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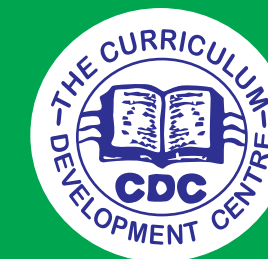
Republic of Zambia
Ministry of Education

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RELIGIOUS EDUCATION SYLLABUS
SECONDARY EDUCATION ORDINARY LEVEL
FORM 1 – 4



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024



Republic of Zambia

MINISTRY OF EDUCATION

RELIGIOUS EDUCATION SYLLABUS

ORDINARY LEVEL SECONDARY EDUCATION

FORM 1 – 4



Developed by the Curriculum Development Centre

2024

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VISION

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

PREFACE

The **Religious Education Syllabus** for Ordinary level Secondary Education has been reviewed to provide a national age-appropriate curriculum for learners from Form 1 to 4. The syllabus aims to provide quality education that is aligned with the **Competence Based Curriculum** and twenty first Century Skills. It also aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling learners to live and grow into productive and useful members of their communities and the Zambian society.

The syllabus has integrated necessary content/topics for Ordinary Secondary School level to provide holistic development of learners. The content provided at this level is designed to promote and support the linkage between the Ordinary Level Secondary School and Advanced Level Secondary Education.

The content/topics provided in this syllabus are aimed at facilitating holistic development of learners' physical, mental, emotional, social, spiritual and moral faculties. The suggested activities are designed to offer children hands-on experiences through learner centered approaches. Thus, the learners will develop knowledge for their personal and national development.

Cross cutting themes and emerging issues such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a mindset that prepare them to live responsible lives and be protected from life threatening vices.

It is hoped that the syllabus will make learning at Ordinary Secondary School level more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition from Ordinary Secondary School Level to the Advanced Secondary School level or Tertiary Education.



Joel Kamoko, (Mr.)
Permanent Secretary- Education Services
MINISTRY OF EDUCATION

ACKNOWLEDGMENT

This **Religious Education** syllabus is a result of broad-based consultation involving several stakeholders within and outside the education system. Many individuals, institutions, and organisations were consulted to give views on the existing syllabus; and to give 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.

Many thanks go to individuals, institutions, and organisations that provided the technical and financial input for the successful development of this syllabus. These include teachers, lecturers from colleges of Education and the University of Zambia. I am also grateful to the Directorate of Secondary Education in the Ministry of Education.

Last but not the least, I recognise the commitment and hard work of all the members of staff at the Curriculum Development Centre in ensuring that this syllabus comes to reality.



Charles Ndakala, (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

INTRODUCTION

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

Values and character development occur over a period of years and within a number of environments. The family being the first institution one comes in contact with, its influence 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 inaccurate 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.

RATIONALE

The people of Zambia live in multi-cultural societies where they are in constant contact with numerous religious ideas. This variety of ideas, along with scientific and technological developments and rapid social changes, has led to the questioning of traditional values. The Religious Education syllabus is designed to provide learners with opportunities to participate in the age-long search of human beings for the meaning and purpose of life and to facilitate an appreciation and an affirmation of their own sense of uniqueness and identity. Its intended purpose seeks to help them become aware of the interconnectedness among God, human beings, and the world. The syllabus exposes learners to different religious ideas, values, and ways of expressing them so that they can interact meaningfully with people of different religious and cultural persuasions in Zambia and the world. Further, the syllabus seeks to foster understanding, appreciation, and respect for the religious, ethnic, cultural, political, and other aspects of plurality in Zambian society. It is intended that the study of the Religious Education syllabus will help learners to understand their society and the belief systems of others, clarify their own belief systems, deal with problems, and resolve conflicts. This syllabus will contribute to the development of the ideal Zambian person by promoting and encouraging the cross-pollination of ideas among learners of different ethnic backgrounds, cultures, and points of view. The syllabus will also help learners develop intellectually and seek to refine their critical thinking skills, judgments and acquisition of competences.

Key Competencies of Religious Education

The key competencies of Religious Education are outlined at the beginning of each level in the syllabus.

Structure of the Syllabus

At the beginning of each grade level for Religious Education Ordinary Level Secondary syllabus, are key competences and descriptors to be developed by the learners. For easy reference, the syllabus is arranged as follows; the topic, sub-topic, specific competences, learning activities, and expected standard.

Suggested Teaching Methodology

Learners are at the centre of all teaching and learning activities, and this is the primary focus of learner-centred teaching. It provides them with the chance to actively and independently engage in their education. Learners are encouraged to make an effort to comprehend tasks that the teacher facilitates. A teacher facilitates learning by building on a learner's past knowledge, skills, values, attitudes, and experiences. These experiences need to be interesting in order to guarantee effective learning. Here are a few recommended methodologies:

- Individual work
- Team work/Group work
- Question and answer
- Fieldtrips

- Exploration
- Discussion
- Inquiry
- Pairs
- Project work

Time Allocation

The standard period allocation for Religious Education at Ordinary Secondary level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for the Ordinary Secondary school level is **3 hours and 20 minutes** per week, translating into **five (5) periods** for the **learning area**. The duration of a single period at this level is **40 minutes**.

