analyse traditional Rwandan beliefs. - Contrast traditional Rwandan beliefs to modern beliefs. - Compare the cult of Kubandwa from Guterekera. - Identify the traditional Rwandan rituals and religious practices. | <ul style="list-style-type: none"> - Appreciate Rwandan cultural heritage. - Manifest good behaviour based on cultural Rwandan values and virtues. - Be proud of one's cultural identity and protect it. | <ul style="list-style-type: none"> - Introduction to traditional Rwandan beliefs (Lyangombe and Nyabingi). - Monotheistic feature of traditional Rwandan beliefs. - Worship rituals and taboos. - The cult of Kubandwa. - The cult of Guterekera. - The importance of traditional Rwandan beliefs. | <ul style="list-style-type: none"> - Conduct research gathering literature on traditional Rwandan beliefs. - In groups, discuss and present on the rituals, taboos, and worship practices of traditional Rwandan beliefs. - Participate in field visits to cultural museums to observe tools used in traditional Rwandan beliefs. |
| Links to other subject: <i>History and citizenship (History and Civics), culture and beliefs (Social Studies).</i> | | | | |
| Assessment criterion: <i>Able to critically assess traditional Rwandan beliefs.</i> | | | | |
| Materials: <i>pictures, cultural heritage items, tools used in rituals.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Traditions, beliefs, and Abrahamic religions. | | |
| S.4 Religious Education | Unit 5: Judaism. | | | No. of Periods: 20 |
| Key unit competence: Explain the Jewish doctrine, its teachings, and practices. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Define the Judaism. - Define the Torah and state various interpretations of its message. - List religious practices exercised by Jewish families. | <ul style="list-style-type: none"> - Explain the content of the covenant at Sinai. - Describe the Jewish religious doctrine. - Describe major Jewish feasts and their importance. | <ul style="list-style-type: none"> - Appreciate monotheism. - Live in unity in diversity. - Observe the laws in the community. - Live honesty in society. | <ul style="list-style-type: none"> - Meaning of Judaism. - A synagogue as a centre for Jewish life. - Sectarian groups in Israel (Zealots, Pharisees, Sadducees). - Torah and its interpretation. - Jewish festivals. - Life in a Jewish family (Prayer, Sabbath, diet, circumcision rites). - Branches of Judaism. - Judaism and Christianity. | <ul style="list-style-type: none"> - Conduct research on Judaism and religious life in Jewish families using the library and the Internet. Present findings to class. - Explore the books of the Torah and analyse different ritual practices (prayer, feasts, taboos, etc.). - Discuss sectarian groups, principles, and behaviour vis-a-vis the Torah. |
| Links to other subject: <i>History (History), culture and beliefs (Social Studies).</i> | | | | |
| Assessment criterion: <i>Able to explain the Jewish doctrine, its teachings, and practices.</i> | | | | |
| Materials: <i>The Torah (Hebrew Bible), historical and non-fiction books on Judaism, the Internet.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Non-theistic religions. | | |
| S.4 Religious Education | | Unit 6: Buddhism. | | No. of Periods: 14 |
| Key unit competence: Explain Buddhist teachings in relation to the pursuit of happiness and overcoming sufferings. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the basic elements of Buddhism. - Describe the different methods of overcoming sufferings. - Identify best practices for a tranquil mind. | <ul style="list-style-type: none"> - Explain Buddhist moral and spiritual teachings. - Contrast moral teachings of Buddhism with other religious beliefs. - Compare and contrast the moral teaching of Buddhism from Christian teachings. | <ul style="list-style-type: none"> - Appreciate the diversity of religions in the world. - Show respect for other people's beliefs. - Cultivate an introspective attitude and the habit of meditating. - Appreciate the role of meditation in achieving a stable and tranquil mind. | <ul style="list-style-type: none"> - Buddha (Siddhartha Gautama) and Buddhism. - Buddhist beliefs: Three universal truths, four noble truths, and five precepts. - Buddhist Practices. - Everyday behaviour. - Meditation. | <ul style="list-style-type: none"> - Brainstorm ideas about Buddha's personality and his teachings. - Conduct research at the library or on the Internet about Buddhist beliefs. Make a presentation and present to class. - In groups, discuss Buddhist practices. Make a presentation of findings to class. - Explore pictures of Buddhism spiritual practices. |
| Links to other subject: <i>History (History), culture and beliefs (Social Studies).</i> | | | | |
| Assessment criterion: <i>Able explain Buddhist teachings and practices.</i> | | | | |
| Materials: <i>Historical and non-fiction books on Buddhism, the Internet.</i> | | | | |

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| TOPIC AREA: RELIGION, ETHICS, AND POLITICS | | | SUB TOPIC AREA: Religion, politics, and technology. | |
| S.4 Religious Education | | Unit 7: Religion and politics. | | No. of Periods: 16 |
| Key unit competence: Define the relationship between religion and politics and its influence on the development of society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Define religion and politics. - Establish the relationship between religion and politics - Identify different political systems and their characteristics. | <ul style="list-style-type: none"> - Compare religion and politics in light with evolutions of philosophical thoughts. - Analyse the impact of politics to religion and vice-versa. - Critically analyse the contribution of religion in the protection of human rights. | <ul style="list-style-type: none"> - Appreciate religious and political values. - Be aware of politics and religious diversity. - Show respect for religion and politics with discernment. | <ul style="list-style-type: none"> - Definition of religion and politics. - The church's involvement in political affairs. - Political systems (monarchy, democracy, aristocracy, dictatorships, military) - Relationship between religion and politics: Ancient times (Plato, Aristotle), Scholastic period (Saint Thomas Aquinas, Saint Augustine), Humanism and the Renaissance (Karl Marx, Angel, Nicolo Machiavelli), modern times (John Locke, Thomas Hobbes, Jean Jacque Rousseau). - Religious, political, and social issues. - Importance of religion and politics. | <ul style="list-style-type: none"> - Conduct research on religions and politics. Make group presentations on findings. - In groups, learners discuss the importance of religion and politics in influencing the development of society. - In teams, debate the link between religion and politics. Provide clear examples. |
| Links to other subject: <i>History (History), culture and beliefs (Social Studies), politics (Civics).</i> | | | | |
| Assessment criterion: <i>Able to define the relationship between religion and politics and its influence in the development of society.</i> | | | | |
| Materials: <i>Historical and non-fiction books on religion and politics, the Internet.</i> | | | | |

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| TOPIC AREA: ETHICAL ISSUES AND RELIGIOUS TEACHINGS AND POLITICS | | SUB TOPIC AREA: Human freedom and ethical principles. | | |
| S.4 Religious Education | Unit 8: Ethics, philosophy, and moral principles. | | No. of Periods: 24 | |
| Key unit competence: Explain ethical philosophies and moral principles. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Define ethics. - Describe main contributors to ethical philosophy and their philosophies. - Define human behaviour. - Identify social problems., | <ul style="list-style-type: none"> - Describe the relationship between fundamental ethical principles and human behaviour. - Challenge and discuss these alternative views in a way that is respectful of the rights of others | <ul style="list-style-type: none"> - Appreciate ethics principles. - Cultivate an ethical approach to decision-making and daily behaviour. - Live an ethical life. - cultivate an attitude of inclusion and respect for diversity - recognise that there are alternative views in society of what makes a social problem | <ul style="list-style-type: none"> - Brief history of ethics and moral values. - Greek ethics (Socrates, Plato and Aristotle). - Hellenistic and Roman Ethics (Epicureanism, Stoicism, Skepticism, and Cynicism). - Early Christian ethics (Saint Augustine and Saint Thomas Aquinas). - Contemporary ethics and values (Thomas Hobbes, David Hume, Soren Kierkegaard and Frederic Nietzsche). - Fundamental ethical principles and situations. - Utilitarianism theories (Jeremy | <ul style="list-style-type: none"> - Explore the books about ethics and human behaviour. - In groups, discuss how ethical principles can guide human behaviour. - Present findings on the link between ethics philosophy and human behaviour. - Use index cards to show virtues to adopt and vices to avoid and share ideas with class. |

