



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

RELIGIOUS EDUCATION SYLLABUS GRADE 8-9



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PREFACE

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

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

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

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

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

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

Chishimba Nkocha
Permanent Secretary

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

Acknowledgements

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

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

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

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

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

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INTRODUCTION

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

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

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

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

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

METHODOLOGY

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

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

TIME ALLOCATION

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

ASSESSMENT

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative assessment; and Summative assessment will be conducted at the end of the learning process
Final examination at Junior Secondary level will comprise one paper

RATIONALE OF TEACHING RELIGIOUS EDUCATION

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

GENERAL OUTCOMES

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

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

THEME: SPIRITUAL AND MORAL VALUES

- **GENERAL OUTCOME: DEVELOP AN UNDERSTANDING OF SPIRITUAL AND MORAL VALUES**

KEY COMPETENCIES AT GRADE 8 LEVEL

- Demonstrate understanding of moral and spiritual issues in their lives
- Exhibit growth in different perspectives (physical, emotional, intellectual and spiritual)
- Exhibit a sense of responsibility at home, school, and community
- Demonstrate tolerance and appreciation of other religions
- Exhibit ability to make right choices

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.1 MORALITY AND VALUES	8.1.1 Morality	8.1.1.1 Describe Morality	• People ‘s behaviour	• Decision making on the right morals	• Applying good morals in society
		8.1.1.2 Explain the purpose of Spiritual and Moral Education	• Purpose of spiritual and moral Education		• Appreciate other people ‘s beliefs
		8.1.1.3 Describe sources of moral codes	• Family, friends, school ,community, constitution	• Decision making on sources of morals	• Awareness of sources of moral codes
		8.1.1.4 Identify sources of religious moral codes	• Religion: Christianity- Bible, Islam-Quran and Hadith, Hinduism – Bhagavad Gita	• Identification of sources of different religious moral codes	• Appreciation of other religious moral codes

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		8.1.1.5 Describe moral dilemmas	<ul style="list-style-type: none"> • Moral dilemmas e.g. abortion 	<ul style="list-style-type: none"> • Decision making on contemporary issues 	<ul style="list-style-type: none"> • Reflection on the right thing to do in difficult situations
	8.1.2 Values	8.1.2.1 State the meaning of values	<ul style="list-style-type: none"> • Meaning of values. (Customs and values) (Justice, hospitality, compassion, sharing) 	<ul style="list-style-type: none"> • Application of different values 	<ul style="list-style-type: none"> • Appreciation of customs and values
		8.1.2.3 Identify personal values in relation to sexuality	<ul style="list-style-type: none"> • Personal values: • Positive values 	<ul style="list-style-type: none"> • Application of personal values in keeping virginity 	<ul style="list-style-type: none"> • Awareness Of positive values in relation to sexuality
		8.1.2.4 State the importance of maintaining positive personal values.	<ul style="list-style-type: none"> • Respect, • good relationship etc 	<ul style="list-style-type: none"> • Decision making on personal values 	<ul style="list-style-type: none"> • Ability to reflect honesty, integrity and respect in lives

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.2 GROWING UP		8.2.1.1 Identify types of growth	<ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Spiritual 	<ul style="list-style-type: none"> • Identification of different types of growth 	<ul style="list-style-type: none"> • Appreciation of different types of growth
		8.2.1.2 State two influences family members experience at home	<ul style="list-style-type: none"> • Two types of influences; Good and Bad 	<ul style="list-style-type: none"> • Decision making on influences. 	<ul style="list-style-type: none"> • Awareness of influences.
	8.2.2 Different ways people develop	<p>8.2.2.1 Explain ways people develop</p> <p>8.2.2.2 Identify different names of God and proverbs which describe God.</p>	<ul style="list-style-type: none"> • Interaction/relationship with people. . • Proper use of resources • Being with God • Names: Shakapanga (Kikaonde), Nyambe (Siliozi) Mulengi (Nyanja) Leza (Chitong) • Proverbs: Bemba: Lesa ta lombwa nama alombwa mweo (from God you do not ask for meat but life) 	<ul style="list-style-type: none"> • Application of the knowledge of different names of God 	<ul style="list-style-type: none"> • Awareness of ways people develop • Show respect to different believes