Assessment

The four-year Ordinary Level Secondary Education program will assess learners using a range of techniques to determine their knowledge, abilities, and overall comprehension. School-based and national assessments will be formative and summative, respectively. The forms of School-Based Assessment (SBA) include research, projects, end-of-term exams, practical work, assignments, and assessments in class. The outcomes of the SBA will be incorporated into the planning, content, scheduling, learner groups, monitoring, and strategies for helping learners get over obstacles to learning. SBA's contribution to the final grade will vary based on the subject criteria. The Examinations Council of Zambia will administer the School Certificate Ordinary Level Examination at the conclusion of Form 4. Learners are expected to sit for summative examinations at the end of Form 4 before proceeding to Form 5 or tertiary education.

FORM 1

KEY COMPETENCES TO BE DEVELOPED

| S/N | COMPETENCE | DESCRIPTORS |
|-----|-------------------------------------|--|
| 1 | Analytical Thinking | <ul style="list-style-type: none"> Distinguish types of growth Examine sources of religious and secular moral codes Analyse central teachings on making choices in the four religions |
| 2 | Citizenship | <ul style="list-style-type: none"> Demonstrate understanding of responsible citizenship in growing up Accept responsibility for one's choices |
| 3 | Collaboration | <ul style="list-style-type: none"> . Demonstrate understanding importance of collaboration in competition and co-operation Jusify importance of trust in real life Apply religious teachings on competition, cooperation and trust in society |
| 4 | Communication | <ul style="list-style-type: none"> Communicate teachings of different religions on growing up |
| 5 | Creativity and Innovation | <ul style="list-style-type: none"> Explore importance of competition and cooperation in society |
| 6 | Critical-Thinking | <ul style="list-style-type: none"> Show significance of religious Education in the day to day living Analyse religious teachings on learning and truth Evaluate four main religions in Zambia Differentiate sources of religious and secular moral codes Examine teachings of different religions on growing up |
| 7 | Digital | <ul style="list-style-type: none"> Explore the use of social media to justify truth |
| 8 | Emotional Intelligence | <ul style="list-style-type: none"> Recognise other people's religion Show different ways people develop Apply moral principles in daily living Analyse interpersonal dilemmas |
| 9 | Entrepreneurship | <ul style="list-style-type: none"> Develop talent to promote entrepreneurship |
| 10 | Environmental Sustainability | <ul style="list-style-type: none"> Apply religious teachings on environmental sustainability |
| 11 | Financial Education | <ul style="list-style-type: none"> Use talent as source of earning a living |
| 12 | Problem Solving | <ul style="list-style-type: none"> Analyse moral dilemma |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------------|--------------------------------|---|---|--|
| 1.1 LEARNING ABOUT RELIGION | 1.1.1 The Idea of Religion | 1.1.1.1 Recognise other people's Religions | <ul style="list-style-type: none"> • Describing Religion • Evaluating how religion began (<i>Songs, Proverbs, Laws, Myths, Theories...</i>) • Analysing ways of learning about religion (<i>see and imitate, they read and are taught, they hear and repeat...</i>) | <ul style="list-style-type: none"> • Other people's Religions recognised accordingly |
| | | 1.1.1.2 Appreciate Religious Education in day to day living | <ul style="list-style-type: none"> • Describing Religious Education • Explaining the purpose of Religious Education in school and society (<i>Understanding different religions, respecting other people's faith, Promote tolerance...</i>) • Justifying the importance of Religious Education in society (<i>Promotes Unity, tolerance, Creating order in Society, Helping solve problems</i>) | <ul style="list-style-type: none"> • Religious Education in day today living appreciated accordingly. |
| | 1.1.2 Four Religions in Zambia | 1.1.2.1 Evaluating the four Religions in Zambia | <ul style="list-style-type: none"> • Identifying the four religions in Zambia (<i>Christianity, Hinduism, Islam and Zambian Traditional Religion</i>) • Describing the historical development of four Religions in Zambia (<i>Important dates</i>) • Identifying the scriptures of the four religions in Zambia (<i>Christianity; Bible, Islam; Quran and Hadith, Hinduism; Vedas, Bhagavad- Gita, Mahabharata, Isha Upanishads; Zambian Traditional Religion; Proverbs and Songs...</i>) • Describing the composition of scriptures of the four religions. | <ul style="list-style-type: none"> • Four Religions evaluated accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------|-------------------------------------|---|---|--|
| 1.2 GROWING UP | 1.2.1 Types of growth | 1.2.1.1 Analyse types of growth | <ul style="list-style-type: none"> • Explaining the meaning of growth • Identifying the types of growth (<i>physical, intellectual, social, emotional, spiritual, aesthetic</i>) • Analysing each type of growth • Comparing characteristics of living and non-living things (<i>Plants, Animal, Human Beings, Stones...</i>) | <ul style="list-style-type: none"> • Types of growth analysed appropriately |