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| <p>Links to other subject: <i>History (History), culture and beliefs (Social Studies), politics (Civics).</i></p> | | | | |
| <p>Assessment criterion: <i>Able to define and explain ethical philosophies and moral principles.</i></p> | | | | |
| <p>Materials: <i>Historical and non-fiction books on ethics, philosophy, and human behaviour, the Internet, index cards.</i></p> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.4 Religious Education | | Unit 9: Christianity and African cultures. | | No. of Periods: 20 |
| Key unit competence: Assess the impact of Christianity on African values, norms, and cultures. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain different elements of culture. - Describe traditional African values and cultures. - Describe impact of Christianity on two or more cultures. - Describe the negative and positive effects of Christianity on African values, norms, and cultures. | <ul style="list-style-type: none"> - Distinguish all forms of social change due to the encounter of Christianity on African cultures. - Discuss the consequences of European contact (with respect to Christianity) with African cultures. | <ul style="list-style-type: none"> - Appreciate positive elements of African cultures and Rwandan culture in particular. - Protect national identity and culture. - Cultivate and practice patriotic and civic values. - Respect other people's religions, cultures, norms, and customs. | <ul style="list-style-type: none"> - Meaning of culture. - Elements of culture. - Effects of contact between cultures (assimilation, acculturation, enculturation and their characteristics) - Contact between African and Western cultures (rise of Christianity in Africa) - Consequences of Western influence on African cultures. | <ul style="list-style-type: none"> - In groups, compare and contrast different cultures. Present findings to class. - Conduct research on the norms, customs, and cultures of different people. Make a presentation and present to class. - In groups, analyse the effect of cultural exchanges between two cultures. Think about assimilation, acculturation, and enculturation. - Conduct a debate on the "exchange between Christianity (brought forth by Europeans) and African cultures" focusing those values that were exchanged. |
| Links to other subject: <i>History (History), culture and beliefs (Social Studies), politics (Civics).</i> | | | | |
| Assessment criterion: <i>Able to assess the impact of Christianity on African values, norms, and cultures.</i> | | | | |
| Materials: <i>Historical and non-fiction books on Christianity in Africa, the Internet, artefacts of cultural heritage.</i> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.4 Religious Education | Unit 10: Major social problems. | | No. of Periods: 20 | |
| Key unit competence: Identify social problems and their causes and develop solutions to addressing them. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify major world and national social problems and their causes. - Describe impact of social problems in socio-economic development. - Discuss measures to be taken in order to solve social problems. - Identify the impact of gender based violence on individual and society | <ul style="list-style-type: none"> - Describe and classify major global and national social problems. - Identify social problems that Rwanda's youth are able to address. - Analyze strategies to fight against gender based violence | <ul style="list-style-type: none"> - Protect the environment and champion for the good of all. - Cultivate integrity and honesty. - Take positive action in fighting social problems. - Actively participate in the promotion of sustainable development in the society. | <ul style="list-style-type: none"> - Definition of a social problem. - Socio-economic and political problems: Poverty, unemployment, corruption (forms of corruption). - Drug abuse. - Sexual abuse - Gender – based violence - Human trafficking. - Global warming - Gender based Violence | <ul style="list-style-type: none"> - In groups, discuss current and frequent social problems affecting the world and Rwanda in particular - Conduct research on the nature and status of social problems. Make a presentation and present to class. - In groups, analyse case studies on social problems with focus on those which affect the youth. - Investigate social problems in schools, villages, and sector. Sketch and role-play on social problems in the community. - Role play on gender based violence and debate on solutions for addressing these issues |
| Links to other subject: <i>Social Studies, social problems (Economics).</i> | | | | |
| Assessment criterion: <i>Able to identify social problems and their causes and develop solutions to address these problems.</i> | | | | |
| Materials: <i>The Internet, props.</i> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Festivals, celebrations, happiness, and pleasure. | | |
| S.4 Religious Education | | Unit 11: Festivals and celebrations in Rwandan society. | | No. of Periods: 10 |
| Key unit competence: Explain the importance of festivals and celebrations in society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the importance of festivals and celebrations in society. - State and describe the main types of cultural festivals and celebrations. | <ul style="list-style-type: none"> - Explain practices of festivals and celebrations in Rwanda. | <ul style="list-style-type: none"> - Appreciate the importance of festivals. - Respect and celebrate Rwandan festivals and celebrations. | <ul style="list-style-type: none"> - Festivals and celebrations in Rwanda culture (Umuganura, Independence Day, Heroes' Day). - National religious and seasonal festivals. - Family festivals and their importance. - Importance of cultural and traditional festivals and celebrations. | <ul style="list-style-type: none"> - Learners share experiences participating in festivals and celebrations with class. - In groups, learners discuss the importance of festivals and celebrations in society. Analyse photos and paintings of people observing these festivals and celebrations. - Watch a video on festivals and celebrations. Afterwards, role-play the festivals and celebrations. |
| Links to other subject: <i>History and culture, citizenship.</i> | | | | |
| Assessment criterion: <i>Able to explain the importance of festivals and celebrations in society.</i> | | | | |
| Materials: <i>Historical and non-fiction books on Rwandan festivals and celebrations, the Internet, artefacts of cultural heritage.</i> | | | | |

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| TOPIC AREA: FAITH, SCIENCE, AND REASON | | SUB TOPIC AREA: Faith and reason. | | |
| S.4 Religious Education | | Unit 12: Introduction to Logic | | No. of Periods: 20 |
| Key unit competence: Describe and explain the validity and invalidity of categorical syllogism using Venn diagrams. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the importance of logic in everyday life. - State correct and incorrect use of language. - Recall the characteristics of syllogistic arguments and hypothetical syllogism. - Differentiate between categorical and hypothetical syllogism. | <ul style="list-style-type: none"> - Explain the importance of logic in everyday life. - Analyse sentences and statements verifying the correct and incorrect usage. - Describe the characteristics of categorical syllogistic arguments. - Verify the validity and invalidity of logical syllogisms using Venn diagrams. | <ul style="list-style-type: none"> - Appreciate the importance of logic in daily life. - Pay attention while making arguments in order to avoid committing fallacies. - Defend his/her point of view with confidence. - Comply with the logic laws in daily conversation. | <ul style="list-style-type: none"> - The meaning of logic. - The use and misuse of the language. - Sentence and statements. - Arguments and their forms. - Categorical syllogisms. - Nature of categorical syllogisms. - Validity and invalidity of syllogisms. - The notion of hypothetical syllogism. | <ul style="list-style-type: none"> - Conduct research on the meaning and importance of logic. Make a presentation and share with class. - Debate and discuss the correct use of language in daily life. - In groups, discuss the truth and falsity of statements, and the validity and invalidity of syllogistic arguments. - In groups, differentiate between categorical and hypothetical syllogisms. |
| Links to other subject: <i>Logic and probability (Mathematics).</i> | | | | |
| Assessment criterion: <i>Describe and explain the validity and invalidity of categorical syllogism using Venn diagrams.</i> | | | | |
| Materials: <i>Books on syllogisms, the Internet.</i> | | | | |

5.3 RE for Combination Senior 5 syllabus

5.3. 1 Key competences

By the end of Senior 5 (S5), a student of religious education should be able to:

Recognize the message of the books of Pentateuch.

