



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

RELIGIOUS EDUCATION 2046 SYLLABUS

GRADE 10 – 12



**Prepared and published by the Curriculum Development Centre
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C Curriculum Development Centre 2013

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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 Senior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013

.Chishimba Nkosa

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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Acknowledgements

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

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

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

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

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Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

TABLE OF CONTENTS

Preface.....	
Acknowledgement.....	
Introduction	

Grade 10

10.1 Birth And Infancy Of John The Baptist And Jesus.....	10
10 .2 Ministry And Death Of John The Baptist.....	15
10.3 Baptism.....	16
10. 4 Temptation.....	17
10.5 Jesus Power Over Disease And Nature.....	19
10.6 Jesus Power Over Evil Spirits.....	22
10.7 The Kingdom Of God.....	25

Grade 11

11 .1 Judgement.....	29
11.2 Prayer.....	30
11.3 Jesus Attitude To People.....	33
11.4 Suffering.....	34
11.5 Opposition.....	37
11.6 The Last Supper And The Crucifixion.....	40
11.7 Jesus` Triumph Over Death.....	42

Grade 12

12.1 The Early Church.....45

12 .2 Christian Witness.....46

12 .3 Life In The Early Church.....47

12 .4 Christian Attitudes To Work.....50

12 .5 Christian Attitudes To Leisure.....53

12.6 Christian Attitudes To Money And Possessions.....53

12.7 Christian Attitudes To Leadership.....58

12.8 Christian Attitudes To Sex And Marriage..... 59

12 .9 Husband And Wife Relationship.....63

12 .10 Relationships Between Parents And Children..... 66

INTRODUCTION

This Syllabus is , a three-year course and assumes that Spiritual and moral Education (Religious Education) will be taught for five periods per week in Grade Ten to Twelve.

This Syllabus is stated in 31 Units. Most of the units include the following four learning stages:-

1. Learners should recall the content of the Bible passages and identify particular verses selected from these passages. Pupils should describe the historical, religious and cultural situations to which passages refer.
2. Learners should state spiritual and moral values which Christians have, based on these Bible passages and show how those values have been deduced from the passages.
3. Learners should show how spiritual and moral values based on these Bible passages can be expressed in Zambia today.
4. Learners should compare spiritual and moral values based on these passages with related values from the three main non-Christian religious traditions in Zambia (i.e. Islam, indigenous Zambia beliefs, Hinduism).

The following is a possible Scheme of work for studying this syllabus in Grades Ten, Eleven and twelve:

Grade Ten	:	Term One	:	Part One, Units One to Four.
		Term Two	:	Part One, Units Five to Eight.
		Term Three	:	Part One, Units Nine to Twelve.
Grade Eleven	:	Term One	:	Part One, Units Thirteen to Sixteen.
		Term Two	:	Part One, Units Seventeen to Twenty.
		Term Three	:	Part two, Units one to Three.
Grade Twelve	:	Term One	:	Part Two, Units Four to Eight.
		Term Two	:	Part Two, Units Nine to Eleven, and Revision of part One.
		Term Three	:	Revision and preparation for the Zambia School Certificate Examination.

The Syllabus is in two parts:

<u>Part One</u>	:	Themes from the Gospels (Based on the Gospel of Luke);
<u>Part Two</u>	:	Themes on Christian Witness and behaviour.

METHODOLOGY

Learner –centred –teaching focuses on learners who play a centre role in teaching and learning activities .It gives them the opportunity to participate actively and independently in their learning. The teacher acts as a facilitator to be built on the learners 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

TIME ALLOCATION

The time allocated for Religious Education is five periods per week.

ASSESSMENT

This syllabus recommends that two main types of assessments be undertaken. These are continuous Assessment which is part of formative assessment: and summative assessment will be conducted at the end of the learning process. Final examination at senior secondary level will comprise one paper

RATIONAL OF TEACHING RELIGIOUS EDUCATION

The main of this subject is to enable learners appreciate the spiritual 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

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

GRADE 10: KEY COMPETENCES

- Show advocacy for right behaviour in society.
- Show appreciation of the significance of traditional Zambian practices
- Show appreciation of different types of baptism
- Demonstrate skills of overcoming temptations, testing and sin

GENERAL OUTCOMES:

Grade 10: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
1	10.1 BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS	10.1Zambian Birth Traditions	10.1.1Describe what happens after a baby has been born in their families. 10.1.2Explain how names are chosen and given to infants in their families	Zambian birth traditions: <ul style="list-style-type: none"> • Birth and Naming of a baby • Customs and Traditions to protect the baby. 		Appreciation of Zambian birth traditions.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		10.1.2 Birth of John the Baptist	<p>10.1.2.1 Relate from Luke's Gospel the stories of the announcement of the birth of John and his naming.</p> <p>10.1.2.2 Explain John the Baptist's life and ministry.</p> <p>10.1.2.3 Narrate how the life and ministry of John the Baptist were a fulfilment of the OT prophecy.</p>	<p>Birth of John the Baptist:</p> <ul style="list-style-type: none"> Announcement of the birth of John and his naming Lk.1:5-24;57-66 2 The purpose of John's life and Ministry Lk 1:16-17 <p>Isaiah 40: 3; Malachi 3: 1-12 He would be a healer of discord. He would prepare the Nation for the coming of the Messiah.</p>	<p>Application of bible teachings on John the Baptist.</p> <p>Narrating Bible texts.</p>	<p>Commitment to responsibilities</p>
		10.1.3 Birth of Jesus	<p>10.3.1 Describe the announcement of the birth of Jesus to various people</p> <p>10.1.3.2 Describe the birth of Jesus Christ</p> <p>10.1.3.3 Explain how these stories were a fulfilment of the O.T prophecies.</p>	<p>Birth of Jesus Christ:</p> <ul style="list-style-type: none"> Announcement of the birth of Jesus Christ: Luke 1:26-38 Matt. 1: 18-25; Luke 2:8-20; Matt. 2: 1-12 <p>Luke 2:1-7</p> <ul style="list-style-type: none"> O.T. Prophecies of the birth of Jesus. Isaiah 	<p>Application of Bible teachings on the birth of Jesus Christ.</p>	<p>Awareness of Bible teachings on the birth of Jesus Christ.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				7:14;9:6-7 Micah 5.2; Hosea 11:1		
		10.1.4Parent/child conflict 10.1.5Incidents from Jesus childhood	10.1.4.1Identify sources of misunderstanding and conflict between parents and children 0.1.5.1Relate from Luke’s gospel the stories about Jesus in the Temple as a baby and at 12 years	Sources of misunderstandings: <ul style="list-style-type: none"> • Generation gap, media influence, social and economic factors • Peer influence, forced marriages, gender roles, social norms Jesus in the Temple as a baby: (Presentation) Lk2:21-39 <ul style="list-style-type: none"> • Jesus in the Temple at 12 years, Lk2:41-52 	Conflict resolution Relating incidents in the bible	Awareness of sources of misunderstanding.
		10.1.6How God directs human lives	10.1.6.1. Explain what the infancy narratives in the Gospel of Luke and Matthew teach about God’s direction of human lives.	How God directs human lives: <ul style="list-style-type: none"> • He has appointed time to fulfil His purposes • He uses human beings 	Critical thinking on how God directs human life.	Obedience and Submission to God’s words.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • He chooses specific people 		
		10.1.7 How Christians can identify and respond to God's direction	10.1.7.1 Discuss how Christians today can identify and respond to God's direction of their lives	<p>Response to God's direction:</p> <ul style="list-style-type: none"> • God does not force His plans and purposes on us. • God never guides us against what His word says • God promises clear guidance to Christians who are completely committed to Him. 	Application of bible teachings on God's direction.	Appreciation of Bible teachings on God's direction.
		10.1.8 Christian, Muslim and Hindu teachings on how God directs human lives	10.1.8.1 Compare Christian, Muslim and Hindu teaching on how God directs human lives.	<p>How God directs people in :</p> <ul style="list-style-type: none"> • Christianity: Through His word, inner inspiration of the Holy spirit, friends, circumstances. • Islam: Through his word in the Quran. • Hinduism: Through life cycle rites. 		Awareness of Christian, Islam ,Hinduism teachings on `God`s direction.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
2	10.2 Ministry and Death of John the Baptist	10.2.1 Speaking against Sin and Evil	10.2.1.1 Identify organizations and people in Zambia who denounce sin and evil in the nation.	Organisations that speak against evil: <ul style="list-style-type: none"> Government (e.g ACC), NGOs (e.g,TIZ),/ and religious leaders who have spoken against sin and evil in Zambia. 	Identification of organisations that speak against evil.	Awareness of organisations that speak evil.
		10.2.2 The message of John the Baptist	10.2.2.2Outline the main message of John the Baptist	The message of John the Baptist: <ul style="list-style-type: none"> Repentance Lk 3:1-20 Change of behaviour Mark1:1-8 Baptism. Matthew 3:13-17 	Application of Bible teachings on repentance	Appreciation of the Bible teachings on repentance.
		10.2.3 Right behaviour in Zambia today	10.2.3.1 Explain how John the Baptist's instructions about right behaviour could be applied in Zambia today.	Instructions about right behaviour: <ul style="list-style-type: none"> Must show good examples. Be honest and upright. Do not bribe or accept bribes..... 	Application of the teachings of John the Baptist on the right behaviour.	Awareness of the right behaviour, (Accountability Sincerity Honesty)
		10.2.4 The work of John and that of Jesus	10.2.5.1Compare the work of John with that of Jesus	The work of John and Jesus: <ul style="list-style-type: none"> Work of John the baptist Challenged people to repent.		Appreciation of teachings on the work of John and Jesus