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
	. 8.2.3 DIFFERENT KINDS OF LIFE	8.2.3.1 Describe the different kinds of life	<ul style="list-style-type: none"> Human, Animal and Plant life 	<ul style="list-style-type: none"> Identification of different kinds of life 	<ul style="list-style-type: none"> Appreciation of life
	8.2.4 GROWING UP IN OTHER RELIGIONS	8.2.3.2 Explain growing up in the four religions	<ul style="list-style-type: none"> Growing up in: Christianity, Islam, African tradition, Hinduism. 		
	8.2.4 SELF CONCEPT AND SELF ESTEEM	8.2.4.1 Describe the importance of self-concept	<ul style="list-style-type: none"> Self-esteem Self- concept 	<ul style="list-style-type: none"> Application of self esteem in real life 	<ul style="list-style-type: none"> Exhibit self esteem in society
		8.2.4.2state the teaching of St. Augustine	<ul style="list-style-type: none"> The story of St Augustine. 	<ul style="list-style-type: none"> Application of the teaching of St Augustine 	<ul style="list-style-type: none"> Reflection on the story of St august
		8.2.4.3 Identify practical ways young people hope to develop	<ul style="list-style-type: none"> At home.: gardening to raise school fees At School: Study hard sports, debate, drama, The community: Protecting Government property, advocacy for proper use of natural resources. 	<ul style="list-style-type: none"> Identification Of practical ways young people hope to develop 	<ul style="list-style-type: none"> Appreciation of ways young people develop

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.3 LEARNING ABOUT RELIGION	8.3.1 Major religions in Zambia	8.3.1.1 Describe the four religions in Zambia	<ul style="list-style-type: none"> Christianity, Hinduism, Islam, African Tradition Religion 		<ul style="list-style-type: none"> Tolerance of other religions
		8.3.1.5 Identify important dates and events in the history of the three religions in Zambia.	<ul style="list-style-type: none"> Brief history of the four religions in Zambia. (Time chart and map showing dates when churches and religious groups started operating in Zambia.) 	<ul style="list-style-type: none"> Classifying historical events 	<ul style="list-style-type: none"> Appreciation of historical events
	8.3.2 Learning about religion	8.3.1.2 Identify ways people learn about religion.	<ul style="list-style-type: none"> Seeing and imitating, Hearing and repeating, Reading holy scriptures 	<ul style="list-style-type: none"> Analysis of different ways of learning 	<ul style="list-style-type: none"> Appreciation of other religions
	8.3.3 Religious scriptures	8.3.1.3 Identify the scriptures of three religions.	<ul style="list-style-type: none"> Christianity – Holy Bible, Islam – Quran, Hadith Hinduism- Vedas, Bhagavad Gita, Upanishad, Mahabarata 	<ul style="list-style-type: none"> Identification of different scriptures 	<ul style="list-style-type: none"> Awareness of different types of scriptures
		8.3.1.4 Explain the reasons Zambian tradition has no scripture	<ul style="list-style-type: none"> There was no writing then Literature was in custody of priests. 		<ul style="list-style-type: none"> Appreciation of oral tradition
The bible		8.4.1.1 identify the composition of bible	<ul style="list-style-type: none"> Meaning of the bible Parts of the bible: old testament and new testament Origin of the Jewish scriptures Purpose of the New 	<ul style="list-style-type: none"> Identification of parts of the bible Application of the scriptures 	<ul style="list-style-type: none"> Awareness of parts of the bible Appreciation of the teaching of the bible

			testament: the gospels, book of acts, letters, and prophecy <ul style="list-style-type: none"> • Bible translations 		
TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILL	VALUES
8.5 Choices and Talents	8.5.1 How People Make Choices	8.5.1.1. Describe chosen and un-chosen circumstances.	<ul style="list-style-type: none"> • Chosen circumstances: marriage, career, friends, hobbies • Un-chosen circumstances: gender, parentage and race 	<ul style="list-style-type: none"> • Analysis of circumstances • Critical thinking in making choices 	<ul style="list-style-type: none"> • Appreciation of chosen and un-chosen circumstances
		8.5.1.2. Mention different levels of choices	<ul style="list-style-type: none"> • Individual, family and community 	<ul style="list-style-type: none"> • Inter personal relationships 	<ul style="list-style-type: none"> • Awareness of family responsibilities
		8.5.1.3 Identify steps people take when making choices	<ul style="list-style-type: none"> • See, judge, act 	<ul style="list-style-type: none"> • Classification of different choices 	<ul style="list-style-type: none"> • Creating • Self – esteem in young people
	8.5. Central Teachings On Choices	8.5.2.1 Explain central teachings in the four religions on making choices.	<ul style="list-style-type: none"> • Christianity: Love God and neighbor • Hinduism: To be free from all selfishness and evil desires. • Islam: Complete obedience to God and live as brothers. • Zambian tradition: Respect for everybody and to be at peace with people. 	<ul style="list-style-type: none"> • Decision making on different choices 	<ul style="list-style-type: none"> • Enhancing assertiveness in young people