- Describe the salvation mission of Jesus as revealed in the Gospels and the Acts of Apostles.
- Describe the main message of each Sura in the Qur'an and discuss the application of such teachings to real life.
- Examine and assess Christianity, its teachings, and practices of worship.
- Identify the spiritual and moral teachings and values of Hinduism.
- Understand the interdependence of religion and politics in society.
- Describe social teachings of different religions and show how religion influences society and vice versa.
- Analyse the cause and consequences of frequent social problems.
- Discuss the importance of festivals and celebrations in society.
- Explore philosophical theories about human existence.
- Assess and rationalize the rightness and wrongness of current moral issues based on fundamental moral principles imbedded in religion.

5.2.2 Religious Education units for Senior Five

| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Old Testament. | | |
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| S.5 Religious Education | Unit 1: Pentateuch. | | | No. of Periods: 20 |
| Key unit competence: Interpret God's salvation plan as revealed in the Pentateuch and describe the path to salvation. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe the process of creation, origin of sin, and the life of the patriarchs. - Describe the Israelites journey from Egypt to the wilderness. - Describe ceremonial laws (sacrifice and sanctification) and their consequences for Israelites. - Describe the shortcomings of the Israelites vis-à-vis God's faithfulness. - Describe the Decalogue as a code of conduct for God's people. | <ul style="list-style-type: none"> - Describe God's path to salvation. What are its tenants and practices? - Illustrate how Levites laws are a unifying force for God's people. - Analyse the Decalogue as the law of God to his people. | <ul style="list-style-type: none"> - Appreciate the Pentateuch as the books of law for righteous conduct and faithfulness to God. - Show respect for God's commandments in his/her daily life. - Cultivate values of fortitude, perseverance, honesty, faithfulness, and endurance. - Show respect for God as the creator and the saviour of humanity. | <ul style="list-style-type: none"> - Genesis: Primeval history, creation story and other theories on the origin of Man. - Patriarchal history: Abraham, Isaac, Jacob and Joseph. - Exodus: Redemption from Egypt. - Revelation from God: Sinai covenants and Decalogue. - Leviticus: Laws of sacrifice, laws of sanctification, dietary laws. - Numbers: Preparation of the old generation to inherit the Promised Land, failure of old | <ul style="list-style-type: none"> - Conduct research on the books of Pentateuch. Make a presentation on findings and share with class. - In groups, discuss the importance of laws in society. Discuss Levite laws and its relevance to the Israelites and today's society. - Role-play the calling of patriarchs. Use the Internet to conduct research. - Analyse different works on the meaning of the Exodus, Levites laws, and Decalogue in attaining salvation. Share findings. - Watch a film on Exodus. |

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| | | | <p>generation to inherit the Promised Land, preparation of the new generation.</p> <ul style="list-style-type: none"> - Deuteronomy: God's love and plan for Israel, God's Decalogue. | |
| <p>Links to other subject: <i>History and Geography.</i></p> | | | | |
| <p>Assessment criterion: <i>Able to interpret God's salvation plan as revealed in the Pentateuch and describe the path to salvation.</i></p> | | | | |
| <p>Materials: <i>Pentateuch, the Bible, the Internet, religious maps, films about the Exodus.</i></p> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Old Testament. | | |
| S.5 Religious Education | Unit 2: Historical books. | | | No. of Periods: 20 |
| Key unit competence: Describe God’s role in Israel leadership and describe attitude and practice of servant leaders. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the steps of conquest and settlement of Canaan under Joshua’s leadership. - Identify the consequences of Israelite’s leadership crisis and the role of Judges. - Describe the kingdom of Israel before and after the schism. - Characterize the pioneers of reconstruction after the Babylonian exile. | <ul style="list-style-type: none"> - Leadership skills. - Analyse and assess the kings’ behaviour. - Relate Israelite’s leadership success with faithfulness to the Covenant. - Explain God’s faithfulness in fulfilling his promise to Abraham. | <ul style="list-style-type: none"> - Commitment. - Show respect for leaders with discernment. - Fight evil and promote positive leadership values. - Show respect for the unique God as the king of kings. | <ul style="list-style-type: none"> - Conquest and settlement of Canaan. - Leadership crisis and the role of judges. - Kingship in Israel. - King Saul. - King David. - King Salomon. - Schism of Kingdom of Israel (North and Southern Kingdom) - Assyrian and Babylonian - Invasion and deportation - Reconstruction after exile | <ul style="list-style-type: none"> - Conduct research on the Israelites journey from the wilderness to the Promised Land. Illustrate their journey on a map. Present findings to class. - In groups, discuss the success and weaknesses of Israelite’ monarchy, its causes, its consequences, and propose lessons to the society. - Discuss the Israelites hardships in relation to their faithfulness to the covenant and the redemption plan. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to describe God’s role in Israel leadership and the attitude and practice of servant leaders.</i> | | | | |
| Materials: <i>The Bible, the Internet, religious maps.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Old Testament. | | |
| S.5 Religious Education | | Unit 3: Wisdom books | | No. of Periods: 14 |
| Key unit competence: Analyse and interpret the message of the Wisdom books and its application for living in humility in society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe structure of Wisdom books. - Summarize the message of Wisdom books. - Outline the properties of wisdom as it appears in the Wisdom books. - Describe human wisdom from God's wisdom. | <ul style="list-style-type: none"> - Distinguish right from wrong behaviour vis-à-vis human actions. - Analyse the message of each Wisdom book. - Interpret and infer the accurate understanding of Wisdom books. - Relate the message of the Wisdom books in understanding contemporary social, political, and moral life. | <ul style="list-style-type: none"> - Show respect for society norms and laws and seek to protect them. - Appreciate the value of the Wisdom books in his/her daily life as a path to righteousness and happiness. - Act morally and behave righteously in the society with good health habits. - Cultivate the values of perseverance and faithfulness to one's promises and vows. | <ul style="list-style-type: none"> - General structure of the Wisdom books. - Message of the Wisdom books. - The book of Job. - The book of proverbs (meaning of true wisdom and foolishness). - The book of Psalms (kinds of psalms, their classifications, general message). - Importance of the books of Wisdom. | <ul style="list-style-type: none"> - Conduct research using a variety of resources on Wisdom books to explore their context, moral teachings, and how their message can be applied in today's world. - In groups, learners discuss the literal and spiritual meaning of each book of Wisdom. Make a presentation and share with class. - Critically analyse the moral, social and spiritual implications of the Wisdom books. Hold a plenary presentation of individual findings. - Organise sketches to demonstrate the practice of moral wisdom. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to analyse and interpret the message of the Wisdom books and its application for living in humility in society.</i> | | | | |
| Materials: <i>The Bible, the Internet, religious maps.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: New Testament. | | |
| S.5 Religious Education | | Unit 4: Gospels and Acts of Apostles | | No. of Periods: 30 |
| Key unit competence: Interpret the salvation mission of Jesus as revealed in the Gospels and the Acts of Apostles and its application in society today. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the similarities and difference between Synoptic gospels. - Establish the structure of each book of the Synoptic. - Summarize Jesus' life and teachings in the Synoptic gospels. - State the apostolic mission and the role of the Holy Spirit. | <ul style="list-style-type: none"> - Compare the synoptic gospels among themselves. - Compare the Synoptic Gospels with the Gospel of John. - Discover the image and attributes of the Word in the Gospel according to John. - Use the passages according to their context. - Explain the parables and the miracles of Jesus. - Describe the apostolic mission journey. | <ul style="list-style-type: none"> - Appreciate the salvation mission of Jesus. - Apply Jesus' sermon and parables in everyday life. - Cultivate love, service, and self-sacrifice to others. - Commit to God's love. - Endure in times of trouble. - Read regularly and analyse the Gospels. - Appreciate the work of the Holy Spirit in the early church. | <ul style="list-style-type: none"> - Introduction to the Gospels. - Synoptic Gospels. - Parallelism of Synoptic Gospels. - Structure of Synoptic Gospels. - Parables and miracles of Jesus in Synoptic Gospels. - Sermon on the Mount. - Gospel according to John. - Incarnation of the Word. - Faith as a human response. - The new commandment. - The mystery of passion, death and resurrection - Acts of Apostles: (Pentecost events, mission of the Apostles after Pentecost). | <ul style="list-style-type: none"> - Conduct research on the Gospels, Jesus' life and miracles and share findings with class. - In groups, discuss the human response to God's love through Jesus in practical life. - In groups, learners discuss and present interpretations of Jesus' sermons and his parables. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to interpret the salvation mission of Jesus as revealed in the Gospels and the Acts of Apostles and its application in society today.</i> | | | | |
| Materials: <i>The Bible, the Internet.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Structure and teaching of the Qur'an. | | |
| S.5 Religious Education | | Unit 5: Message of Surah in the Qur'an | | No. of Periods: 28 |
| Key unit competence: Interpret and explain the main message of each surah of the Qur'an and its applications in society today. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State different surahs of the Qur'an. - Recite the main surah of the Qur'an. - Describe the application of the messages found within the Qur'an for ancient Muslims. - Describe Islamic views on life after death. | <ul style="list-style-type: none"> - Evaluate the applicability of the message of the Qur'an's surahs in society today. - Compare the Qur'an message with the Bible's message. - Assess contemporary observance of the Qur'an's message. | <ul style="list-style-type: none"> - Appreciate the Qur'an's message. - Appreciate the diversity of religions. - Regularly read the Qur'an. - Imitate the good examples from the first Muslims: politeness, humility, helpfulness, fortitude and courage. | <ul style="list-style-type: none"> - Introduction to the Qur'an and surahs. - Message of the Qur'an. - Prayer and worship of Allah (Ibadat). - The life of prophets and messengers of Allah (A.s). - The time of Judgement (yaumul-qiyama). - Destiny of souls. - Predestination and free will. - The Law of Allah (shariah). - Rewards and punishments (jazaau wa iqaabu). - Life after death. | <ul style="list-style-type: none"> - Learners explore different versions of Qur'an and other Islamic religious documents. Identify the surahs and their structures. - In groups, learners analyse the message of different Qur'an surahs; Make a presentation of findings and share with class. - As a class, discuss the aspects of life after death and compare these views with the Qur'an. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to interpret and explain the main message of each surah of the Qur'an and its applications in society today.</i> | | | | |
| Materials: <i>The Bible, the Internet.</i> | | | | |

| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | | SUB TOPIC AREA: Traditional and Abrahamic religions. | |
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| S.5 Religious Education | | Unit 6: History of the Christian Church. | | No. of Periods 35 |
| Key unit competence: Examine the Christian doctrine, teachings, and various forms of worship and its application to moral values. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the main events of the early history of Christianity. - Describe the early church community. - Identify different types of church organizations and their structures. - Recite the confession of faith. - Outline the history of Christian denominations, divisions, and major doctrinal causes. | <ul style="list-style-type: none"> - Relate Christian worship with community life. - Testify the role of the Holy Spirit for the renewal of the church. - Highlight the main heresies and conclusions of Church councils. - Explain every part of the Christian confession of faith. - Compare and contrast the main branches of Christianity, their doctrines, and worship practices. - Discuss the main branches | <ul style="list-style-type: none"> - Become an agent of revival in his/her community. - Respect church and community leaders. - Appreciate diversity. - Endure in times of trouble. | <ul style="list-style-type: none"> - The birth and expansion of the church. - Disciples of Jesus. - Pentecost and primitive church community. - Judaism and Christian church. - Persecutions of Christians. - Constantine peace. - Principle heresies, high church councils, and the church organization. - Islam and Crusades. - Eastern church schism: doctrine and practice of Orthodoxy. - Reformation and Protestantism. - Counter-Reformation and council of Trent. | <ul style="list-style-type: none"> - In groups, discuss the main events of the early history of Christianity, using the Bibles, library, the Internet and other resources. Present in plenary. - In groups, discuss and debate the causes of the schism, highlight different doctrines and worship practices. - Use ICT tools or paper to draw the map of expansion of Christianity. - As a class, debate the causes and consequences and advantages and |

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| | of Christianity, their doctrines, and various ways of worship. | | <ul style="list-style-type: none"> - Evangelization in Rwanda. - Proliferation of sects. - Ecumenical movement. | disadvantages of religious sects. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to examine the Christian doctrine, teachings, and various forms of worship and its application to moral values.</i> | | | | |
| Materials: <i>The Bible, the Internet, ICT tools.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Non-theistic religions. | | |
| S.5 Religious Education | | Unit 7: Hinduism. | | No. of Periods: 10 |
| Key unit competence: Assess the impact of Hindu teachings on society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify basic elements of Hinduism. - Characterize different methods of meditation in Hinduism. | <ul style="list-style-type: none"> - Illustrate Hindu moral and spiritual teachings. - Contrast moral teachings of Hindu with other beliefs. - Explain the moral teachings of Hinduism. - Make a comparative study of Buddhism and Hinduism. | <ul style="list-style-type: none"> - Appreciate the importance of meditation and yoga in making a peaceful mind. - Live in unity in religious and cultural diversity. - Manifest an attitude introspection and meditation daily life. - Manifest positive attitudes towards other people of different beliefs | <ul style="list-style-type: none"> - Background of Hinduism. - Hindus principles: Four fundamentals, temperaments reincarnation - Sacred Hindu texts. - Yoga practice and spiritual discipline. | <ul style="list-style-type: none"> - Compare and discuss Hinduism and Buddhism and their basic teachings. - Conduct research on Hindu beliefs. Make a presentation. - In groups, discuss Hindu code of conduct, moral teachings, and practices. Make a presentation and share with class. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to examine the Christian doctrine, teachings, and various forms of worship and its application to moral values.</i> | | | | |
| Materials: <i>The Bible, the Internet, ICT tools.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Religion, politics, and technology. | | |
| S.5 Religious Education | Unit 8: Social-economic and political policies and religious issues. | | No. of Periods: 18 | |
| Key unit competence: Evaluate the interdependence of politics and religion in solving social issues. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recall the interdependence of religion and politics, and their influence in the society. - Describe social issues through a socio-economic and political lens as well as a religious one. | <ul style="list-style-type: none"> - Assess different views on the meaning of society, religion, and politics. - Explain the importance of ethics in religion and politics. - Evaluate the contradictions between religion and politics on social issues. | <ul style="list-style-type: none"> - Develop an awareness of social, religious and political diversity. - Appreciate the interdependence and complementarities of religion and politics. - Cooperate with others to integrate ethics in the community. | <ul style="list-style-type: none"> - Meaning and interdependence of politics and religion. - Contemporary economic theories: communism, socialism, and capitalism - Social policies on family and religious teachings and practices: family planning, use of contraceptives, abortion, divorce, capital punishment, laws, justice and democracy, children's rights, child labour, family conflicts. - Contemporary gender/sex issues: equity, women rights, gender-based violence, gender balance. - Possible causes of Christian | <ul style="list-style-type: none"> - In groups, learners exchange ideas on policies and doctrines in social problems solving. - In the same groups, learners point out on postcards some contradictions between religion and state. - Role-play the importance of partnership in solving social issues. - Debate about religious and political views on social issues. - Group discussions on the extent to which politics and religion should work together |

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| | | | involvement in the Genocide. | for positive influence. |
| Links to other subject: <i>History, Political Science, and Civics.</i> | | | | |
| Assessment criterion: <i>Able to evaluate the interdependence of politics and religion in solving social issues.</i> | | | | |
| Materials: <i>The Bible, the Internet.</i> | | | | |