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		10.2.5 Responses to religious and moral messages in Zambia	10.2.6.1 Explain how people in Zambia respond to people who publicly proclaim religious and moral messages	<p>Could not forgive sins Baptized with water.</p> <ul style="list-style-type: none"> • Work of Jesus <p>Forgave people’s sins. Healed people. Baptized with the Holy Spirit.</p> <ul style="list-style-type: none"> • Change of behaviour and moral values. 	Application of the teachings of John the Baptist and Jesus on religious and moral messages.	Awareness of the work of Jesus and John the Baptist.
		10.2.6 Imprisonment and death of John the Baptist	10.2.7.1 Explain why John the Baptist was imprisoned and killed	<p>John’s imprisonment and death:</p> <ul style="list-style-type: none"> • Telling Herod the truth. Mark 6:17-29 		
		10.2.7 Other people who suffered for their beliefs.	10.2.7.1Mention people who suffered or died because of their beliefs,	<p>People who suffered or died for their beliefs:</p> <ul style="list-style-type: none"> • Martin Luther King • Nelson Mandela • MathatmaGhandhi • Kenneth David . 	Application of the virtue of endurance and perseverance.	Appreciating the virtue of endurance and Perseverance.
	10.3 BAPTISM	10.3.1 Zambian initiation practices and their significance.	<p>10.3.2.1 State Zambian initiation practices</p> <p>10.3.3.2Explain the significance of traditional Zambian initiation practices.</p>	<p>initiation practices:</p> <ul style="list-style-type: none"> • At puberty • At marriage <p>Importance of entering a new way of life.</p>	Identification of Zambian Initiation Ceremonies	Appreciation of Zambian traditional ceremonies.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • Ready for adulthood activities 		
		10.3.2 Meaning and procedure of Christian Baptism	10.3.4.1 Describe Baptism Outline the procedure of Christian Baptism	Procedure of Christian baptism <ul style="list-style-type: none"> • Belief in Christ • Repentance Method: <ul style="list-style-type: none"> • Immersion, Pouring • Sprinkling. 	Identification of methods of baptism.	Awareness of Christian procedure of Christian Baptism.
		10.3.3 Christian teachings on baptism today in different Churches.	10.3.5.1 Describe various teachings on baptism found in Christian churches in Zambia today.	Teachings: <ul style="list-style-type: none"> • Infant baptism Repentance brings forgiveness, baptism	Application of teachings on baptism.	Awareness of Bible teachings on Baptism.
		10.3.4 Jesus' baptism and its significance.	10.3.6.1 Relate story of Jesus Baptism by John the baptist 10.3.6.2 State the significance of Jesus Baptism.	. Jesus' Baptism: <ul style="list-style-type: none"> • Matt. 3:13-17 • Mark 1:9-11 • Luke 3:21-32 . Significance: <ul style="list-style-type: none"> • Identified himself with humanity. • Open sign to all 	Narrating the story of Jesus' baptism.	Appreciation of significance of Jesus' baptism.
		10.3.5. Baptism in the N.T times and its continued importance today.	10.3.7.1 Explain the meaning of baptism for Christians in the N.T, Times and its continued importance today.	Meaning of Baptism:. <ul style="list-style-type: none"> • Command from Christ (Matthew 28:18-20) 	Application of teachings on the importance of baptism.	Awareness of the importance of Baptism.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • Repentance and conversion to Christ first (Mark 16:16.) • Baptism does not bring forgiveness of sins. 		
		10.3.6 Circumcision in the Old Time Testament	10.3.8.1 Illustrate with appropriate Bible passages the meaning of circumcision in the O.T.	Meaning of circumcision: Gen. 17:10-14: <ul style="list-style-type: none"> • Sign of covenant between God and people • Marked entry into adult status • - Command from God 		Awareness of the meaning of circumcision.
		10.3.7 Christian Baptism with admission practices in other religions.	10.3.9.1 Compare Christian Baptism with admission practices in other religions.	Meaning of Admission practices: <ul style="list-style-type: none"> • Christianity: a symbol of death and resurrection of Jesus Christ. • Islam: circumcision is cultural practice. • Hinduism: sacred thread of initiation..... 		Awareness of knowledge on Admission practices.
4	10.4 TEMPTATION	10.4.1 Temptation, testing and sin	10.4.1.1 Illustrate with appropriate Bible passages the meaning of Temptation, Testing and Sin.	Meaning of: <ul style="list-style-type: none"> • Temptation, Gen 3:1-19 James 1:13-14 • Testing Gen 22:1-13 Job 1:6-22, James 1:2-3 • 3. Sin, 2 Sam. 11:1-5; 5:2-28 	Application of Bible teachings on meaning of Temptation, testing and sin.	Awareness of Bible teachings on meaning of temptation, sin, and testing.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		10.4.2 Ways of temptation and examples of people who were tempted in the Bible.	<p>10.4.2.1 Illustrate with appropriate Bible passages ways in which temptations come.</p> <p>10.4.2.2 Give examples of people who were tempted in the bible.</p>	<p>Ways temptations come:</p> <ul style="list-style-type: none"> • Desires. 1Cor. 7:5 • Weaknesses. Mark 14:28 . Daniel 4:30 prov. 30:9 , 2 Sam 11: (Daniel 3: 14 -18) • Peter the apostle (Lk 22:54-62) 	Application of the virtues of self control and Discipline	Exercising self- control and Discipline.
		<p>10.4.3 Temptations of Jesus</p> <p>10.4.4 Temptations met by Christians in Zambia and how they can overcome them</p>	<p>10.4.3.1 Relate the temptations of Jesus</p> <p>10.4.3.2 Explain Jesus' use of O.T. scriptures in resisting these temptations.</p> <p>10.4.4.1 Explain how Jesus met and resisted temptations on other occasion in His life.</p> <p>10.4.5.1 Identify situations that may lead Christians in Zambia into temptations</p> <p>10.4.6.2 Illustrate with appropriate Bible passage how Christians can overcome</p>	<p>Temptations of Jesus</p> <ul style="list-style-type: none"> • After Baptism: (Luke 4:1 -13) • The Garden of Gethsemane: (Lk22:39-49) • After feeding the five thousand people. (John 6:15) <ul style="list-style-type: none"> • His triumphant entry into Jerusalem. (Lk 19:28-49) <p>. Temptations met by Christians:</p> <ul style="list-style-type: none"> • Lust (Adultery, divorce, corruption, envy,...) <p>Overcoming temptations:</p> <ul style="list-style-type: none"> • Pray in Jesus name. Hebrews 4:15-16 • Resist the temptation 	<p>Critical analysis</p> <p>On ways to resist temptation.</p> <p>Identification of situations that may lead to temptations</p>	<p>Exercising Self control in resisting temptation.</p> <p>Appreciating the values of Understanding Honesty Faith in overcoming temptations.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			temptations	Hebrews 2:18;4-5 • Confess if one yields to temptation Col. 1 :12-13;1 John1:9		
		10.4.5Temptation s in Christianity and other religions.	Compare temptation in Christianity with other religions	Overcoming Temptation in other Religions: • Christianity: prayer, firm resistance, repentance and confession of sin. • Islam: thinking of the day of judgement • Hinduism: think of women as sisters and mothers. • Zambia Tradition; fear of offending the ancestral spirits.	Comparing and Contrasting teachings on temptation from the four religions.	Understanding Awareness Integrity Honesty Equity Faith
5	JESUS POWER OVER DISEASE AND NATURE	Miracles	State teachings on Miracles in Morden society	Miracles: • Supernatural happening that can't be explained using human reasoning • Events regarded as Miracles: • Healing without Medicine, Surviving a fatal accident.	Application of knowledge on miracles.	
		Why Jesus	Illustrate with appropriate	Why Jesus performed Miracles:		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		performed miracles.	<p>Bible passages why Jesus performed miracles</p> <p>Relate from Luke's Gospel the miracles about Jesus healing sick people</p>	<ul style="list-style-type: none"> . To show Kingdom of God had arrived. Matt 4:23-25. . People to put their faith in Him. (Mark 6:5-6; 9: 23). . Sympathy and compassion Lk2:8-12. Fulfilment of O.T. promises . (Isaiah 29:18-19; 35:5-6); (Matthew 8:16-17). <p>Jesus healing sick people:</p> <ul style="list-style-type: none"> . The paralytic (LK5:17-26) . The man with a withered hand (LK 6:6-10) . The man with Dropsy, (LK 14:1-6) The blind man at Jericho (LK 18:35-43) 	<p>Application of Bible teachings on Miracles.</p> <p>Narrating Bible teachings on Jesus` miracles.</p>	<p>Exercising the value of Sympathy and empathy.</p> <p>Appreciating Bible teachings on Miracles.</p>
		Jesus heals lepers and his attitude to them.	<p>Relate the stories from Luke's gospel of Jesus healing lepers.</p>	<p>Healing lepers: One Leper (LK 5:12-16) Ten Lepers (LK 17:11-16)</p> <p>Jesus attitude to Lepers:</p>	<p>Overcoming divisions and hatred</p>	<p>Exercising the virtues of love, pity and sympathy.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • Sympathy and co • Love and pity • Mixed with them. 		
		<p>Jewish attitude to and rules about Lepers</p> <p>Jesus calms the storm and feeds five thousand people.</p> <p>Miracles in Modern Christian faith</p>	<p>State Jewish attitudes towards lepers</p> <p>Relate the stories of Jesus calming the storm and feeding five thousand people.</p> <p>Explain why people have different views about miracles.</p>	<p>Jewish attitude to lepers:</p> <ul style="list-style-type: none"> • Caused by sin. . • Treated as outcasts.. <p>Jesus performs Miracles:</p> <ul style="list-style-type: none"> • Jesus calms the storm (LK8:22-25) • . Jesus feeds five thousand people (LK9:12-17) <p>Basis for believing:</p> <ul style="list-style-type: none"> • Birth of Jesus (Matthew 7: 21-23) • Resurrection of Jesus (Mark 7:21-23) • Basis for not believing: Lack of proof/evidence, Unbelief in a miracle 	Relating Jesus` Miracles	<p>Obedience to God`s word.</p> <p>Appreciating different views on religion</p>
		Miracles in Christianity and other religions	Compare Christian beliefs in miracles with those of other religions.	<p>Beliefs in Miracles:</p> <ul style="list-style-type: none"> • Christianity: Virgin birth resurrection of Christ... 	Comparing Contrasting Christian beliefs in miracles with	A