| | | 1.2.1.2 Demonstrate responsible citizenship in growing up | <ul style="list-style-type: none"> • Explaining responsible citizenship • Identifying qualities of a responsible citizen • Applying sense of responsibility as you grow up | <ul style="list-style-type: none"> • Responsible citizenship in growing up demonstrated accordingly |
| | 1.2.2 Different ways people develop | 1.2.2.1 Demonstrate different ways people develop | <ul style="list-style-type: none"> • Describing different ways in which people develop (<i>Being with God, Being with other People and Using Natural resources wisely</i>) • Explaining ways of maintaining good relations with God and other people (<i>Reading religious texts, prayer, sharing with others, belonging to groups...</i>) | <ul style="list-style-type: none"> • Different ways people develop demonstrated adequately. |
| | | 1.2.1.3 Care for the environment | <ul style="list-style-type: none"> • Identifying ways of using the environment properly (<i>Afforestation, Re-afforestation, waste management...</i>) • Applying ways of caring for the environment | <ul style="list-style-type: none"> • Environment cared for appropriately |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------------------------------|---|--|--|---|
| | 1.2.3 Growing up in different religions (Hinduism, Islam, Christianity and ZTR) | 1.2.3.1 Communicate teachings of different religions on growing up | <ul style="list-style-type: none"> • Discussing different teachings • Analysing growing up in different religions; Zambian Traditional Religion (<i>Learn from elders through stories, myths, and folk stories</i>), Hinduism (<i>Parents have responsibility to teach their children</i>), Islam (<i>Children are expected to grow into good Muslim adults</i>), Christianity (<i>Parents are to train children in the way they should go (Proverbs 22:6)</i>) • Applying values of religious teachings on growing in real life situation. | <ul style="list-style-type: none"> • Teachings of different religions on growing up communicated accordingly |
| 1.3 MORALITY AND VALUES | 1.3.1 Morality | 1.3.1.1 Apply moral principles in daily living | <ul style="list-style-type: none"> • Describing morality • Discussing opinions on what is right and wrong • Analysing consequences of moral and immoral actions • Showing ways of applying moral principles in daily living | <ul style="list-style-type: none"> • Moral principles applied in daily living accordingly |
| | | 1.3.1.2 Analyse moral dilemmas | <ul style="list-style-type: none"> • Describing moral dilemma • Analysing moral dilemmas (<i>difficult moral situations that people find themselves in; choosing between two conflicting morals or behaviours</i>) • Applying critical thinking in solving moral dilemmas | <ul style="list-style-type: none"> • Moral dilemmas analysed accordingly. |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|------------------------------|--|--|---|
| | 1.3.2 Sources of moral codes | 1.3.2.1 Differentiate sources of religious and secular moral codes | <ul style="list-style-type: none"> • Identifying Religious sources of moral codes (<i>Christianity – Bible Exodus 20:1-17, Rom. 13:1-7, 8-14. Islam – Quran 82:13-14; 17:70 and Hadit Hinduism – Bhagavad Gita 2:56 ; 3:19,, Zambia Traditional Religion - Proverbs, Songs</i>) • Identifying none Religious sources of moral codes (<i>Family, School, Friends, Constitution and Community</i>) • Evaluating religious and secular moral codes | <ul style="list-style-type: none"> • Sources of religious and secular moral codes differentiated accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---------------------------------|--|---|--|--|
| 1.4 CHOOSING AND TALENTS | 1.4.1 Making Choices | 1.4.1.1 Accept responsibility for one's choices | <ul style="list-style-type: none"> • Describing how people make choices (<i>See, Judge and Act</i>) • Differentiating chosen and unchosen circumstances (<i>Chosen circumstances:., friends, hobbies, career, marriage: Unchosen circumstances Race, Gender, parentage</i>) • Identifying the different levels of choices (<i>Individual, Family and Community</i>) • Role playing acceptance of responsibility of our choices | <ul style="list-style-type: none"> • Responsibility for one's choice accepted accordingly |
| | | 1.4.1.2 Evaluate decision making steps | <ul style="list-style-type: none"> • Identifying steps of decision making see, Judge, Act • Evaluating decision making in real life situation | <ul style="list-style-type: none"> • Decision making evaluated accordingly |
| | 1.4.2 Central teachings on making choices in the four religions in Zambia. | 1.4.2.1 Analyse central teachings on making choices in the four religions | <ul style="list-style-type: none"> • Identifying Central teachings of the four religions in Zambia on making choices • Evaluating Central teachings on making choices from four religions (<i>Hinduism, Christianity, Islam and Zambian Traditional Religion</i>) | <ul style="list-style-type: none"> • Central teachings on making choices in the four religions analysed accordingly |