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| TOPIC AREA: ETHICAL ISSUES AND RELIGIOUS TEACHINGS | | SUB TOPIC AREA: Human freedom and ethical principles. | | |
| S.5 Religious Education | Unit 9: Ethical values. | | | No. of Periods: 14 |
| Key unit competence: Explain the rightness of fundamental ethical values embedded in religion. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different ethical values. | <ul style="list-style-type: none"> - Justify the importance and the necessity of ethical values in Rwandan society. - Categorize ethical values and discuss their application in social life. | <ul style="list-style-type: none"> - Appreciate fundamental ethics values. - Manifest ethical values in daily life. | <ul style="list-style-type: none"> - Relationship between ethics, morals, and values. - Trustworthiness: (integrity, honest, keep promises, consistent, loyal, reliable, credible, good reputation). - Respect (tolerant of differences, considerate, courteous, peaceful, good manners). - The harmfulness of stigma and discrimination and bullying; responsibility to speak out against intolerance and bias | <ul style="list-style-type: none"> - Learners write down an ethical value. Post cards on a wall and discuss each value. Move posts and classify them in the columns of respective fundamental values. - Explore the books about ethics and human behaviour. Organise a debate on how ethical values can guide the |

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| | | | <ul style="list-style-type: none"> - regardless of difference - Responsibility (self-discipline, sound judgment before acting, consistent, human freedom, accountable, making right choices). - Fairness: (open-minded, share, equitable, impartial, justice, golden rule). - Caring (gratitude, forgiveness, charity, compassionate, charity, and goodness). - Citizenship (cooperate, good neighbour, protect the environment, obedience, civic duty, civic rights, competences rule of law and justice). | <ul style="list-style-type: none"> - human behaviour. - In groups, learners find out ethical values from the Holy Scriptures. Present their work in plenary. |
| Links to other subject: <i>History, Political Science, and Civics.</i> | | | | |
| Assessment criterion: <i>Able to interpret and explain the main message of each surah of the Qur'an and its applications in society today.</i> | | | | |
| Materials: <i>The Bible, the Internet, Post-its, markers.</i> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.5 Religious Education | Unit 10: Ethical values. | | | No. of Periods: 20 |
| Key unit competence: Assess the social teachings of different religions and their influence on society and vice versa. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the principles of Christianity and Islam and their influence in social life. - Outline the social values of Christianity and Islam. | <ul style="list-style-type: none"> - Explain the main principles of Christian social teaching. - Compare and contrast religion and culture. - Assess the Christian and Islam social teachings. | <ul style="list-style-type: none"> - Appreciate social values from both religions. - Respect life and promote peaceful cohabitation. - Appreciate the diversity and inter-religions dialogue. | <ul style="list-style-type: none"> - Social teaching of Christianity: <ul style="list-style-type: none"> ○ Respect of human life and dignity of the person. ○ Rule of law and obedience to civil servants. ○ Charity and altruism. ○ Solidarity and participation for the common good. ○ Care for God's creation. ○ Tolerance and social justice (distribution of resources); zero tolerance of bullying and discrimination ○ Dignity of work. | <ul style="list-style-type: none"> - Assign learners tasks in groups to discuss the main social teachings of Christianity and Islam. - Research using library, internet and other resources on description and influence of religious social teaching. - Group discussion and presentation on Christian and Islamic views on social life. |

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| | | | <ul style="list-style-type: none"> ○ Christianity and the culture. - Social teaching of Islam: <ul style="list-style-type: none"> ○ Right to live and safety of life. ○ Family life: Marriage, spouse duties and obligations. ○ The 'sharia' and 'Suna'. ○ Islam and culture. | - Debate on Sharia and Human Rights. |
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Links to other subject: *History, Political Science, Psychology, and Civics.*

Assessment criterion: *Able to assess the social teachings of different religions and their influence on society and vice versa.*

Materials: *The Bible, the Internet.*

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.5 Religious Education | Unit 11: Social problems. | | No. of Periods: 14 | |
| Key unit competence: Avoids social problems and promote social welfare. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the main causes and consequences of social problems. - Identify preventive measures of social problems. | <ul style="list-style-type: none"> - Describe causes and consequences of social problem. - Propose strategies to prevent causes and consequences of social problems and justify their applicability. | <ul style="list-style-type: none"> - Develop awareness on the causes and consequences of the social problems. - Respect human rights. - Make different clubs to tackle social problems. | <ul style="list-style-type: none"> - Unemployment and underemployment. - Risky behaviors (alcoholism, prostitution, unprotected sex , theft, drug abuse, etc.) and their consequences for the individual and the society - Corruption and embezzlement. - Violation of human rights. - Child labour and abuse. - Social conflicts. - Poverty and oppression. - Injustices and human trafficking. - Insecurity and war. - Diseases. - Murder and criminal offenses. - Segregation and discrimination. | <ul style="list-style-type: none"> - Students use posts to write social problems. In groups, discuss and describe them. Present findings to class. - Use the problem tree to label the causes and consequences of stated problems. Make presentations and share with class. - Conduct further research on causes and consequences of social problems, using library, books, internet, interviews, or the radio. - Watch videos on consequences of social problems. |
| Links to other subject: <i>History, Social Science, Psychology, Civics.</i> | | | | |
| Assessment criterion: <i>Able to avoid social problems and promote social welfare.</i> | | | | |
| Materials: <i>The Bible, the Internet, books, films, paper, markers.</i> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Festivals, celebrations, happiness, and pleasure. | | |
| S.5 Religious Education | Unit 12: Traditional festivals and celebrations in Rwanda. | | No. of Periods: 14 | |
| Key unit competence: Identify traditional cultural festivals and celebrations in Rwanda and their positive value to society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the meaning of festivals, celebrations, happiness and pleasure and their relationship. - Recall the traditional festivals celebrated in Rwanda. | <ul style="list-style-type: none"> - Explain the major traditional Rwandan festivals and the process of celebrating them. | <ul style="list-style-type: none"> - Appreciate the importance of festivals. - Respect and celebrate the festivals of the society. - Participate in the preparation of festivals. | <ul style="list-style-type: none"> - Traditional Rwandan festivals. - Name giving of new born - Kubandwa cult celebration - Traditional and customary marriages (steps of customary marriages, rituals and taboos). - Funeral rituals (for ordinary people and for the king). - Enthronization of the king. - Seasonal festivals. - Rwanda traditional festivals and Rwanda modern religions. | <ul style="list-style-type: none"> - In groups, learners share experiences with the class about festivals and celebrations in families. - Conduct research at the library to complete their experiences; gather information in groups and present work. - Organize drama and role-playing on festivals and celebration. - Field visit to the cultural museums. - Learners will discuss in groups the positive elements in traditional Rwanda religions and compare them with the festivals in modern religions found in Rwanda. |
| Links to other subject: <i>History and Civics.</i> | | | | |
| Assessment criterion: <i>Able to identify traditional cultural festivals and celebrations in Rwanda and their positive value to society.</i> | | | | |
| Materials: <i>The Bible, the Internet, books, films.</i> | | | | |