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • Islam: God performs actual miracles, increases faith... • Hinduism: Can be performed by ordinary people, Can be performed through satanic powers... • Zambian Tradition: Only performed by special people. performed through ancestral spirits. 	those of other religions.	
6	JESUS POWER OVER EVIL SPIRITS	<p>Spirit possession Zambian Tradition.</p> <p>Treatment of spirits in traditional Zambia.</p> <p>Jesus heals demon possessed people.</p>	<p>Describe various kinds of Spirits believed in traditionally in Zambia.</p> <p>Explain methods of treating Spirit possession in Zambian tradition</p> <p>Relate from Luke’s gospel the stories of Jesus casting out demons.</p>	<p>Kinds of Spirits :</p> <ul style="list-style-type: none"> • ancestral spirits • Good spirits:. • Bad spirits • Dissatisfied spirits. <p>Methods of treating spirits:</p> <ul style="list-style-type: none"> • Charms • Lotions • Tattoos • Dancing <p>Jesus casts out Demons:</p> <ul style="list-style-type: none"> • .Gerasene Demoniac (LK 8:26-39) • Man in the Synagogue (LK4:31-38) • Demon possessed boy 	<p>Relating Bible stories on Jesus casting out Demons</p>	<p>Awareness of different spirits in traditional Zambia.</p> <p>Awareness of methods used to treat spirits.</p> <p>Awareness of the power of Jesus over demons</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				(LK9:37-43)		
		The two Kingdoms of the spiritual realm.	Relate the connection between Jesus casting out evil spirits and the coming of the Kingdom of God.	The two Kingdoms: <ul style="list-style-type: none"> • The kingdom of God (LK17:20-25) • The Kingdom of Satan (LK11:14-26) 		Awareness of the two kingdoms.
		Types of spirits in Christian teaching. Christian attitudes to and treatment of spirit possession.	Distinguish between the Holy Spirit and other kinds of spirits. State attitudes to and treatment of spirit possession in Christianity.	The Holy Spirit and other kinds of spirits: <ul style="list-style-type: none"> • . Holy Spirit. (Acts :8;2:1- 5) • . The Human spirit (Prov.20:27) • . • The Angels (Heb. 1:14) • Evil Spirits. (Eph. 6:12; Rev 12:7-9. Attitudes to and treatment of spirit possession: <ul style="list-style-type: none"> • Attitudes(Evil spirits are bad as such are cast out.The Holy Spirit is good) • . Treatment: faith in 	Distinguishing between the holy spirit and other kinds of spirits.	Awareness of the two spirits. Awareness of knowledge on attitudes and treatment of spirit possession.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				Jesus . (LK 11:24-26,) Exorcism. (LK8:26-39), Quoting scriptures, (Rom5:9;1 John 1:7)		
		Forms of demon practices to be avoided.	Illustrate with appropriate Bible passages the forms of Demon practices to be avoided.	Forms of Demon practice to be avoided: <ul style="list-style-type: none"> • Divination Jer. 29:8-9 • witchcraft, I Sam 15:23 • Magic, Acts 19:18-20 • Spells or omens Isaiah 8:19-22 • Sorcery, Isaiah 47:9-13 2Kings 9:22; Deut 8:9-12	Application of knowledge on forms of Demon practices to be avoided.	Awareness of Knowledge on forms of Demon practices to be avoided.
		Attitudes to and treatment of spirit possession in Christianity and other religions.	Compare attitudes to and treatment of spirit possession in Christianity with Zambian Tradition.	Attitudes to and treatment of spirit possession: <ul style="list-style-type: none"> • . Christianity: Evil spirits bad, no bodies; to be cast out. Holy Spirit third person of the trinity, and he leads people in righteous living. • Zambian Tradition: Good spirit: act as oversees and protectors. Bad spirits: responsible for certain diseases and misfortunes. Ancestral Spirits: oversee and protect. Dissatisfied Spirits: disgruntled 	Comparing and Contrasting attitudes and treatment of spirit possession.	Awareness of knowledge on spirit possession