		8.5.2.2. State how choices show one's aim in life.	<ul style="list-style-type: none"> • Choices show one aim in life. • The choices Jesus made in the Bible • Matt 13 :45-46, Matt 19: 16-22, • In the temple: Luke 2:41-49 • Baptism: Luke 3:21-22 • Temptations: Luke 4:1-13 	<ul style="list-style-type: none"> • Critical thinking in showing ones aim in life • Decision making on important issues in their lives 	<ul style="list-style-type: none"> • Appreciation of one's aims
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TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
	8.5.4 TALENTS	8.5.4.1 Describe talents.	<ul style="list-style-type: none"> • .Discovering talents • Losing talents • Developing talents. 		<ul style="list-style-type: none"> • Appreciation of different talents they possess
		8.5.3.3 State the teaching of the Parable of talents.	<ul style="list-style-type: none"> • Parable of the three servants Math.25:14-30 	<ul style="list-style-type: none"> • Identification of different roles played in society 	<ul style="list-style-type: none"> • Appreciation of responsibilities in community
8.6.COMPETITION, CO OPERATION AND TRUST	8.6.1 Competition	8.6.1.1 Describe competition.	<ul style="list-style-type: none"> • Competition • Advantages and disadvantages 		<ul style="list-style-type: none"> • Appreciation of competition.
	8.6.1 Co-operation and Trust	8.6 .1.2 Describe cooperation	<ul style="list-style-type: none"> • Describing cooperation • Levels of cooperation: 		<ul style="list-style-type: none"> • Awareness of competition.
		8.6.1.3 State the benefits of cooperation.	<ul style="list-style-type: none"> • Work is done in good time • Unity is fostered • Harmony 	<ul style="list-style-type: none"> • Commitment to the values of co operations 	<ul style="list-style-type: none"> • Awareness on the benefits of cooperation

			<ul style="list-style-type: none"> • Religious teachings on co operation: • Christianity • Islam: -Alms giving, • Hinduism:-The law of Dharma • Zambian Traditional: - 	Identification of different types of cooperation	
		8.6.1.4 Describe trust	<ul style="list-style-type: none"> • Trust • Mark 6:1-6, • Acts 9:26-29 	• Communicati on skill	• Appreciation of principles that create trust
8.7 DIVISION, SIN AND FORGIVENESS	8.7.1 Division	8.7.1 .1 Identify causes of divisions between people	<ul style="list-style-type: none"> • Causes of division • Jealousy, Selfishness, discrimination, greed • Poor leadership 	• Identification Of causes of divisions in society	• Appreciation of values of honesty, trustworthiness
		8.7 1.2 State the teaching of division and separation among Christians in the early church	<ul style="list-style-type: none"> • 2 Corinth6:14-17 • 1 Corinth5:1-2 and 9-11 • 1 Corinth1 :11-13 • 2 John 7:11 		
		. 8.7.1.3 State examples of divisions during the time of Jesus	<ul style="list-style-type: none"> • Examples of division • Jesus overcoming division Matt 8:5-13 Luke5:27-30(Jesus calls tax collectors) -Luke 5:12-13(Jesus cures Roman servant) - John 4: 6-9 Brave and open 	• Identification of examples of divisions during the time of Jesus	• Appreciation of unity harmony in society
CONTENT					

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILL	VALUES
		8.7.1.5 State teachings on overcoming divisions and hatred in the four religions	<ul style="list-style-type: none"> • Christianity • Hinduism: • Islam: • Zambian Tradition 	<ul style="list-style-type: none"> • Interpersonal Relationships within the society 	<ul style="list-style-type: none"> • Tolerance of divergent views
	8.7.2 SIN	8.7.2.1 Describe the meaning of sin in different religious traditions.	<ul style="list-style-type: none"> • Christianity • Hinduism • Islam. • Zambian Tradition: 		Responsibility over their actions
		8. 7. 2. 2 Explain teachings on forgiveness and reconciliation in the four religions.	<ul style="list-style-type: none"> • Christianity: Luke 15:11-32 (The lost son)Luke 17:3-4 • -Islam • `Hinduism : • Zambian tradition: 	<ul style="list-style-type: none"> • Interpersonal Relationships within society 	<ul style="list-style-type: none"> • Appreciation of other peoples weaknesses
		8.7.2.3 Describe the steps needed for forgiveness and reconciliation between people and God.	<ul style="list-style-type: none"> • Steps needed for forgiveness: • Repentance • Confession • Penance • Forgiveness 	<ul style="list-style-type: none"> • Identification of different steps needed for forgiveness 	<ul style="list-style-type: none"> • Awareness of individual weaknesses and strengths
TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	KNOWLEDGE	SKILL	VALUE