| | 1.4.3 Talents | 1.4.3.1 Use talent as a source of earning a living | <ul style="list-style-type: none"> • Exploring ways talents could be a source of earning a living • Exploring how one can discover talent (<i>trying different things,)</i> • Demonstrating how one can develop a talent (<i>Regular Practice</i>) • Demonstrating how one can lose a talent (the Parable of Talents Mt 25:14-30) | <ul style="list-style-type: none"> • Talent as a source of earning a living used skillfully |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|-----------|--|--|--|
| | | 1.4.3.2 Develop talent to promote entrepreneurship | <ul style="list-style-type: none"> • Identifying talents that can develop into entrepreneurial ventures (<i>Tailoring, hair dressing, sports...</i>) • Demonstrate how one's talent can promote entrepreneurship | <ul style="list-style-type: none"> • Talent to promote entrepreneurship developed accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|-----------------------------------|--|--|---|
| 1.5 COMPETITION, CO-OPERATION AND TRUST | 1.5.1 Competition and Cooperation | 1.5.1.1 Demonstrate understanding the importance of competition and cooperation in society | <ul style="list-style-type: none"> • Analysing competition • Analysing cooperation • Discussing positive and negative effects of competition • Discussing positive and negative effects of co-operation • Evaluating the benefits of competition and co-operation (<i>harmony, trust, work is done in good time...</i>) • Exploring different levels of cooperation (<i>e.g. Nationally, Economically, Internationally and Ecumenically</i>) | <ul style="list-style-type: none"> • Understanding the importance of competition and cooperation in society demonstrated accordingly |
| | | 1.5.1.2 Promote collaboration in competition and co-operation | <ul style="list-style-type: none"> • Describing collaboration • Discussing ways in which people collaborate in competition • Discussing ways in which collaboration can enhance co-operation • Promoting collaboration in competition and co-operation | <ul style="list-style-type: none"> • Collaboration in competition and co-operation promoted accordingly |
| | 1.5.2 Trust | 1.5.2.1 Justify importance of trust in real life | <ul style="list-style-type: none"> • Describing trust • Demonstrating how trust can be created (<i>keeping promise, keeping secret, giving back what has been borrowed...</i>) • Discussing the importance of | <ul style="list-style-type: none"> • Importance of trust in real life justified accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------------------|---|--|---|--|
| | | | trust in competition and cooperation <ul style="list-style-type: none"> • Role playing consequences of lack of trust | |
| | 1.5.3 Religious teachings on competition, cooperation and trust | 1.5.3.1 Apply religious teachings on competition, cooperation and trust in society | <ul style="list-style-type: none"> • Examining Christian teachings on competition, cooperation and trust (<i>Mark 6:1-6, Act 9:26-29</i>) • Exploring teachings on competition, cooperation and trust in Islam, Hinduism and Zambian Traditional Religion • Evaluating the linkage between religious teachings, competition, cooperation and trust | <ul style="list-style-type: none"> • Religious teachings on competition, cooperation and trust in society applied accordingly |
| 1.6 LEARNING AND TRUTH | 1.6.1 Learning | 1.6.1.1 Analyse different types of learning | <ul style="list-style-type: none"> • Discussing learning • Identifying types of learning (<i>guided and unguided</i>) • Identifying guided and unguided learning experiences at home and at school • Discussing advantages and disadvantages of guided and unguided learning | <ul style="list-style-type: none"> • Different types of learning analysed accordingly |
| | 1.6.2 Truth | 1.6.2.1 Explore use of social media to justify truth | <ul style="list-style-type: none"> • Discussing meaning of truth • Describing social media • Explaining different ways in which a statement can be true (<i>factually, true to life,</i> | <ul style="list-style-type: none"> • Use of social media to justify truth explored accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|---|---|--|--|
| | | | <i>emotionally...)</i> <ul style="list-style-type: none"> • Discussing differences among statements of fact, opinion and belief • Justifying a true statement (<i>Question steps, who said it? what did he say? what did he mean...)</i>) • Discussing how social media can be used to justify truth | |
| | 1.6.3 Religious teachings on learning and truth | 1.6.3.1 Analyse religious teachings on learning and truth | <ul style="list-style-type: none"> • Analysing teachings on learning and truth in different religions, Christianity: (<i>Christian Sermons, Sunday school, and Bible study, Luke 6:20-26; Luke 8:1; 9:10; 18:21; John 13:12-13; 15:12</i>), Hinduism: (<i>learning from Guru...</i>), Islam: (<i>Quran 31:15</i>), Zambian Traditional Religion: (<i>imitating elders, Initiation ceremonies, getting counsel from the elders.</i>) | <ul style="list-style-type: none"> • Religious teachings on learning and truth analysed accordingly |