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				spirits which cause harm and trouble.		
7	THE KINGDOM OF GOD	God's Kingdom	Describe the Kingdom of God.	<p>The Kingdom of God:</p> <ul style="list-style-type: none"> • God's rule LK17:21; Mark1:14-15. • Brought by Jesus : Mark1:14-15;13:24-27 LK17:20-21 	Application of Bible teachings on God's kingdom	
		Signs of the Kingdom of God and why Jesus came	Illustrate from the Gospels the signs that the Kingdom of God had come.	<p>Signs of God's Kingdom:</p> <ul style="list-style-type: none"> • Complete change of life style (Lk 19: 1-9) • Physical changing (LK 6:6-11) • Deliverance from evil Spirits. (LK11:14-23) 	Application of Bible teachings on signs of the Kingdom of God.	
			Explain why Jesus came	<p>Why Jesus came: To preach the Good News, (lk4:16-21)</p> <ul style="list-style-type: none"> • Heal the sick both physical and spiritually John 8:31 -36 • To bring deliverance to the captives (Luke 6: 9-11) 	Application of Bible teachings on why Jesus came.	Awareness Appreciation
		Entering the Kingdom of God	Illustrate from the Gospels the entry requirements into the Kingdom of God	<p>Requirement for entering God's Kingdom:</p> <ul style="list-style-type: none"> • Repentance, (Mark 1: 	Application of Bible teachings on requirements	Understanding Obedience Faithfulness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				15; Acts 3: 19) <ul style="list-style-type: none"> • Faith in Jesus, (Mark 1:14-15; John 3:14-16) • Obedience to Jesus (LK6:46-49) 	for entering God`s kingdom.	Awareness of the requirements for entering God`s Kingdom.
		5. Effects of the Kingdom of God	8. Illustrate from the Gospels the effects of the Kingdom of God on a Person`s life.	1.Effects of the Kingdom of God: <ul style="list-style-type: none"> • . Right priorities, (LK19:11-27) • The fear for God Lk 12:22-34 • Sacrifice. (LK21:1-4) <i>Mathew 13:44-46</i> 	Application of Bible teachings on the effects of the Kingdom of God.	Awareness of the effects of the kingdom of God.
		6. For whom is the Kingdom	9. Illustrate from the Gospels the teaching that; The Kingdom of God is for the humble, hungry, poor and persecuted	For whom is the Kingdom of God: <ul style="list-style-type: none"> • The Humble, (LK1:51-53, 14:7-12) • The hungry poor and persecuted (LK6:20-26) 	Application of the bible teachings on who the kingdom of God is for.	Appreciating the requirements for entering the kingdom of God.
		God` Kingdom now?	Illustrate from the Gospels the teaching that the Kingdom of God is present in the world	.God `kingdom: <ul style="list-style-type: none"> • Universal 	Application of the Bible	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			and is growing.	LK4:43, John 10:6 <ul style="list-style-type: none"> • Growing LK13:18-19 <ul style="list-style-type: none"> • hidden force in the world LK13:20-21 	teachings on the presence of the kingdom of God in the World.	
		God's Kingdom and Christians today.	Show how Christians in Zambia today can show that God's Kingdom is the most important thing in their lives.	God's Kingdom in a Christian's life: <ul style="list-style-type: none"> • Must come first. • Makes sacrifices • Passes on the message 		Appreciating the existence of God's kingdom in life.
		God's Kingdom and modern states	Contrast the characteristics of God's Kingdom with the characteristics of a modern state.	• Characteristics of the kingdom of God: <ul style="list-style-type: none"> • Not actual place • It is where God rules • Brought by Jesus 	Comparing and contrasting God's kingdom with Modern state.	Awareness of the characteristics of God's kingdom.
				<ul style="list-style-type: none"> • Conditions of entry are; Repentance and faith. • Characteristics of a Democratic State: <ul style="list-style-type: none"> • -Representatives are elected democratically. 		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<ul style="list-style-type: none"> • -People have varying degrees of power..... 		
		Beliefs about God's Kingdom	Compare the central beliefs about the Kingdom of God in Christianity with those of other religions.	Beliefs about God's kingdom: <ul style="list-style-type: none"> • . Christianity: kingdom of God is for poor, the hungry, humble. • Islam: five pillars, • Hinduism: five principles of Dharma. • Zambian Tradition: keeping in touch with ancestral spirits; offer sacrifices to appease them. 	Comparing and contrasting central beliefs in the four religions.	Awareness of beliefs about God's kingdom in Christianity and other religions. .

GRADE 11: KEY COMPETENCES

- Display an exemplary code of conduct in society
- Show respect to people regardless of their status or condition in society
- Exhibit the right attitude in the face of opposition
- Exhibit counselling skills for the people that are bereaved