<p>8.8 LEARNING AND TRUTH</p>	<p>8.8.1 Ways of learning</p>	<p>8.8.1.1 Explain different ways in which people learn</p>	<ul style="list-style-type: none"> • Two different ways: • Guided: • Unguided • Learning process in the four religions: Christianity; (Matthew 5:1-2,10.5-15; 18:1-9 Psalm 119: 105), Islam; (Study of God’s word), Hinduism; (learning from the Guru), African Tradition; (Getting counsel from the elders) • Teaching of the disciples by Jesus Luke 6:20-26; 8:4-8; 14:25-33 Luke 8:9-15; 9: 18-21. Luke 8:1; 9:10; 18:31 Luke9:1-6; I0: 1 John13:12-15; 15:12 		<ul style="list-style-type: none"> • Awareness of different ways of learning experiences
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TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		8.8.1.5 Describe different ways in which a statement can be true.	<ul style="list-style-type: none"> Historically, factually or mathematically true. True to life. Emotionally true. Opinion or belief experience, reading Seeing 	<ul style="list-style-type: none"> Critical thinking on different ways a statement can be true 	<ul style="list-style-type: none"> Awareness of various ways statement can be true
		8.8.1.6 identify Standards of truth	standards of truth: <ul style="list-style-type: none"> Christianity- Zambian tradition Modern scientific world Islam Hinduism 	1 <ul style="list-style-type: none"> Identification Of standards of truth 	<ul style="list-style-type: none"> Exhibiting honesty in their activities
		8.8.1.7. Identify ways people use to find out the truth.	<ul style="list-style-type: none"> Ways people use to find the truth: asking questions 	<ul style="list-style-type: none"> Classification of ways find out the truth 	<ul style="list-style-type: none"> Appreciation Of variety ways a statement can be true
		8.8.1.9 Describe prejudice	<ul style="list-style-type: none"> Prejudice 	<ul style="list-style-type: none"> Problem solving of serious matters 	<ul style="list-style-type: none"> Exercising accuracy in their judgments

GRADE 9

THEME: SPIRITUAL AND MORAL VALUES

GENERAL OUTCOMES: DEVELOP AN UNDERSTANDING OF SPIRITUAL AND MORAL VALUES

KEY COMPETENCES

- Demonstrate understanding of moral and spiritual issues in their lives.
- Exhibit a healthy human development in different perspectives (physical, emotional, intellectual and spiritual).
- Exhibit a sense of responsibility at home, school, and community.
- Demonstrate tolerance and appreciation of other religions.
- Exhibit ability to make well informed choices.

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.1 FREEDOM AND COMMUNITY	9.1.1 Freedom	9.1.1.1 state different teachings on freedom	<ul style="list-style-type: none"> • Meaning of freedom • Freedoms in conflict • Factors that make freedom possible 	<ul style="list-style-type: none"> • Critical thinking on decision making 	<ul style="list-style-type: none"> • Ability to make right decisions
	9.1.2 freedom and laws	9.1.2.1 explain the relationship between and laws	<ul style="list-style-type: none"> • Freedom in the bible: laws are give to respect each other's freedom • Freedom in Islam: the law is to show man correct way, Zambian tradition: to be free with other people 	<ul style="list-style-type: none"> • Application of biblical teaching on freedom 	<ul style="list-style-type: none"> • Awareness of freedom in three religious
	9.1.3 Community	9.1.3.1 State the differences between ideal and real communities	<ul style="list-style-type: none"> • Differences between real and ideal community 1 Corinthians 12:14 – 20, 21, 24- 26 		<ul style="list-style-type: none"> • Awareness of differences between communities