FORM 2

KEY COMPETENCES TO BE DEVELOPED

| S/N | COMPETENCE | DESCRIPTORS |
|-----|----------------------------------|--|
| 1 | Analytical Thinking | <ul style="list-style-type: none"> Apply teachings of the four religions in Zambia on freedom in community Apply teachings of the four religions in Zambia on self-esteem Analyse teachings of the four religions on work |
| 2 | Citizenship | <ul style="list-style-type: none"> Illustrate the importance of freedom in community Demonstrate importance of justice in society Show how good governance promotes social justice |
| 3 | Collaboration | <ul style="list-style-type: none"> Illustrate the importance of freedom in community Recognise other people's beliefs and practices |
| 4 | Creativity and Innovation | <ul style="list-style-type: none"> Promote one's ambitions Demonstrate creativity and innovation in ambitions and hope |
| 5 | Critical Thinking | <ul style="list-style-type: none"> Explore religious teachings on sin, forgiveness and reconciliation Analyse religious teachings on ambitions and hope Apply religious teachings on Justice in society |
| 6 | Emotional Intelligence | <ul style="list-style-type: none"> Show the importance of unity and love Analyse personal strength and weakness Appreciate SEL competence |
| 7 | Entrepreneurship | <ul style="list-style-type: none"> Justify work in society Show that entrepreneurial activities constitute work Show positive attitudes towards work |
| 8 | Financial Education | <ul style="list-style-type: none"> Use work as a source of investment |
| 9 | Problem Solving | <ul style="list-style-type: none"> Apply hope in daily life Apply religious teachings of the four religions Zambia on overcoming division and hatred |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|---|--|---|---|
| 2.1 DIVISION, SIN AND FORGIVENES | 2.1.1 Division and hatred | 2.1.1.1 Practise unity and love in daily living | <ul style="list-style-type: none"> • Describing meanings of division and hatred • Evaluating causes of division and hatred in modern society (<i>Jealousy, selfishness, discrimination, greed, Poor leadership...</i>) • Practising unity and love in daily living | <ul style="list-style-type: none"> • Unity and love in daily living practised accordingly |
| | 2.1.2 Division and hatred in the four religions | 2.1.2.1 Recognise other people's beliefs and practices | <ul style="list-style-type: none"> • Evaluating Christian teachings on division and hatred (Lk 12:51-53, James 4:1-2, 1Cor 1:11-13, 2 John 7-11) • Examining Hindu teachings on division and hatred (B. Gita 5:18) • Exploring Muslim teachings on division and hatred (Quran 109:1-6) • Evaluating Zambia Traditional Religion • Teachings on division and hatred (Appropriate Proverbs and Songs) | <ul style="list-style-type: none"> • Other people's beliefs and practices recognised accordingly |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|----------------------------------|---|--|---|---|
| | 2.1.3 Overcoming division and hatred | 2.1.3.1 Apply religious teachings on overcoming division and hatred | <p>Analysing religious teachings on overcoming division and hatred in Christianity (<i>Jesus Overcoming divisions, Matt 8:5-13, Luke 5:27-30, Luke 5:12-13, John 4:6-9</i>), : Islam: <i>Quran 3:105, Hinduism, Bhagavad Gita 6:29, Zambia Traditional Religion : teachings from proverbs, songs, sayings, riddles...</i>)</p> <ul style="list-style-type: none"> • Role playing how to overcome division in real life. | <ul style="list-style-type: none"> • Religions teachings on overcoming division and hatred applied accordingly |
| | 2.1.4 Sin, Forgiveness and Reconciliation | 2.1.4.1 Relate religious teachings on sin, forgiveness and reconciliation to real life situation | <ul style="list-style-type: none"> • Discussing sin, forgiveness and reconciliation • Exploring religious teachings on sin, forgiveness and reconciliation in different religions, Christianity: (<i>Matt 6:12-15; Lk 15:11-32</i>) Hinduism: (<i>Bhagavad Gita 18:36</i>), Islam : (<i>Quran 4:110</i>), Zambia Traditional Religion : (<i>Appropriate from proverbs, songs, sayings, riddles; The three types of sins...</i>) • Practising steps needed for forgiveness and reconciliation to take place (<i>Repentance, Confession, Penance, Forgiveness</i>) | <ul style="list-style-type: none"> • Religious teachings on sin, forgiveness and reconciliation related accordingly |
| 2.2 FREEDOM AND COMMUNITY | 2.2.1 Freedom and Community | 2.2.1.1 Demonstrate understanding the importance of freedom in community | <ul style="list-style-type: none"> • Showing the significance of freedom in community • Describing freedom and community • Explaining freedom in conflict • Analysing Factors that make freedom possible. • Establishing the relationship between freedom and laws in the community | <ul style="list-style-type: none"> • Understanding the importance of freedom in community demonstrated appropriately |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------|---|---|---|---|
| | | 2.2.1.2 Practice Teamwork in the community | <ul style="list-style-type: none"> Describing collaboration in relation to freedom Interpreting the importance of collaboration in community Discussing the linkage between collaboration and freedom in community Showing how teamwork can practised in community | <ul style="list-style-type: none"> Teamwork in the community practised accordingly |
| | 2.2.2 The teachings of the four religions in Zambia on freedom in community | 2.2.2.1 Apply teachings of the four religions in Zambia on freedom in community | <ul style="list-style-type: none"> Evaluating religious teachings of the four religions on freedom in community. Christianity (<i>Deuteronomy 24:10-18, Mark 3:1-6, 1 Cor. 10:24-25, Matthew 22:37-40</i>), Hinduism (<i>B. Gita 5:25</i>), Islam (<i>Quran 2:256</i>), Zambia Traditional Religion (<i>proverbs...</i>) | <ul style="list-style-type: none"> Teachings of the four religions in Zambia on freedom in community applied accordingly |
| 2.3 SELF-ESTEEM | 2.3.1 Self-Esteem | 2.3.1.1 Analyse personal strength and weakness | <ul style="list-style-type: none"> Exploring the meaning of self esteem Describing types of self-esteem Identifying factors influencing self-esteem (<i>Conscious living, self-acceptance, self-responsibility, self-assertiveness, purposive living, personal integrity</i>) | <ul style="list-style-type: none"> Personal strength and weakness analysed accordingly |