GENERAL OUTCOMES: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
1	JUDGEMENT	Meaning of Judgement.	Describe Judgement	God’s judgement: <ul style="list-style-type: none"> • Assessment for reward or punishment. • Factors on which God will judge people Matt13:24-30 Matt 25:1-13 Matt25:31-46 LK12:35-40	Application of Bible teachings on Judgement.	Appreciation of bible teachings on judgement
		Christian teaching about Christ’s return. .	Explain ways Christian teaching about Christ’s return leads them to witnessing and serving others.	Teachings of Christ `return. LK21:7-11; 12: 1-12;21: 12-19 <ul style="list-style-type: none"> • Witnessing, (Acts 1:6-8) 	Application of Bible teachings on Christ`s return	Appreciation of bible teachings on Christ` return.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Christ's attitude to prayer	<p>Describe occasions when Jesus prayed.</p> <p>State examples of attitudes of prayer.</p>	<p>Occasions when Jesus prayed:</p> <ul style="list-style-type: none"> • -Before choosing His disciples (LK6:12) • In the Garden of Gethsemane (LK22:39-45) • Reasons why Jesus prayed:(Guidance, power • The lords prayer. (LK11:1-4) <p>Attitudes of prayer:</p> <ul style="list-style-type: none"> • . Perseverance ,Parable of the friend at midnight, (LK11:5-13).The widow and the judge (LK18:1-8) 	Application of correct A attitudes to prayer.	<p>Appreciating the importance of prayer.</p> <p>Excercing Patience Humility Perseverance in prayer.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		How God Answers Prayer	Discuss various ways and conditions in which God answers prayer.	<ul style="list-style-type: none"> . Faith and Humility - parable of the Pharisees and tax Collector (Lk 18: 10-13). Ways God answers prayers: (“Yes”, No”, Wait”) Conditions: -(Believe God, Pray in Jesus’ name, pray according to God’s will, Obey God.)		
		Prayer in Christianity and other religions in Zambia	Compare the nature and significance of prayer in Christianity with other religions.	Nature and significance of prayer: <ul style="list-style-type: none"> . Zambian Tradition: pray through ancestral spirits; pray at special times. . Christianity: pray in the name of Jesus; pray any time. . Islam: pray five times a day. . Hinduism: pray using their Sacred books. 	Comparing and Contrasting significance of prayer in Christianity and other religions.	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
3	JESUS ATTITUDES TO PEOPLE	<p>Despised people in Zambia</p> <p>Jesus' attitude to despised and unpopular people</p> <p>Kindness and selfishness</p>	<p>Give examples of despised People in Zambia.</p> <p>Describe attitudes towards Unpopular or despised people.</p> <p>Identify the attitude of Jesus to various despised people.</p> <p>Explain what Jesus taught about kindness and selfishness from the parable of the Good Samaritan</p>	<p>Despised people: (Sex workers, Street kids Criminals)</p> <p>Attitudes to despised people: -(mocked, ignore, isolated, helped and respected</p> <p>Attitude of Jesus:</p> <ul style="list-style-type: none"> • Mixed with lepers, (LK5:12-14) • Accepted Tax collectors, (LK19:1-10) • Showed compassion to sinners, (LK7:36-50) • Accepted Gentiles (LK7:1-10) <p>Jesus teachings ;</p> <ul style="list-style-type: none"> • Parable of Good Samaritan (LK 10:25-37) • -showing kindness ,compassion and love to anyone who needs help. <p>(Matt8:21-35) (LK 15:1-32) (LK6:27-36)</p>	<p>Application of Bible teachings on Jesus attitudes towards despised people.</p> <p>Application of Bible teachings on kindness and selfishness.</p> <p>Application of Bible teachings on kindness and selfishness</p>	<p>Exercising Love/ Empathy Respect to despised people.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Forgiveness love and Tolerance	Compare Christian teachings on love, forgiveness and tolerance with those of other Religions.	(LK 9:49-50) (LK 9: 51-55; 22:47-51) Teachings : <ul style="list-style-type: none"> • . Christianity: all people are sinners; ask for forgiveness through Jesus Christ. • . Islam: the Quran condones revenge; all men are equal. • . Hinduism: practices forgiveness. • . Zambian Tradition: respect for everyone; forgiveness. 	Comparing and Contrasting Christian teachings on love, forgiveness and tolerance with those of other religions.	Excercise Love Tolerance Compassion Patience Kindness Sympathy
4	SUFFERING	Different types of suffering in Zambia	Identify different types of suffering in Zambia Identify different ways people react to suffering.	-Types of suffering: (sickness,death,poverty loss of job) Different ways people react to suffering: (blaming others or G.witchcrat,anger, praying accepting the situation)	Managing stress.	Exercising Empathy Sympathy Perseverance in difficult times.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Sources of Suffering	State various sources of Suffering.	Sources of suffering: A fallen world containing evil. <ul style="list-style-type: none"> • Ourselves • Natural disasters • Evil spirits • Other people 	Identification of different sources of suffering.	
		Avoidable suffering	Give examples of suffering that could be avoided. Explain how HIV and AIDS is Transmitted.	Suffering that can be avoided: <ul style="list-style-type: none"> • HIV and AIDS • Diarrhoea • Pollution effects How HIV and AIDS is transmitted: <ul style="list-style-type: none"> • Sexual intercourse with an infected person • Mother-to-child infection. • Infected blood transfusion • Infected sharps 	Identification Critical thinking Comparing Contrasting	Prevention Abstinence Faithfulness Self-control Self-discipline awareness
		Effects of suffering	Describe the effects of STIs and HIV and AIDS on a family	Effects of HIV and AIDS on the family: Illness and death, child headed homes, changes in roles and responsibilities,	Application of Problem Solving and stress	Responsibility Assertiveness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
			Describe strategies of family survival during crises	<p>school absenteeism, low family income, Family vulnerability</p> <p>Strategies of family survival during crises:</p> <p>(Interdependence, extended family support, encouragement from non-family members, seeking for help from charitable organisations)</p> <p>Biblical teachings about Gods concern for suffering:</p>	<p>management skills.</p>	
		God's involvement in our sufferings	Mention the biblical teachings about God's concerns for our suffering	(LK. 13: 4-7, 29-31; 2 Corinthians 1: 3-5)	Application of Bible teachings about God's concern for the poor.	
		Jesus' willingness to suffer for us	Describe occasions when Jesus spoke of His suffering.	Occasions when Jesus spoke of his suffering: (LK 9: 21-22, 28-33; 22: 39-44)		
		Christians should be willing to suffer	Describe ways in which Christians should be willing to suffer	Ways in which Christians should be willing to suffer: (LK 9: 23-24; Mark 6:17-29; 1 Peter 1:6; 2:20-24)		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Various religious teachings on suffering	Compare Christian teachings on suffering with those of other religions	Teachings on suffering: <ul style="list-style-type: none"> • Christianity: should be willing to suffer; strength to endure suffering is given; have hope and faith in suffering; it brings physical death • Islam: accept suffering as coming from God. • Hinduism: suffering is an avoidable part of life as it comes from God. • Zambian Tradition: suffering is physical not spiritual; God is not the cause suffering; we suffer because of magic, witchcraft, curses and spirits. 	Comparing and contrasting Christian teachings on suffering with those of other religions	Awareness of teachings on suffering
5	OPPOSITION TO JESUS	Reactions to criticism in Zambia	Identify different reactions to criticism and opposition.	Reactions to criticism and opposition: <ul style="list-style-type: none"> • resentment and anger • blaming others • accept criticism and change for the better 	Application of conflict resolution skills	Excusing Self-control, Humility, long suffering during criticism and opposition.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
			Discuss the effects of aggressive reaction to criticism and Opposition.	Effects of aggressive behaviour: <ul style="list-style-type: none"> • misrepresentation of Christ • Violence • Spoilt relationships . 		
		Occasion when Jesus was criticized	Describe how Jesus reacted when criticized.	Jesus` reaction to criticism: (LK4:16-40; 5:17-26, 27-31)	Application of Bible teachings on Jesus` reaction to Critism.	Appreciation of Bible teachings on Jesus` reaction to criticism.
		Priests and Scribes challenge Jesus` authority	Relate occasions when religious leaders questioned Jesus` authority.	Occassions when religious leaders questioned Jesus` authority LK20:1-8) <ul style="list-style-type: none"> • LK20:9-19) • LK20:19-26) • LK20:27-40) 		
		Betrayal of Jesus and his arrest.	Give an account of the betrayal of Jesus and his Arrest	Betrail and arrest of Jesus: (LK22:1-6; 47-53)		
		The Trials of Jesus	Describe the trials of Jesus before the Sanhedrin, Pilate and Herod.	Trials of Jesus: <ul style="list-style-type: none"> • Sanhedrin, (LK22:63-71) • Pilate and Herod, 		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
			Give reasons why Jesus was condemned to death.	(LK23:1-25) Why Jesus was condemned to death: <ul style="list-style-type: none"> • accused of blasphemy • Misunderstood (e.g. Destroy the temple; I will build it in three days; King of the Jews • thought to be stirring rebellion politically) 	condemnation of Jesus to death.	Jesus.
	OPPOSITION TO JESUS	Jesus' teaching about Opposition. Reactions to persecution and opposition in Christianity and other Religions.	State Jesus' teachings on reaction to opposition and persecution. Compare Christian teaching to persecution and opposition with those of other religions.	Jesus' teaching : <ul style="list-style-type: none"> • (LK9:5; 8:37) • (Matt5:11-12) Teachings on opposition: <ul style="list-style-type: none"> • Christianity: standing firm; well-informed argument and forgiveness • Islam: revenge • Hinduism: tolerance, non-violence, forgiveness and love 	Application of Bible teaching on Jesus' reaction to opposition and persecution.	Exercising Empathy Sympathy endurance Long-suffering Perseverance Sympathy in time of persecution and opposition.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
6	THE LAST SUPPER AND THE CRUCIFIXION	How people react to Bereavement.	Describe different ways people react to death.	Different ways people react to death: <ul style="list-style-type: none"> • Mourning • Witch finding, divining • Cleansing • Accepting it as God's Will. 		
		The Lord's Supper	Relate what happened at the Last Supper. Explain the meaning and importance of the Lord's supper for Christians.	The last supper: (Luke 22: 7-23) Importance of the lord`s supper: (1Corithian, 11:23-28, LK22:14-23).	Application of Bible teachings on the last super.	
		The Crucifixion and death of Jesus	Relate what happened at the crucifixion and death of Jesus Explain the teaching of the New Testament about the significance of the death of Jesus.	Crucifixion and death of Jesus:(LK23:26-49) New Testament teachings: (Heb10:9-10; Eph2:12-16).	Application of the Bible teachings on the significance of the crucifixion and death of Jesus Christ.	
		How Christ's death	Show ways Christ's death	ways Christ` death affect Christians:		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		affects Christians today. Funerals, burials and teachings about death.	affects Christians. Compare funeral and burial practices and teachings about death in Christianity with those of other Religions.	<ul style="list-style-type: none"> • Justified by faith • Accepted by God • Victorious life of love and freedom. • Unafraid relationship with God • Hope of eternal Life Teachings about death: <ul style="list-style-type: none"> • .Zambian Tradition: burial means of disposing the body; graves are used to bury the body. • Christianity: burial very simple; service held; body committed to the grave' scripture and prayers offered. • . Islam: body committed to the grave, citation from the Quran; prayers in the mosque after burial. • Hinduism: cremate (burn) the body. 	Comparing and contrasting Christian funeral and burial practices with those of other religions	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
7	JESUS' TRIUMPH OVER DEATH	Ideas about life after death	Describe different ideas people have about life after death.	Ideas about life after death: <ul style="list-style-type: none"> • The same Life continues • It is the end of a person • Person becomes an Ancestor 		
		Jesus raising dead People.	Relate the stories of Jesus Raising people from death.	Stories of Jesus raising people from the dead; <ul style="list-style-type: none"> • (LK7:11-16) • (LK8:40-42;49-56) • (11:1-44) Meaning of stories: <ul style="list-style-type: none"> • Resurrection and the Life • Lord over death • Power over death 	Relating stories of Jesus raising people from the dead.	Appreciating Jesus `power over death
		The resurrection of Jesus	Relate the experiences of the disciples at Christ's Resurrection.	Experiences of disciples at Christ `Resurrection:(LK24:36-48, 1-12, 13-35).		
		Meaning of Christ's resurrection to Christians.	Explain the meaning of Jesus' resurrection for Christians	Meaning of Jesus `resurrection for Christians: <ul style="list-style-type: none"> • A new beginning in God's relationship with man. • God's salvation has 		Appreciation of bible teaching on Hope Faith Confidence in

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		What Christians believe about Life after death.	Explain what Christians believe about life after death.	<p>come.</p> <ul style="list-style-type: none"> • Jesus' death was part of God's plan. • Jesus is the true Messiah • Christians are confident of <p>Resurrection. (Acts 2:22-36 1 Cor. 15:20-34)</p> <p>Christian beliefs about life after death:</p> <ul style="list-style-type: none"> • The spirit survives death • At death the spirit of a Christian goes to be with Christ. • Christians when raised will continue to exist in new bodies (2 Cor. 5:1-8) <p>Beliefs about life after death:</p> <ul style="list-style-type: none"> • Christianity: resurrection because of Christ. • Hinduism: Reincarnation 		<p>the resurrection Power.</p> <p>Appreciation</p>
		Beliefs about Life after death	Compare beliefs about life after death in Christianity and other religions.		Comparing and/Contrasting Christian ideas about life after	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
				<ul style="list-style-type: none"> • Zambian Tradition: good spirits become ancestral spirits; bad spirits become wondering spirits and harm the living. • Islam: Resurrection after death on the day of judgement 	death with other religions.	