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.2 AUTHORITY AND LEADERSHIP	9.2.1 Authority	9.2.1.1 State different teachings on Authority	<ul style="list-style-type: none"> • Meaning of Authority • Power • Factors that hinder proper use of Authority 		<ul style="list-style-type: none"> • Appreciation of Authority
	9.2.2 Leadership	9.2.2.1 Identify different teachings on leadership	<ul style="list-style-type: none"> • Leadership in the four religions: (Old Testament, Deut. 17: 15-20, Psalms 72: 12-14, Ezekiel 34: 2-4; New Testament, Mark 10: 42-45, LK 22: 24-27, Jn 14: 3-15, Mtt. 12: 17--20) • Hinduism, Islam, Zambian Tradition • Types of Leadership • Purpose of Leadership • Characteristics of a good Leader 	<ul style="list-style-type: none"> • Identification of leadership qualities 	<ul style="list-style-type: none"> • Appreciation of good leadership
	9.2.3 Laws and Rules	9.2.3.1 Explain the importance of laws and rules in the community	<ul style="list-style-type: none"> • Importance of laws and rules • Differences between laws and rules • Sources of laws and rules (Constitution, the Bible, the Highway code) 	<ul style="list-style-type: none"> • Application of laws and rules 	<ul style="list-style-type: none"> • Awareness of laws and rules in the community

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.3 AMBITIONS AND HOPE	9.3.1 Ambition	9.3.1.1 Explain ambition	<ul style="list-style-type: none"> • The meaning of ambition • Factors that determine ambition 		<ul style="list-style-type: none"> • Appreciation of ambition
	9.3.2 Hope	9.3.2.1 State teachings on hope	<ul style="list-style-type: none"> • Meaning of hope • Factors influencing hope • Religious teachings on hope: Christianity (LK 12: 16-21, 12: 22-34, Ps 62), Hinduism, Islam, Zambian tradition 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tolerance of teachings of other religions
	9.3.3 Vocation	9.3.3.1 Explain vocation	<ul style="list-style-type: none"> • Meaning of vocation • Types of vocation 	<ul style="list-style-type: none"> • Application of work or divine calling 	<ul style="list-style-type: none"> • Awareness of different vocations
9.4 FRIENDSHIP LOVE AND MARRIAGE	9.4 .1 Friendship	9.4.1.1 State different teachings on friendship	<ul style="list-style-type: none"> • Meaning of friendship • Conditions of true friendship • Religious teachings on friendship: Christianity (Old Testament, 1 Samuel 18, 19 and 20, Ruth 1: 1-17; New Testament , Mt 16: 21-23, Mark 14: 18, Jn 14: 13-15) Hinduism (Rig Veda) Islam (The Qur'an) 	<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> • Appreciation of friendship

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
	9.4.2 Love	9.4.2.1 State different teachings on love	<ul style="list-style-type: none"> • Different meanings of love • Differences between love and infatuation • Factors promoting love • Factors hindering love • Religious teaching on love: Christianity (Mt 22:37-39, Lk 10: 27-39, Mark 8: 34-35, 1 Cor 13: 4-8); Islam (Hadith), Hinduism (Mahabharata), Zambian tradition 	<ul style="list-style-type: none"> • Application of true love 	<ul style="list-style-type: none"> • Awareness of genuine or unconditional love
	9.4.3 Marriage	9.4.3.1 Analyze different teachings on marriage	<ul style="list-style-type: none"> • Meaning of marriage • Types of marriages • Qualities of a good husband and wife • Religious teaching on marriage: Christianity (1 cor. 7: 3-4), Hinduism, Islam, Zambian tradition • Causes of marital differences • Effects of unfaithfulness in marriage 	<ul style="list-style-type: none"> • Analysis of teachings on marriage 	<ul style="list-style-type: none"> • Appreciation of marriages