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| TOPIC AREA: FAITH, SCIENCE, AND REASON | | SUB TOPIC AREA: Faith, reason, and the existence of God. | | |
| S.5 Religious Education | Unit 13: Faith and reason. | | | No. of Periods: 15 |
| Key unit competence: Analyse the relationship between faith and reason and make objective decisions. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify philosophical views on faith and reason. - Explain rationale behind Biblical beliefs. | <ul style="list-style-type: none"> - Explain the relationship between faith and reason. - Assess philosophical views about faith and reason. | <ul style="list-style-type: none"> - Appreciate the role of reason in belief. - Exhibit intellectual humility. - Make sound judgment in religious matters. - Commit to the rational belief. | <ul style="list-style-type: none"> - Introduction to faith and reason. - The interaction between Faith and Reason. - The concept of “rational belief”. - Arriving at knowledge and truth. - The philosophic position on rational belief in Classical, Medieval, and Contemporary Periods. - The biblical position on rational belief. | <ul style="list-style-type: none"> - Conduct research on faith and reason (their meanings, relationship, and differences). Make presentations and share with the class. - In small groups, research on different philosophical views on faith and reason. Present in plenary. - Organize a debate on dichotomy between faith and reason. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to analyse the relationship between faith and reason and make objective decisions.</i> | | | | |
| Materials: <i>The Bible, the Internet, books, books on philosophy, reason, and faith.</i> | | | | |

5.4 RE combination senior 6 syllabus

5.4.1 Key competences

By the end of Senior 6 (S6), a student of religious education should be able to:

- Interpret the message of prophetic books and apply teachings in real life as Christians.
- Interpret the messages contained in the Book of Daniel, Paul's letters, other Epistles and the Book of Revelations.
- Examine Shariah laws, its practices, and punishment for law breakers.
- Describe the birth and the characteristics of the early years of Islam and its spread to the rest of the world.
- Identify the spiritual and moral teachings and values of Confucianism.
- Analyse the impact of technology on religion and behaviour in the society.
- Identify the consequences of moral degradation in society.
- Analyse the impact of colonization on traditional religions and cultures.
- Analyse and identify measures, using religious teachings and the value of protecting God's gift of human life, to prevent social problems.
- Strive for happiness and the wellbeing of others in the society
- Practice self-control.

5.2.2 Religious Education units for Senior Six

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| TOPIC AREA: BIBLICAL AND QUR'ANIC STUIDES AND BELIEFS | | SUB TOPIC AREA: Old Testament. | | |
| S.6 Religious Education | | Unit 1: Prophetic books. | | No. of Periods: 30 |
| Key unit competence: Discuss the interpretations of different prophetic books and its application to daily life. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Define the concept "prophet". - Categorize the Prophets. - State, differentiate, and classify the different prophetic books. | <ul style="list-style-type: none"> - Distinguish between former prophets and later prophets. - Describe and establish relationships between the major and minor prophets. - Explain the reasons of prophecy. - Explain the message of the prophetic books. | <ul style="list-style-type: none"> - Appreciate the message of prophetic books. - Show awareness of the role of prophets in the believer's life. - Show respect for God's plan within the prophets. - Obey moral rules. | <ul style="list-style-type: none"> - Different prophetic books from the Bible (17), their historical context, and prophetic interpretations. - Major prophets and historical context: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel - Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi. | <ul style="list-style-type: none"> - In groups, learners conduct research on the main message of each prophet and his historical context. Present findings. - Use index cards to indicate the moral values from prophetic books. - Learners organize sketches related to the messages of the prophets. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to discuss the interpretations of different prophetic books and its application to daily life.</i> | | | | |
| Materials: <i>The Bible, the Internet, index cards, markers.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: New Testament. | | |
| S.6 Religious Education | Unit 2: Apostolic letters of the New Testament. | | No. of Periods: 18 | |
| Key unit competence: Identify main message of the Apostolic letters of the new Testament and commit to the living by the messages' positive values. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State, differentiate, and classify the different Apostolic letters. - State the historical context in which the Epistles were written. - Identify the structure of each Epistle. | <ul style="list-style-type: none"> - Describe and establish relationship between the Apostolic letters. - Explain the message conveyed in the Apostolic letters. | <ul style="list-style-type: none"> - Appreciate the message conveyed in the Apostolic letters. - Show respect for God's plan and mission within the Epistles. | <ul style="list-style-type: none"> - The 21 Apostolic letters. - 14 Pauline Epistles (2 Romans, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 2 Thessalonians, 2 Timothy, Titus, Philemon, Hebrews). - General Epistles: 3 by John, 2 by Peter, 1 by James and 1 by Jude. | <ul style="list-style-type: none"> - Learners are assigned group work to research on the context of each book. Discuss and present their findings. - In the same groups, learners elaborate the structure of Epistles, interpret and draw lessons for their communities. - Role-play some events in the mission of Paul. |
| Links to other subject: <i>History and Geography.</i> | | | | |
| Assessment criterion: <i>Able to identify main message of the Apostolic letters of the new Testament and commit to the living by the messages' positive values.</i> | | | | |
| Materials: <i>The Bible, the Internet.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: New Testament. | | |
| S.6 Religious Education | Unit 3: The Book of Revelation. | | No. of Periods: 18 | |
| Key unit competence: Interpret the Book of Revelation and its application for daily life. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the styles used in the Book of Revelation. - Outline the structure the Book of Revelation. - State the historical context of the Book of Revelation and its | <ul style="list-style-type: none"> - Explain why the style of writing (particularly the use of imagery) was used in the Book of Revelation. - Explain the message conveyed via the visions, signs, and prophecies of the Book of Revelation. - Interpret the new world and New Jerusalem. - Compare Daniel's | <ul style="list-style-type: none"> - Appreciate the message conveyed the visions, signs, and prophecies of the Book of Revelation. - Strive for holiness. | <ul style="list-style-type: none"> - Introduction to the Book of Revelation. - Seven letters to Asia-Minor churches (Revelation 2 and 3). - Seven seals (Revelation, 6:1-17; 8:1), the seven trumpets (Revelation 8:2- 9:1-21) - Seven bowls (Revelation 16). - The woman of Revelation 12, and the woman in Revelation 17, - Comparison between the prophecy of Daniel and the Book of Revelation. - The three Angels' message (Revelation 14). | <ul style="list-style-type: none"> - Teachers make a list of images used in the Book of Revelation and ask learners to search in the Old Testament to find similar images. Present findings to class. - Learners debate and discuss the meaning of different visions, signs, symbols found in the Apocalypse. - In groups, learners interpret of the message of apocalypse. Present findings to class. - Learners organize a sketch on the Last Judgment and the new |

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| author. | prophecies with the Book of Revelation. | | - The victory of the lamb and the beginning of the new world (18-22). | world. |
| Links to other subject: <i>History.</i> | | | | |
| Assessment criterion: <i>Able to interpret the Book of Revelation and its application for daily life.</i> | | | | |
| Materials: <i>The Bible, the Internet.</i> | | | | |