| | 2.3.2 Social and Emotional learning (SEL) | 2.3.2.1 Practise Social and Emotion Learning competences | <ul style="list-style-type: none"> Identifying Social and Emotional Learning competences Exploring self-awareness, self-management, social awareness, relationship skills and responsible decision making Discussing personal challenges with others Applying Social and Emotional Learning competences in daily life | <ul style="list-style-type: none"> Social and Emotional Learning competences practised accordingly |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------------------|--|--|---|--|
| | 2.3.3 Religious teachings on self-esteem | 2.3.3.1 Apply teachings of the four religions in Zambia on self-esteem | <ul style="list-style-type: none"> Examining the teaching of self-esteem in different religions; Christianity (<i>Genesis 1: 26-27, Joshua 1:1-9, 1 Samuel 16:7, 2 Tim 1:7</i>), Hinduism, Islam, Zambia Traditional Religion (<i>text from scholars, proverbs, songs, riddles...</i>) Applying teachings of the four religions in Zambia on self-esteem to real life situation | <ul style="list-style-type: none"> Teachings of the four religions in Zambia on self-esteem applied accordingly |
| 2.4 AMBITIONS AND HOPE | 2.4.1 Ambitions | 2.4.1.1 Promote one's ambitions | <ul style="list-style-type: none"> Explaining meaning of ambition Illustrating positive and negative effects of ambitions Describing factors that determine ambitions Promoting one's ambitions (<i>Determination, set goals...</i>) | <ul style="list-style-type: none"> One's ambitions promoted appropriately |
| | | 2.4.1.2 Demonstrate creativity and innovation in ambitions and hope | <ul style="list-style-type: none"> Describing creativity and innovation Discussing the importance of creativity and innovation in ambition Explaining steps in designing a project (<i>Identifying an ambition, describing it, planning the project and acting/conducting project</i>) Designing a project based on their ambitions and hope | <ul style="list-style-type: none"> Creativity and innovation in ambitions and hope demonstrated accordingly |
| | 2.4.2 Hope | 2.4.2.1 Apply hope in daily life | <ul style="list-style-type: none"> Describing hope Exploring attributes of hope Explaining the types of hope Analysing factors that influence hope | <ul style="list-style-type: none"> Hope applied in daily life accordingly |
| | 2.4.3 Religious teachings on Ambitions and | 2.4.3.1 Analyse religious teachings on ambitions and hope | <ul style="list-style-type: none"> Exploring religious teachings on ambitions and hope in the four religions. Christianity (<i>Luke 12:16-21; 12:22-34</i>), Hinduism, Islam, Zambian Tradition Religion. | <ul style="list-style-type: none"> Teachings of religions on ambitions and hope analysed on accordingly |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------------------|---|---|--|--|
| 2.5 JUSTICE IN SOCIETY | 2.5.1 Justice and injustice | 2.5.1.1 Demonstrate understanding of justice in society | <ul style="list-style-type: none"> • Discussing justice and injustice in society • Explaining forms of justice within a social system (<i>Distributive, Procedural, Retributive, Restorative</i>) • Analysing forms of injustice within a social system (<i>Bribery, Tribalism, Corruption, Nepotism...</i>) • Describing steps needed to arrive at an informed decision • Showing importance of justice in society (<i>equality, human dignity, equity...</i>) | <ul style="list-style-type: none"> • Understanding of justice in society demonstrated appropriately |
| | | 2.5.1.2 Demonstrate how good governance promotes social justice | <ul style="list-style-type: none"> • Discussing good governance • Explaining importance of good governance in promoting social justice • Evaluating social justice and good governance in society. | <ul style="list-style-type: none"> • How good governance promotes social justice demonstrated effectively |
| | 2.5.2 Religious teachings on Justice in society | 2.5.2.1 Apply religious teachings on Justice in society | <ul style="list-style-type: none"> • Evaluating religious teachings on justice in the four religions, Christianity (<i>Exodus 22:21-27, 2 Samuel 12:1-13, Mark 12:38-40, Luke 5:21-48; James 2: 1-19</i>), Hinduism (<i>None violence as only path to justice, humility, prayer, total self-knowledge, good and honest living, deep contemplation. Also read B. Gita 3:25</i>), Islam (<i>Respect for workers, work is honourable, honesty and integrity, also read Quran 4:58</i>), Zambia Traditional Religion (<i>Justice is not concerned with revenge or punishment, but centred on reconciliation, compensation, harmony</i>) | <ul style="list-style-type: none"> • Religious teachings on Justice in society applied accordingly |
| | | | <ul style="list-style-type: none"> • Showing how religious teachings on justice can be applied in real life | |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|----------------------------|--------------|--|--|--|
| 2.6 WORK AND ETHICS | 2.6.1 Work | 2.6.1.1 Recognise significance of work in society | <ul style="list-style-type: none"> • Describing types of work (<i>formal and informal</i>) • Analysing why people work • Discussing vocation as work • Examining interdependence of work in modern Zambia. • Identifying solutions to dependence on formal employment | <ul style="list-style-type: none"> • Significance of work in society recognised accordingly |
| | | 2.6.1.2 Use work as a source of investment | <ul style="list-style-type: none"> • Assessing different ways of earning money • Evaluating different work opportunities available • Exploring ways of using work as a source of investment • Analysing reasons for saving | <ul style="list-style-type: none"> • Work as a source of investment used accordingly |
| | | 2.6.1.3 Show that entrepreneurial activities constitute work | <ul style="list-style-type: none"> • Describing entrepreneurial activities • Identifying entrepreneurial activities in the community • Justifying entrepreneurial activities as a form of employment | <ul style="list-style-type: none"> • Entrepreneurial activities constitute work shown accordingly |
| | 2.6.2 Ethics | 2.6.2.1 Show positive attitudes towards work | <ul style="list-style-type: none"> • Describing ethics • Demonstrating the relationship between ethics and work • Evaluating attitudes to work in Zambia today • Exploring importance of positive attitudes towards work • Examining relevance of the Code | <ul style="list-style-type: none"> • Positive attitudes towards work shown accordingly |