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.5 SUFFERING AND DEATH	9.5.1 Suffering and Death	9.5.1.1 Describe teachings on suffering and death	<ul style="list-style-type: none"> • Meaning of Suffering and death • Reactions to suffering • Effects of death • Ways of comforting people 		<ul style="list-style-type: none"> • Expression of empathy, courage, sympathy
	9.5.2 Religious teaching on suffering, death and life after death	9.5.2.1 State religious teachings on suffering, death and life after death	<ul style="list-style-type: none"> • Religious teaching on suffering, death and life after death: Christianity (Deut 8: 15-24, Heb 12: 5-11, 1 Pet 1:6-7), Hinduism, Islam and Zambian tradition • Jesus' reaction to suffering (Mark 3:20-22, 14:22, 15:37) • Preparing for death • Respect for the dead • Life after death: Christianity (Is 14:9-11, Ps 16:9-10, Daniel 12:2, Acts 23:6), Hinduism, Islam and Zambian Tradition 	<ul style="list-style-type: none"> • Management of emotions 	<ul style="list-style-type: none"> • Tolerance of other people's beliefs • Respect for the dead • Appreciation of courage and perseverance
	9.5.3 Martyrs	9.5.3.1 Identify people who died for what they believed in.	<ul style="list-style-type: none"> • Examples of people who died for what they believed in e.g. Mache Masimora, Charles Lwanga, Martin Ruther Jnr. 	<ul style="list-style-type: none"> • Identification of people who died for what they believed in. 	<ul style="list-style-type: none"> • Appreciation of courage and perseverance

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.5. PRAYER	9.5.1 Teachings on Prayer	9.5.1.1 State different teachings on prayer	<ul style="list-style-type: none"> • Meaning of Prayer • Different teachings on Prayer • Religious teaching on Prayer: Christianity, Hinduism, Islam and Zambian Tradition • Types of Prayers • Jesus teachings on Prayer (Mtt. 6:6,7:21, 6:9-14 1Cor. 11: 22-26, 10:16-17, Acts 2:42-47) 	<ul style="list-style-type: none"> • Communication with God and People • Application of Prayer 	<ul style="list-style-type: none"> • Tolerance to other beliefs • Promoting team work

Appendix 1

SCOPE AND SEQUENCE CHART

JUNIOR SECONDARY SCHOOL RELIGIOUS EDUCATION

TOPIC	GRADE 8	GRADE 9
Morality and Values	<ul style="list-style-type: none"> • Meaning of morality • Purpose of spiritual and moral education • Sources of morality • Moral dilemmas • Values 	
Growing Up	<ul style="list-style-type: none"> • Types of growth • different ways people develop • Different kinds of life. • Growing up in the four religions. • Self-concept and self esteem 	
Learning about Religion	<ul style="list-style-type: none"> • Different ways people learn about religion. • Four major religions. • Religious scriptures. 	
The bible	<ul style="list-style-type: none"> • Meaning of the bible • Parts of the bible • Jewish scriptures • New testament • Bible translations. 	
Choosing and Talents	<ul style="list-style-type: none"> • Making choices. • Central teaching on making choices from four religions. • Choices and aims. • Bible teachings on choices. • Talents 	

Competition, Co-operation and Trust	<ul style="list-style-type: none"> • Competition and co-operation • Factors that negatively affect competition • Benefits of co-operation and trust. • Religious teachings on co-operation. 	
Division, Sin and Forgiveness	<ul style="list-style-type: none"> • Causes of division in people • Causes of division in early church. • Causes of hatred among Jews. • Bible teachings on divisions. • Religious teachings on sin, forgiveness and reconciliation. • Steps needed for forgiveness and reconciliation. 	
Learning and Truth	<ul style="list-style-type: none"> • Guided and unguided learning experiences. • Steps before choosing. • Learning in the four religions. • Learning in the Bible. • Truth, standards of truth. 	<ul style="list-style-type: none"> •
Freedom and community	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Meaning of freedom • Freedom in conflict • Freedom and laws • Freedom in Islam • Freedom and community
Authority and Leadership		<ul style="list-style-type: none"> • Characteristics of a good leader. • Religious laws/rules. • Religious teachings about authority and leadership.
Ambition and Hope		<ul style="list-style-type: none"> • Factors that influence ambitions. • Religious teachings on ambition and hope. • Vocation
		<ul style="list-style-type: none"> • Friendship.

<p align="center">Friendship, Love and Marriage</p>		<ul style="list-style-type: none"> • Friendship in the Bible. • Religious teachings about friendship • Religious teachings about love. • Purpose of marriage. • Qualities of a good wife. • Qualities of a good husband. • Teaching on marriage from four religions. • Effects of unfaithfulness.
<p align="center">Suffering and Death</p>		<ul style="list-style-type: none"> • Suffering death and bereavement. • Reactions to suffering and bereavement. • Teachings about suffering in the four religions. • Bereavement and life after death. • Respecting the dead. • Bible teachings on suffering.
<p align="center">Prayer</p>		<ul style="list-style-type: none"> • Importance of prayer. • Prayer in the four religions. • Bible teachings on prayer. • Three types of prayer.