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| TOPIC AREA: HOLY SCRIPTURES AND BELIEFS | | SUB TOPIC AREA: Structure and teaching of the Qur'an. | | |
| S.6 Religious Education | Unit 4: Shariah law. | | | No. of Periods: 18 |
| Key unit competence: Examine Shariah law, observance and punishment of lawbreakers. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - State the meaning and sources of the Sharia law. - Recall the nature, significance, and application of Shariah law. | <ul style="list-style-type: none"> - Explain the main sources of Shariah law. - Analyse the application of Shariah law in society. - Evaluate Shariah law and human rights. | <ul style="list-style-type: none"> - Observe and respect the law of the society. - Develop virtues of prudence, self-control, and justice. | <ul style="list-style-type: none"> - Sources of Shariah (primary and secondary sources). - Nature and significance of Shariah. - Historical development of Shariah. - Observance and punishments. - Shariah and human rights. | <ul style="list-style-type: none"> - Learners research in library, using the Internet, the Qur'an on Shariah law. Discuss their findings in group discussions and make presentations. - Organize a debate about Shariah and human rights. |
| Links to other subject: <i>History.</i> | | | | |
| Assessment criterion: <i>Able to examine Shariah Law, observance and punishment of lawbreakers.</i> | | | | |
| Materials: <i>The Qur'an, the Internet, library, books on human rights and Shariah law.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Traditional and Abrahamic religions. | | |
| S.6 Religious Education | Unit 5: Islamic faith and expansion. | | | No. of Periods: 21 |
| Key unit competence: Examine Shariah law, observance and punishment of lawbreakers. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Recall the biography of Muhammad, the first caliphs, and the pillars of faith. - Identify the main events of the early years of Islam and its expansion. - State the main branches of Islam. | <ul style="list-style-type: none"> - Explain the early years of Islam and its expansion in the world. - Assess the strategies of Islam expansion. - Compare the pillars of Islam and pillars of faith. - Describe the main branches of Islam. | <ul style="list-style-type: none"> - Develop awareness of the history of Islam. - Appreciate the diversity of religions. | <ul style="list-style-type: none"> - The birth of Islam. - The life of Muhammad and the foundation of Islam. - The first caliphs. - Migration from Mecca to Medina. - Expansion of Islam. - Islam and Jihad wars. - Islam in Middle East. - Islam in Africa (East, West, and Northern Africa). - Branches of Islam. | <ul style="list-style-type: none"> - In the library, learners research the history of Islam, its birth, and expansion in different continents and countries. Present their findings. - In the same groups, compare branches of Islam. |
| Links to other subject: <i>History.</i> | | | | |
| Assessment criterion: <i>Able to examine Shariah Law, observance and punishment of lawbreakers.</i> | | | | |
| Materials: <i>The Qur'an, the Internet, library.</i> | | | | |

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| TOPIC AREA: RELIGIOUS DOCTRINES AND WORSHIP PRACTICES | | SUB TOPIC AREA: Non-theistic religions. | | |
| S.6 Religious Education | Unit 6: Confucianism. | | | No. of Periods: 10 |
| Key unit competence: Assess the teachings of Confucianism and its relation to human conditions. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe basic moral, social, and political teachings of Confucius. - Distinguish between the Confucian doctrine from Hindu and Buddhism. - Identify the moral teachings of Confucianism. | <ul style="list-style-type: none"> - Analyse Confucius moral and spiritual teachings. - Contrast moral teachings of Confucian with other religious beliefs. - Evaluate Confucian social and political teachings. - Make a comparative study of Confucianism, Hinduism, and Buddhism. | <ul style="list-style-type: none"> - Appreciate the importance of Confucian teachings in shaping Chinese identity. - Show strong moral sense taking Chinese ethical values as an example. - Imitate positive values imbedded in Confucian teachings. - Have a strong patriotic spirit as a mark of national identity. | <ul style="list-style-type: none"> - Meaning of Confucianism. - Confucian teachings. - Social teachings. - Moral teachings. - Confucian impact on Chinese society. | <ul style="list-style-type: none"> - Learners brainstorm about Confucianism. Conduct research in library or on the Internet about Confucius teachings. Make a presentation and share with class. - Discuss in groups about Confucianism, proposed ethical code of conduct, and practices. Make a presentation and share with class. |
| Links to other subject: <i>History.</i> | | | | |
| Assessment criterion: <i>Able to assess the teachings of Confucianism and its relation to human conditions.</i> | | | | |
| Materials: <i>The Qur'an, the Internet, library.</i> | | | | |

| TOPIC AREA: RELIGION, ETHICS, AND POLITICS | | SUB TOPIC AREA: Religion, politics, and technology. | | |
|---|---|--|---|--|
| S.6 Religious Education | | Unit 7: Religion and technology. | | No. of Periods: 12 |
| Key unit competence: Critically analyse the impact of technology on religion. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify and analyse the effects of technology on religion and moral behaviours in the society. | <ul style="list-style-type: none"> - Explain the interaction between religion and technology. - Assess the effects of technology on religious life. | <ul style="list-style-type: none"> - Appreciate interdependence between religion and technology. - To show awareness of right use of technology. | <ul style="list-style-type: none"> - Meaning and brief history of technology. - Link between religion and technology. - Religious views on the use of technology. - Influence and importance of networking in the Christian faith. - Traditional and modern thinking of God. - Conflict between technological advancement on human life and religious teachings (creation in vitro, generic engineering, contraceptives). - Consequences of technology on social and moral life. - Importance of technology in social and religious life. | <ul style="list-style-type: none"> - Research using the Internet and other various sources on technological advancement and ICT integration in religious life. - In groups, learners discuss about how religion influences technology and vice versa. - Organize a debate on technology and pious religious life. |
| Links to other subject: <i>History.</i> | | | | |
| Assessment criterion: <i>Able to critically analyse the impact of technology on religion.</i> | | | | |
| Materials: <i>The Internet, library.</i> | | | | |

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| TOPIC AREA: ETHICAL ISSUES AND RELIGIOUS TEACHINGS | | SUB TOPIC AREA: Human freedom and ethical principles. | | |
| S.6 Religious Education | Unit 8: Moral degradation. | | No. of Periods: 23 | |
| Key unit competence: Identify, analyse, and interpret the causes, consequences, and ways to overcome moral degradation in society. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Define the concept of moral degradation. - Identify the causes and consequences of moral degradation. - Propose the way to overcome the moral degradation. | <ul style="list-style-type: none"> - Explain the nature of human being (his/her strengths and weaknesses, his/her potential to do good and his/her propensity to do evil). - Differentiate right from wrong moral behaviour. - Examine the causes of moral degradation in the society today. | <ul style="list-style-type: none"> - Cultivate a positive attitude of obeying norms and rules in everyday life. - Make right choices based on right informed conscience. - Practice daily social and personal values such as self-control, faithfulness, honest, and indifference to material things. | <ul style="list-style-type: none"> - Definition and meaning of moral degradation. - social change immodesty, drugs, and political and economic causes, relativism about values - Consequences of moral degradation and ways to overcome the moral degradation. | <ul style="list-style-type: none"> - Brainstorm the meaning and examples of moral degradation in Rwandan society and in the world in general. - In groups, learners discuss moral principles, and present the rightness and wrongness of identified human conduct - Learners discuss and present means to uphold morality within Rwandan culture - Sketches (role-play) on ways to promote morality in different spheres |
| Links to other subject: <i>History, Political Science, Social Science, Psychology.</i> | | | | |
| Assessment criterion: <i>Able to critically analyse the impact of technology on religion.</i> | | | | |
| Materials: <i>The Internet, library.</i> | | | | |

| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
|---|--|--|--|---|
| S.6 Religious Education | Unit 9: Colonisation and traditional African religions. | | No. of Periods: 21 | |
| Key unit competence: Analyse and interpret the impact of colonization on traditional African religion. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Outline the problem of colonisation. - Identify different traditional African religions. - Demonstrate the impact of colonisation on traditional African religions. - List positive values from foreign cultures. - | <ul style="list-style-type: none"> - Elucidate the problem of colonisation. - Locate and value the different traditional African religions. - Explain the impact of colonisation on traditional African religions. - Explain the systems of acculturation and enculturation on African cultures. | <ul style="list-style-type: none"> - Show a mature attitude on the problem of colonisation. - Appreciate the value of traditional African religions. - Share with others the positive and negative effects of colonisation on African traditional religions. - Respect other peoples' culture and protect one's cultural identity. | <ul style="list-style-type: none"> - The problem of Colonization: arrival of colonizers, traders, missionaries and explorers. - Understanding African traditional religions: Characteristics, classification and statistics, ceremonies, divination and deities (duality of person and divinities, belief in transcendence of a supreme being to realm spirits), practices and rituals, virtue and vice, holy places and religious activities, mythology, religious persecution (vandalism), | <ul style="list-style-type: none"> - Learners role-play sketches related to the problem of colonisation. - Research using the library, the Internet and other resources on traditional African religions. - Assign learners tasks in debates to discuss and present findings on the main positive and negative effects of colonisation on African traditional religions. |