DRAFT

GRADE 12: KEY COMPETENCES

- Exhibit interpersonal relationship in their communities
- Exhibit the value of hard work at school, home, and community
- Demonstrate understanding of the correct way of acquiring money, wealth
- Demonstrate understanding that marriage was willed by God
- Exhibit understanding of the importance of marriage
- Show understanding of their duties towards their parents and the aged.

GENERAL OUTCOMES: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
1	THE EARLY CHURCH	Relationships between Different people. Overcoming Language barriers. Racial and cultural	Identify difficulties in relationships between people of different languages, cultures and races. Describe how language barriers were overcome among the first Christians in Jerusalem. Describe how racial and	Difficulties in relationships: <ul style="list-style-type: none"> • communication barriers • prejudice • segregation Day of Pentecost :(Acts 2:1-6) Racial and cultural barriers:		Appreciating Harmony/ Unity in relationships.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		barriers overcome.	<p>cultural barriers were overcome.</p> <p>Explain how Philip helped the church to include Samaritans and Gentiles.</p>	<ul style="list-style-type: none"> The problem of the Greeks, (Acts6:1-6) Stephen's role, (Acts 7:44-48) <p>Inclusion of Samaritans and Gentiles:</p> <ul style="list-style-type: none"> Samaritans included (Acts8:1-25) Ethiopian Eunuch (Acts8-26-40) Peter's role, (Acts 10:1-11,21) 	Bible teachings on overcoming cultural and racial barriers.	
		Paul's witness to various cultures.	Explain how Paul witnessed to various cultures	<p>Paul's ministry:</p> <ul style="list-style-type: none"> Saul's conversion (Acts9:1-16) The church at Antioch (Acts11:19-26) The Council at Jerusalem (Acts 15:1- 35) 	Application of the Bible teachings on the Ministry of Paul.	Appreciating other cultures
2	CHRISTIAN WITNESS	Witnessing in the face of opposition	<p>Identify reasons for the persecution of the Apostles.</p> <p>Show how the apostles reacted to these</p>	<p>The persecution of the apostles: (Acts 3:11-26; 6:1-15; 7:44;8:1)</p> <p>Apostles' reactions : (Acts 1:16-40)</p>	Application of Bible teachings on the apostles' reaction to persecution.	Exercising Calm in the midst of persecution.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Persecutions.			
		Various persecution faced by the apostles.	<p>State reasons for the persecution of Christians by Herod Antipas.</p> <p>Give reasons why the apostles were persecuted by the magicians and how they reacted.</p>	<p>Persecution of the Christians: Persecution by Herod Antipas: (Acts 12:1-24)</p> <ul style="list-style-type: none"> • Opposition from a Samaritan sorcerer (Acts 8:9-24) <p>Persecution by the magicians:</p> <ul style="list-style-type: none"> • Opposition from a Jewish magician (Acts 13:4-11) 		Exercising calm in the midst of Tolerance Courage.
			Show how Christians today react to Persecution.	<p>Christians reaction to Persecution: (Ignore, Pray for persecutors, Pray for guidance, Explain situation calmly)</p>		Perseverance
		Reactions to persecution in Christianity and other religions.	Compare Christian reactions to persecutions with those of other Religions.	<p>Reactions to persecution:</p> <ul style="list-style-type: none"> • Christianity: ignore, pray, rejoice and calmly explain the reasons for faith in Jesus. • Islam: encourages revenge and forgiveness as a weakness. • Hinduism: love, tolerance and 	Comparing and Contrasting Christian reactions to persecution with those of other religions.	Appreciating virtues of Selflessness Humility and peace

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				forgiveness. <ul style="list-style-type: none"> Zambia Tradition: consults the spirits; where one is only forgiven when one repents 		
	LIFE IN THE EARLY CHURCH	Causes of Conflict among People. Characteristics of community life in the early church. Problems in the Early church	Identify causes of Conflicts in the early Church. State the characteristic of Life among the early Christians. Describe disagreements which arose in the early church.	Causes of conflict in the early church :(Jealousy, Breakdown in communication, Pride, Greed .) Characteristics of life among early Christians: <ul style="list-style-type: none"> Prayer Communal meals Fellowship Witnessing (Acts 2:42-47;4:32-37) Disagreements in the early church: <ul style="list-style-type: none"> Corruption; (Acts5:11-11;Acts8:14-17) Administration, (Acts 6:11-7) How these disagreements were solved: 	Conflict-Resolution	Application of Unity Selflessness Humility Loyalty Tolerance

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				<ul style="list-style-type: none"> Inclusion of Gentiles (Acts 15:1-21) 		
		Resolving disagreements among Christians in Zambia today.	State how Christians should resolve disagreements in Zambia today.	Resolving conflicts: (Prayer, Discussion, Consulting Scriptures, Counselling)	Analyzing situations and Conflict resolution Analysis	Appreciating virtues of Peace Harmony Unity
		Solving problems in traditional Zambia.	Explain how problems are solved in traditional Zambia.	Conflict resolution in Traditional Zambian society : <ul style="list-style-type: none"> Dialogue Consensus Co-operation 		
		How different religions solve community problems	compare how community problems are solved in different religions	Conflict resolution: <ul style="list-style-type: none"> Christianity: counselling, prayer, confessing, mutual discussion, careful investigations Zambian Tradition: in case of death divination was done, revenge, mutual discussions. Islam: . Hinduism 		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
	CHRISTIAN ATTITUDES TOWORK	Goals, dreams and values	Identify goals, dreams and values in life	Goals dreams and values in life: (Academics, career, family life personal aspirations) How sexual behaviour can affect goals, dream and values:	Analysis Application of Critical thinking Problem solving Discrimination Decision-making	Endurance
		Reasons why people work.	Explain how sexual behaviour can affect one's goals, dreams and values	<ul style="list-style-type: none"> • Curtail educational and career opportunities 		
		People have different gifts to help them work.	State different reasons why people in Zambia work.	Reasons why people work: <ul style="list-style-type: none"> • To feed themselves and families To earn money, purchase homes and other necessities. • To accumulate wealth or possessions. 		
			Identify from the Bible passage how work can be	Parable of the Talents: (Matth25:14-30)	Application of	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			used to develop a natural God-given ability.		Bible teachings On using work to develop given God-given ability.	
		Bible reasons for work	Explain Bible reasons for People to work.	Bible reasonsfor work: <ul style="list-style-type: none"> • God’s original purpose, (Gen1:26-28) • work was appointed for 6 days Exo8:20 • God intended man to find his work enjoyable, (ECC 5:18-20) 	Application of Bible teachings on reasons for work.	Awareness of importance of hard work.
		All workers should be Respected	Explain from appropriate Bible passages the teachings that all workers should be respected	Bible teachings on respect for the worker: <ul style="list-style-type: none"> • All workers contribute to the welfare of society. Eph.4:28 • manual work is often despised but the Bible commands us to work with our hands 1Thes 4:11 		Appreciation of teachings on Hard work and Respect for the worker.
		Conflicts over Work values.	Illustrate with appropriate Bible passages that exploitation of workers is wrong.	Bible teachings: <ul style="list-style-type: none"> • (Deuteronomy 24: 14-15; James 5: 4) Exploitation • (Luke 10: 7) wages and salaries 	Application of Bible teachings on the worker.	Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			State the essential principles of Christian behaviour in conflicts over work values.	(Eph. 6: 5-9) Disputes Principles on Christian behaviour: <ul style="list-style-type: none"> • Parable of the workers in the vineyard (Matt 20:1-16) 		Awareness of principles on Christian Behaviour. (Responsibility Honesty Fairness)
		Attitudes towards work in Zambia today Attitudes towards work in Christianity and other religions	Identify different attitudes towards work in Zambia Compare Christian attitudes to work with those of other religions	Attitudes to work: <ul style="list-style-type: none"> • Just to pass time • -To support the family • To have material Possessions • To gain prestige Attitudes to work in the four religions: Christianity: Integrity, diligence, reliability and honesty. <ul style="list-style-type: none"> • . Islam: work is a command. No disrespect for manual workers. • . Hinduism: work is a source of happiness; one should work without looking for approval or thanks. Work is for right 		Appreciation of positive attitudes to work