| TOPIC | SUBTOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|-----------------------------------|---|---|--|
| | | | of ethics at work (dress code, conduct, punctuality...) | |
| | 2.6.3 Religious teachings on work | 2.6.3.1 Analyse teachings of the four religions on work | <ul style="list-style-type: none"> Examining religious teachings on work in the four religions, Christianity <i>Gen 2: 15, Ex 20: 8-11, Deut. 24: 10-15. Math 25: 14-30, 2Th 3: 10-12</i>), Hindu (<i>work is a source of happiness, one should work without looking for approval or thanks, work is for the right motives, also read B.Gita 3:8</i>), Muslim(<i>work is a command, no disrespect for manual workers, also read Quran 53:39...</i>), Zambia Traditional Religion (<i>everyone is a worker, neglect to work results in lack of food, work is communally done, also add appropriate proverbs...</i>) | <ul style="list-style-type: none"> Teachings of four religions on work analysed accordingly |

FORM 3

KEY COMPETENCES TO BE DEVELOPED

| S/N | COMPETENCE | DESCRIPTORS |
|-----|-------------------------------------|--|
| 1 | Analytical Thinking | <ul style="list-style-type: none"> Analyse teachings of the four religions on admission practices Tell the significance of prayer in one's life Evaluate religious teachings on wealth and happiness in the four religions Distinguish different types of suffering in society |
| 2 | Citizenship | <ul style="list-style-type: none"> Demonstrate understanding of admission practices in Zambian society Exhibit Loyalty and devotion in society |
| 3 | Collaboration | <ul style="list-style-type: none"> Demonstrate importance of friendship and love Justify the importance of collaboration in friendship and love |
| 4 | Communication | <ul style="list-style-type: none"> Justify the role of faith in life Use appropriate language to express ones if in friendship and love |
| 5 | Critical Thinking | <ul style="list-style-type: none"> Promote positive leisure time activities in modern society Evaluate religious teachings on leisure in the four religions Demonstrate understanding of religious teachings on friendship and love in the four religions Analyse religious teachings on faith and prayer in the four religions Evaluate religious teachings on suffering in the four religions |
| 6 | Digital | <ul style="list-style-type: none"> Explore influence of digital literacy on leisure |
| 7 | Emotional Intelligence | <ul style="list-style-type: none"> Distinguish types of love Apply emotional intelligence in maintaining happiness Distinguish different types of suffering in society |
| 8 | Entrepreneurship | <ul style="list-style-type: none"> Justify entrepreneurship in wealth creation |
| 9 | Environmental Sustainability | <ul style="list-style-type: none"> Recognise personal role in environmental management |
| 10 | Financial Education | <ul style="list-style-type: none"> Apply financial literacy in wealthy management |
| 11 | Problem Solving | <ul style="list-style-type: none"> Apply problem solving skills in suffering |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--|--|--|---|
| 3.1 ADMISSION PRACTICES IN ZAMBIAN SOCIETY | 3.1.1 Admission practices | 3.1.1.1 Evaluate role of admission practices in Zambian society | <ul style="list-style-type: none"> • Describing admission practices • Identifying groups and institutions to which people in Zambia are admitted (<i>family, churches, clubs, schools, colleges, secret societies...</i>) • Distinguishing various admission practices • Assessing the importance of admission practices in Zambian society (<i>shaping individual and community identity</i>) | <ul style="list-style-type: none"> • Role of admission practices in Zambian society evaluated accordingly |
| | | 3.1.1.2 Exhibit Loyalty and devotion in society | <ul style="list-style-type: none"> • Describing loyalty and devotion • Identifying groups and institutions to which people in Zambia are loyal and devoted to (<i>family, churches, clubs, schools, colleges, secret societies...</i>) • Explaining importance of being loyal and devoted to groups and institutions one belongs to. | <ul style="list-style-type: none"> • Loyalty and devotion in society exhibited accordingly |
| | 3.1.2 Religious teachings on admission practices | 3.1.2.1 Analyse teachings of the four religions on admission practices | <ul style="list-style-type: none"> • Discussing importance of religious teachings on admission practices • Analysing admission practices in four religions (<i>Christianity, Hinduism, Islam and Zambian Traditional Religion</i>) | <ul style="list-style-type: none"> • Teachings of the four religions on admission practices analysed appropriately |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|------------------------|--------------------------------------|---|--|--|
| 3.2 LEISURE IN SOCIETY | 3.2.1 Leisure | 3.2.1.1 Promote positive leisure time activities in modern society | <ul style="list-style-type: none"> Describing leisure Identifying present day positive leisure activities (<i>reading, sports, movies, gym, visitation</i>) Examining ways in which leisure time is abused (<i>beer drinking, clubbing...</i>) Promoting constructive leisure time activities (Learning new skills, Playing sports...) | <ul style="list-style-type: none"> Positive leisure time activities promoted accordingly |
| | | 3.2.1.2 Recognise personal role in environmental management | <ul style="list-style-type: none"> Exploring personal role in environmental management Showing how one can use leisure time to participate in appropriate mitigation measures to climate change | <ul style="list-style-type: none"> Personal role in environmental management recognized accordingly |
| | | 3.2.1.3 Explore impact of digital literacy on leisure | <ul style="list-style-type: none"> Discussing social media Discussing the positive influence of social media on leisure (learning tool, zoom meetings, google meetings...) Analysing the negative influence of social media on leisure (cyber bullying, watching and circulating pornographic materials...) Examining the influence of digital literacy on leisure | <ul style="list-style-type: none"> Impact of digital literacy on leisure explored accordingly |