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| | | | <p>sanctity of a unified society, human rituals and values.</p> <ul style="list-style-type: none"> - Traditions by region (Central Africa, Horn of Africa, North Africa, Southern Africa, Western Africa). - Positive and negative effects of colonisation on African traditional religious. - Acculturation and Enculturation. | |
| <p>Links to other subject: <i>History, Political Science, Economics.</i></p> | | | | |
| <p>Assessment criterion: <i>Able to analyse and interpret the impact of colonization on traditional African religion.</i></p> | | | | |
| <p>Materials: <i>The Internet, library.</i></p> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.6 Religious Education | | Unit 10: Religious teachings and social problems. | | No. of Periods: 21 |
| Key unit competence: Analyse social problems based on religious teachings. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain different teachings on social problems. - Describe the impact of contact of two or more cultures. - Discuss measure taken by the Government in order to fight against social issues. | <ul style="list-style-type: none"> - Discuss different religious teachings on social issues. - Assess the wrongness and rightness of social problems basing on clear religious values and principles - Describe different measure taken by the State in order to deal with social issues. | <ul style="list-style-type: none"> - Develop positive values based on religious morals and healthy habits. - Take positive action in fighting social problems based on different religious teaching. - Participate actively in the promotion of social values. - Adopt a non-violent attitude in fighting against social issues. | <ul style="list-style-type: none"> - Government measures on preventing/mitigating social problems (clear policies, decentralization, and corrective measure). - Prevention and remedies of social problems. - Religious Vies on sex and family based problems - Religious teachings about socio-economic problems (poverty, unemployment, drug abuse, corruption, global warming, social conflicts and violence). | <ul style="list-style-type: none"> - Conduct research using different references on religious teachings about current social issues. - Group discussion on means to solve and prevent social problems. - Analyse in groups different case studies regarding different means of the government uses to prevent social issues. - Investigate on the social and political policies geared to solves social issues |
| Links to other subject: <i>History, Social Studies, Psychology.</i> | | | | |
| Assessment criterion: <i>Able to analyse social problems based on religious teachings.</i> | | | | |
| Materials: <i>The Internet, library, books on local and national governance.</i> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Religion and social change. | | |
| S.6 Religious Education | Unit 11: Human sexuality and marriage. | | | No. of Periods: 27 |
| Key unit competence: Identify and assess contemporary challenges related to family and sexuality. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain clearly the nature, purpose, and importance of marriage in human life. - Compare traditional and modern marriage to the marriage in the biblical marriage. - Identify different types of sexual abuse and sexual violence - Establish the relationship between sex, human sexuality, marriage and happiness | <ul style="list-style-type: none"> - Develop personal values related to sexuality and relationships - Assess problems related to sex and human sexuality - Talk freely and openly on issues regarding sex, marriage, family, pleasure, and happiness. | <ul style="list-style-type: none"> - Show respect and protection of own body and sexuality and that of others - Resist peer influence that may lead to risky or dangerous behaviours - Act morally and righteously in society and build healthy habits. - Build a good relationship with the Creator and the community | <ul style="list-style-type: none"> - Courtship and human sexuality (dating, intimation, infatuation, genuine love, managing love, and disappointment). - Family (meaning, types and systems of family, African family, Christian family, rights and duties of family). - Marriage (traditional and biblical marriage, forms of marriage, separation and divorce, family planning and contraceptives, | <ul style="list-style-type: none"> - Discuss and debate issues of sexuality and marriage in reference to life experiences and the Holy Scriptures. - Analyse critically case studies and infer proper conclusion. - Role-play family situations in class portraying the reality of families today. - Conduct research current on ethical issues. |

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| | | | <p>church teachings of family).</p> <ul style="list-style-type: none"> - Sexuality (African and biblical view of sex, African traditional and modern sexuality education, STIs and HIV/AIDS, Christian teachings on sexuality. | |
| <p>Links to other subject: <i>Civics, Social Studies, Psychology, Health.</i></p> | | | | |
| <p>Assessment criterion: <i>Able to identify and assess contemporary challenges related to family and sexuality.</i></p> | | | | |
| <p>Materials: <i>The Internet, library.</i></p> | | | | |

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| TOPIC AREA: RELIGION, CULTURE, AND SOCIETY | | SUB TOPIC AREA: Faith, reason, and the existence of God. | | |
| S.6 Religious Education | Unit 12: Human nature and the existence of God. | | | No. of Periods: 30 |
| Key unit competence: Identify and explain philosophical views on human nature and the existence of God. | | | | |
| Learning objectives | | | Content | Learning activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the relationship between the body and the soul. - Discuss philosophical views on God's existence and human conditions in this world. - Recall the ethical principles about human freedom. | <ul style="list-style-type: none"> - Contrast human nature and conditions with God's existence. - Argue logically and comprehensively about the problems of evil, suffering, and pain in relation to God's existence. - Analyse the philosophical views about human conditions and God's existence. - Explore the biblical view on human nature. | <ul style="list-style-type: none"> - Appreciate the biblical explanation of human nature. - Justify the reasons that prove God's existence using logic and reason. - Adopt an attitude of properly using his/her freedom. | <ul style="list-style-type: none"> - Human nature (body and soul duality). - Philosophical theories on human nature (Plato, Aristotle. R. Descartes, J.J. Rousseau, T. Hobbes, J.P. Sartre). - Existence proceeds essence. - Freedom and Value. - God's Existence (theistic view proving God's existence using pure reason and atheistic and existentialist views). | <ul style="list-style-type: none"> - Conduct research on different philosophical views about the human condition and God's existence. - In groups, discuss the reasons that prove the existence of God. - Debate and discuss philosophical views on the existence of God. |
| Links to other subject: <i>History, Philosophy, Psychology.</i> | | | | |
| Assessment criterion: <i>Able to identify and explain philosophical views on human nature and the existence of God.</i> | | | | |
| Materials: <i>The Internet, library, books on philosophy and religion.</i> | | | | |

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7. APPENDIX

Weekly time allocation for all subject combinations at advanced level

| Subjects in Secondary 4-6 | | Number of periods per week (1 period = 40 min.) | | |
|--|-----------------------|--|----|----|
| Core subjects | | S4 | S5 | S6 |
| 1. Mathematics | | 7 | 7 | 7 |
| 2. Physics | | 7 | 7 | 7 |
| 3. Computer Science | | 7 | 7 | 7 |
| 4. Chemistry | | 7 | 7 | 7 |
| 5. Biology | | 7 | 7 | 7 |
| 6. Geography | | 7 | 7 | 7 |
| 7. History | | 7 | 7 | 7 |
| 8. Economics | | 7 | 7 | 7 |
| 9. Literature in English | | 7 | 7 | 7 |
| 10. Kinyarwanda major | | 7 | 7 | 7 |
| 11. Kiswahili major | | 7 | 7 | 7 |
| 12. French major | | 7 | 7 | 7 |
| 13. Religion major | | 7 | 7 | 7 |
| 14. Entrepreneurship | | 6 | 6 | 6 |
| 15. General Studies and Communication skills | | 3 | 3 | 3 |
| 16. Subsidiary Mathematics | | 3 | 3 | 3 |
| Electives Subjects | 17. English minor | 4 | 4 | 4 |
| | 18. French minor | 4 | 4 | 4 |
| | 19. Kinyarwanda minor | 4 | 4 | 4 |

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|-----------------------------|----------------------|---|---|---|
| | 20. Kiswahili minor | 4 | 4 | 4 |
| Co-curricular Activities | Religious activities | 2 | 2 | 2 |
| | Sports/ Clubs | 2 | 2 | 2 |
| | Computer/library | 2 | 2 | 2 |