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				motives. Bhagavad-Gita (ch 3 vs 8) <ul style="list-style-type: none"> . .Zambian Tradition: everyone is a worker, neglect to work result in lack of food. 		
5	CHRISTIAN ATTITUDES TO LEISURE	Leisure in Zambia today	1. Describe leisure time in Zambia 2. Describe ways of spending leisure time.	-Leisure time in Zambia: (After work, During weekend public holidays) Ways of spending leisure time: Positive (Reading, sports, praying) Negative: (Watching pornographic materials, engaging in wrong relationship, illicit activities.)		Appreciation of constructive ways of spending leisure time.
		Leisure in the bible	State bible reasons for leisure.	Bible reasons for Leisure : <ul style="list-style-type: none"> -relax with family (Mark 6: 30-32) -doing good (John 4: 6-34) Praising and worshipping God. (Isaiah 58: 13-14; Psalm 92; Luke 4: 16) Resting: Exodus 20: 8- 	Application of Bible teachings on reasons for leisure.	Appreciating Bible teachings on Leisure.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				11)		
		Christian behaviour in Leisure time activities	State the New Testament Standards for Christians in Leisure time	New Testament Standards: <ul style="list-style-type: none"> • Avoid things of the world (Gal 5:19-21) • Have positive thoughts (al 5:22-25) 	Application of Bible teachings on Standards for Christians in leisure.	Exercising self-control and Self-discipline during leisure.
			Suggest how Christians should behave in Leisure time situations which conflict with their belief.	Christian behaviour in leisure time situations: <ul style="list-style-type: none"> • Avoid them • Consult the Bible 	Critical thinking in decision making.	Appreciating Sincerity Integrity Honesty during leisure.
		Leisure in Christianity and other religions.	Compare ideas and attitudes to Leisure in Christianity with those of other religions.	.Leisure in the four religions: <ul style="list-style-type: none"> • Christianity: relaxing, resting, worshipping God, reading the Bible. • Islam: spending time with family, visiting friends, sport. • . Hinduism: Sunday observed as a day of relaxation and rest for convenience only. • Zambian Tradition: no particular day of rest. Tasks done every day. 	Comparing and Contrasting Christian ideas and attitudes to Leisure with those of other religions,	Appreciating ideas on leisure from other religions.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
6	CHRISTIAN ATTITUDES TO MONEY AND POSSESSIONS	Attitudes to money and possessions in Zambia.	Identify different attitudes to money and Possessions in Zambia. Identify different ways in which people acquire money and possessions	Attitudes: (saving, spending, sharing,) Good ways⊕ hard work, legal business,) Bad ways:(illegal business, corruption, stealing, charms)		Appreciation of positive attitudes to money. (Honesty Integrity Accountability Equity)
		Bible teachings on money and Possessions.	Identify Bible attitudes to wealth and possessions Illustrate biblical teaching about God’s judgment for wrong use of wealth	Bible attitudes: <ul style="list-style-type: none"> • Bible use of wealth (Mark 10:21-26) Biblical teachings: <ul style="list-style-type: none"> • Biblical warning about wealth (Matt 6:24) • Judgment on wrong use of wealth (James 5:1-6) 	Application of Bible teachings on right attitudes to money.	Appreciation of Bible teachings on right attitudes to money.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		<p>Christian behaviour in situations concerning money</p> <p>The rich, find it difficult to enter God's Kingdom</p>	<p>Suggest ways Christians should behave in conflicting situations concerning money and Possessions.</p> <p>Explain why it is difficult for a rich man to enter the Kingdom of God.</p> <p>Discuss the effects of wealth on a person's Life.</p>	<p>Ways Christians should use money:</p> <ul style="list-style-type: none"> • use it to help others • should be earned in an honest way • use it in God's service • store riches in heaven <p>Why it is difficult to enter the kingdom of God:</p> <ul style="list-style-type: none"> • Proverbs 30:8-9; <p>Mark 10:22</p> <p>What riches may do:</p> <ul style="list-style-type: none"> • Matt 13: 22 <p>What riches cannot do:</p> <ul style="list-style-type: none"> • Psalms 49:6-9 <p>Examples of rich people:</p> <ul style="list-style-type: none"> • (Lk 16:19-26; Mark 10:17- 31) 	<p>Application of knowledge on the right use of money.</p>	<p>Exercising self-discipline</p> <p>Honesty</p> <p>Awareness</p> <p>Accountability</p> <p>Prudence in use of money.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		Attitudes and use of wealth in Christianity with those of other Religions.	Compare Biblical attitudes to wealth and use with those of other Religions.	<p>Attitudes to wealth in the four religions:</p> <ul style="list-style-type: none"> • Christianity: exploitation forbidden; generosity and sharing encouraged; wealth acquired in a honesty way. • Islam: saving money encouraged; lending money is allowed but taking an interest is forbidden. • Hinduism: wealth should be acquired in hard working manner; gathering riches is not a right goal. • Zambian Tradition: wealth is acquired through hard work; sharing is vital. Wealth is a means of prestige. 		Appreciating positive attitudes.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
7	CHRISTIAN ATTITUDES TO LEADERSHIP	Bible teachings on Leadership	<p>Give an account of Israel's rejection of God in their early history</p> <p>Describe leadership in the Bible</p>	<p>Israel `rejection of God:</p> <ul style="list-style-type: none"> • (1Samuel 8: 4-9,19-20; 9: 2) <p>Types of leadership:</p> <ul style="list-style-type: none"> • Bad leadership. (Judges 9:1-15; Ezekiel 34:1-10) • Good leaders - (Ezekiel 34:11-16;34:20-31; Mark 10:35-45; Psalms 72:1-14; John 13:3-15) 	Application of Bible teachings on leadership in the Bible.	Appreciating the virtues of Patriotism and Selflessness in leadership.
		<p>Christian attitudes to rulers</p> <p>Attitudes to rulers in Christianity and other</p>	<p>Identify different attitudes towards rulers</p> <p>Compare Christian attitudes to rulers with those of other religions</p>	<p>Romans 13:1-7</p> <p>Christian attitudes to rulers:</p> <ul style="list-style-type: none"> • obey good rulers • denounce bad rulers • Pray for rulers <p>Attitudes to rulers :</p> <ul style="list-style-type: none"> • Christianity: a leader must be willing to 		Appreciating positive attitudes to rulers.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		religions.		<p>serve, listen and learn; humble.</p> <ul style="list-style-type: none"> • Islam: cooperative, confident and God-fearing; of God great influence. • Hinduism: take advice, guide, sacrifice, devotion for the welfare of the people • Zambian Tradition: demands special treatment because of his position, get into power through inheritance and consensus. 		
8	CHRISTIAN ATTITUDE TO SEX AND MARRIAGE	Attitudes to marriage in Zambia.	<p>Discuss ideas and purposes for marriage.</p> <p>Describe different family structures</p>	<p>Ideas and purpose for marriage: (prestige, to have children, status, companionship)</p> <p>Family structure: (Nuclear, extended, child headed, single parent families, orphanages and transit homes)</p>		Appreciation of the purpose for marriage and different family structures.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Discuss the effects of small and large families	Effects of Small families: <ul style="list-style-type: none"> • No care for aged parents • Inadequate labour in a home. Effects of large family: <ul style="list-style-type: none"> • Good education • Sufficient food 		Appreciating the right family size.
		Biblical purposes for marriage.	Explain the purpose of marriage.	Purpose of marriage in the Bible: <ul style="list-style-type: none"> • Genesis, 1:27-28 • Genesis 2:18-25 • Mark 10:6-9 • 1 Cor 7:1-6 	Application of Bible teachings on the purpose of marriage	Appreciation of Bible teachings on marriage.
		Purposes for marriage in Christianity and other religions.	Compare ideas and purposes for marriage in Christianity with those of other religion.	Purpose for marriage in the four religions: <ul style="list-style-type: none"> • Christianity: for companionship, mutual love, faithfulness, reproduction, 		Appreciation of ideas on purpose for marriage.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				<p>fulfilment of desires.</p> <ul style="list-style-type: none"> • Islam: Strengthens family relationship, pro creation, discourage sin of immorality • Hinduism: Procreation, create family unit, <ul style="list-style-type: none"> • Zambian Tradition <p>Pro creation, strengthen ties, good of the community</p>		
		<p>Choosing marriage partners in Christianity and other Religions.</p>	<p>Illustrate with appropriate bible passages principles that should guide a Christian in choosing a marriage partner</p> <p>Compare Christian standard of choosing marriage partners with those found in other religions</p>	<p>Principles in choosing marriage partners: (Genesis 2:24 Genesis 24:1-32;50-53)</p> <p>Standards for choosing marriage partners:</p> <ul style="list-style-type: none"> • Christianity- A man should marry when able to support him and wife. Both must be Christians, compatible • Islam: Parents arrange marriages, • Hinduism: Parents arrange marriages, 	<p>Application of Bible teachings on the purpose for marriage.</p>	<p>Appreciating Standards of choosing marriage partners in the four religions.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				Woman pays dowry, <ul style="list-style-type: none"> • .Zambian Tradition: Parents arrange marriages, Man pays lobola (bride price) 		
		Why some Christians do not Marry	Explain why some Christians do not marry	Why some Christians don't marry: <ul style="list-style-type: none"> • physical make up • vows of celibacy • more time to the things of God(, Matthew 19:10-12) 		Awareness of reasons why some Christians do not marry.
		Various attitudes to the unmarried adults in Christianity and other religions	Compare various attitudes to the un married adult in Christianity and other religions	Attitudes to unmarried adults: <ul style="list-style-type: none"> • Christianity-Unmarried are appreciated and accepted for their commitment for Christ`s sake • Islam: regard unmarried adult as abnormal and uncommon. May remain unmarried for religious' sake • Hinduism: unmarried considered to be abnormal. They accept unmarried adults from other religions. 	Comparing and contrasting Christian attitudes to unmarried adults with the other religions.	Appreciation of positive attitudes to unmarried youths.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				<ul style="list-style-type: none"> Zambian Tradition: they are abnormal and despised and deficient in reproductive organs 		
9	HUSBAND AND WIFE RELATIONSHIP	Responsibilities of husband and wife in Christian marriages.	Describe the qualities and responsibilities the Bible demands of a good husband	Responsibilities of good Husband: <ul style="list-style-type: none"> protects his wife supports his wife and Family helps train and teach Children. Qualities of a good husband: <ul style="list-style-type: none"> Must be understanding Caring and loving Shows respect for his wife). 		Appreciating the virtues of Respect Responsibility Faithfulness Honesty Integrity in marriage

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Describe qualities and responsibilities the bible demands of a good wife.	Responsibilities of a good wife: <ul style="list-style-type: none"> • Brings up children and trains them • Care for the family and Home • fulfils her husbands Needs Qualities of a good wife: <ul style="list-style-type: none"> • Loving and kind • cheerful • understanding 		
		Husband and wife relationships in Christianity and other religions	Compare different attitudes to husband / wife relationships found in Christianity with those of other religions.	Attitudes to Husband and wife: <ul style="list-style-type: none"> • . Christianity: husband loves ,respects and cares for wife; husband is head of the family. Wife loves ,respects and submits to husbands. Both are equal. • Islam: Husband loves wife; wife submits to husband. • . Hinduism: husbands loves, cares for family and wife. • . Zambian Tradition: husband plays a 		Appreciating attitudes to husbands and wives in other religions.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				dominant role. Wife is regarded as a property. Not consulted on family matters. Beating is allowed. Wife does all types of manual works.		
			<p>Relate sexual behaviour to spiritual and psychological influences</p> <p>State Bible teaching about sex</p>	<p>Spiritual influences⊗(sex outside marriage, lust for sex, covetousness Psychological influences: sexual imagination egmasturbation)</p> <p>Bible teachings on sex:</p> <ul style="list-style-type: none"> • Adultery -John 8:1-11 -Matthew 5:27-32 • Fornication 1 Corinthian 6: 18 1 Thessalonians 4:3-7) • Homosexuality(lesbianism, gayism) bestiality Leviticus 18: 22 – 23 Leviticus 20: 13, 15 – 16 	Application of Bible teachings on sex.	<p>Exercing Respect Responsibility Faithfulness Honesty Integrity Faithfulness in relationships.</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Compare Christian standards for sexual behaviour with those of Modern Zambia.	1 Corinthians 6: 9, 10 Standards for sexual Behaviour: <ul style="list-style-type: none"> • Christianity: faithfulness, self-control, abstinence. • Modern Zambia: <ul style="list-style-type: none"> • -abuse of freedom in sexual behaviour • -disregard of morals • -lack of control leads to STIs and HIV/AIDS 	Comparing and contrasting standards for sexual behaviour.	Appreciating the values of faithfulness self control, abstinence.
10	RELATIONSHIPS BETWEEN PARENTS AND CHILDREN	Attitudes to family life in Zambia.	State different attitudes to family life in modern Zambia	Attitudes to family life: <ul style="list-style-type: none"> • Modern Zambia: • Marriages not arranged • Breakdown in family life • Influence of foreign Culture <ul style="list-style-type: none"> • Problems of extended Family 		Awareness of attitudes to family life in modern society.
			State different attitudes to family life in Traditional Zambia	<ul style="list-style-type: none"> • Traditional Zambia: • Marriages are arranged by parents <ul style="list-style-type: none"> • Influence of parents must not be ignored 		Awareness of attitudes to family life in traditional Zambia.

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		The Christian home	Identify the characteristics of a Christian home.	Characteristics: <ul style="list-style-type: none"> -start with a Christian marriage Christ is the head and centre of the home Children are trained in Christian behaviour Cares for others. 		Appreciating the values of Responsibility Love Loyalty Care in a Christian marriage.
		Duties of parents to their children	Explain duties of parents to their children	Duties of parents: <ul style="list-style-type: none"> Recognise children as God's gift (Psalm 127: 3-5; Titus 2: 4; 1 Timothy 5:8; 2 Corinthians 12: 14-15) Parents should teach children the things of God (Deuteronomy 4:9; Psalm 78: 4-7; 2 Timothy 3: 14- 15; Matthew 19: 13-14) Parents should pray for the children (1Chronicles 29: 19) Train and discipline children (Proverbs 22:6) 	Application Of Bible teachings on duties of parents to their children.	Appreciation of Bible teachings on duties of parents

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		Duties of children to their parents	Explain the duties of children to their parents	Duties of children: <ul style="list-style-type: none"> Honour and obey parents (Exodus 20: 12; Ephesians 6:1,2) To care for the aged (1 Timothy 5: 4; Mark 7: 9-13) To respect elders (1 Peter 5: 5; 1 Samuel 3: 1-14) 	Application of Bible teachings on the duties of children	Appreciating the values of Loyalty Obedience Respect in relationships with parents.
		Loyalty to God comes first in the family	Describe how Jesus demonstrated that loyalty to God comes first. Compare attitudes to child-parent relationship in Christianity and those of other religions	Loyalty to God: <ul style="list-style-type: none"> (Luke 2:41-42) (Luke 9:59-62; 12: 51-53) Christianity: Children respect and obey their parents. Parents train and discipline their children. Islam: parents provide for their children; children obey and 	Application of Bible teaching on loyalty to God	Appreciating teachings on attitudes to child parent relationships in the four religions..

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Describe the effects of separation, death and divorce in families	<p>respect their parents.</p> <ul style="list-style-type: none"> • Hinduism: children are a gift from God; parents care, train and provide for them. Children respect and obey. • Zambian Tradition: fathers train their sons; mothers train their daughters. Children love and care for their parents. Other relatives bring up their children. <p>Effects of separation and death:</p> <p>(Change of roles and responsibilities, disintegration of families, poverty, prostitution, child delinquency, problem of street kids and criminal activities)</p>		Awareness of effects of separation, death and divorce .

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