| | 3.2.2 Religious teachings on Leisure | 3.2.2.1 Evaluate religious teachings on leisure in the four religions | <ul style="list-style-type: none"> Discussing religious teachings on leisure in the four religions, Christianity (Exodus 20:8-11, Ecclesiastes 3: 1-8, Mark 2:23-28, 1 Cor. 6: 12-20), John 4: 6-34), | <ul style="list-style-type: none"> Religious teachings on leisure in the four religions evaluated accordingly |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------------------------------|------------------|---|--|--|
| | | | Hindu,(festivals, visiting friends...), Muslim teachings on leisure ((festivals, visiting friends or places, sports...), Zambian Traditional Religion (Visitations, Sports, Song and Dance, Ceremonies...)) | |
| 3.3 FRIENDSHIP AND LOVE | 3.3.1 Friendship | 3.3.1.1 Demonstrate Understanding the importance of friendship and love | <ul style="list-style-type: none"> • Discussing friendship • Identifying the three values of friendship (<i>Respect, Responsibility, Compassion</i>) • Discussing types of friendship (<i>Same age group, elderly and young, people and their God</i>) • Examining levels of friendship (<i>acquaintance, casual friendship, close friendship/ fellowship, intimate friendship</i>). • Evaluating characteristics of healthy and unhealthy relationship (<i>honesty, trust, respect and open communication</i>) | <ul style="list-style-type: none"> • Understanding the importance of friendship and love demonstrated accordingly |
| | 3.3.2 Love | 3.3.2.1 Distinguish types of love | <ul style="list-style-type: none"> • Identifying types of love (<i>civic, parental, agape, fillial...</i>) • Distinguishing love and infatuation • Analysing values on which friendship and love are based (<i>respect, compassion, honest, responsibility...</i>) | <ul style="list-style-type: none"> • Types of love distinguished accordingly |
| | | 3.3.2.2 Justify importance of collaboration in friendship and love | <ul style="list-style-type: none"> • Describing collaboration in friendship and love • Showing the importance of collaboration in friendship and love | <ul style="list-style-type: none"> • Importance of collaboration in friendship and love justified accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|---|--|---|---|
| | | | <ul style="list-style-type: none"> Analysing situations that may require collaboration in friendship and love | |
| | | 3.3.2.3 Use appropriate language to express oneself in friendship and love | <ul style="list-style-type: none"> Explaining importance of communication in friendship and love Analysing ways of effective communication within friendship and love (verbal and none verbal) Showing the significance of using appropriate language to express oneself | <ul style="list-style-type: none"> Appropriate language to express oneself in friendship and love used correctly |
| | 3.3.3 Religious teaching on friendship and love | 3.3.3.1 Examine religious teachings on friendship and love | <ul style="list-style-type: none"> Analysing teachings on friendship and love in the four religion, Christianity (<i>Acts 9:26-30, Ruth 1:1-17, 1 Sam 18,19 &20</i>),Hindu (<i>Selflessness and unconditional love, read also Rig-Veda 5.51.5, Mahabharata 175,45</i>), Muslim (<i>Quran 30:21, Hadith 48:813</i>),Zambian Traditional Religion (<i>Proverbs and songs</i>) Analysing the similarities and differences in the four religions on friendship and love | <ul style="list-style-type: none"> Religious teachings on friendship and love examined accordingly |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------------|---|---|--|--|
| 3.4 FAITH AND PRAYER | 3.4.1 Faith | 3.4.1.1 Justify the role of faith in life | <ul style="list-style-type: none"> • Explaining the concept of faith and its significance in life • Analysing the role of Faith in life (<i>spiritual growth, moral guidance, comfort and solace, resilience and coping, forgiveness and reconciliation...</i>) | <ul style="list-style-type: none"> • Role of faith in life justified adequately |
| | 3.4.2 Prayer | 3.4.2.1 Interpret the significance of prayer in one's life | <ul style="list-style-type: none"> • Discussing prayer (<i>meaning of prayer</i>) • Identifying three categories of prayer (<i>Private, Community, prayer of Action</i>) • Classifying elements of prayer (<i>confession, thanks giving, intercession...</i>) • Discussing the significance of prayer in one's life (<i>spiritual growth...</i>) • Asking thoughtful questions about prayer (<i>why do we pray? Is prayer important? does prayer work...?</i>) | <ul style="list-style-type: none"> • Significance of Prayer in ones life interpreted accordingly |
| | 3.4.3 Religious teachings on faith and prayer | 3.4.3.1 Analyse religious teachings on faith and prayer in the four religions | <ul style="list-style-type: none"> • Analysing religious teachings on faith and prayer in the four religions (<i>Hebrews 10:32-39, Mark 11:20-25, Luke 18:9-14. Isaiah 41:9-13</i>), Hinduism (<i>prayer is directed to Brahman, pray using sacred books, also read B. Gita 17:2</i>), Islam (<i>praying five times a day, also read Quran 40:60</i>), Zambian Tradition Religion (<i>praying at special times and places, God and Ancestors, Places of worship, traditional ceremonies and the place of chief priest</i>). | <ul style="list-style-type: none"> • Religious teachings on faith and prayer in the four religions analysed appropriately |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---------------------------------|--------------|---|--|---|
| 3.5 WEALTH AND HAPPINESS | 3.5.1 Wealth | 3.4.3.2 Apply financial management skills in wealthy creation | <ul style="list-style-type: none"> • Describing wealth (<i>family, individual...</i>) • Explaining the concept of financial stewardship from a religious perspective • Identifying ethical ways of wealth creation (<i>running a legal/genuine business such as running a grocery shop, farming...</i>) • Explaining the importance of financial literacy in wealthy creation (<i>savings, record keeping, investing...</i>) • Analyzing religious teachings on money management (<i>tithing, saving...</i>) • Applying financial skills in financial management | <ul style="list-style-type: none"> • Financial management skills in wealthy creation applied accordingly |
| | | 3.5.1.2 Use entrepreneurship skills in wealth creation | <ul style="list-style-type: none"> • Describing entrepreneurship • Explaining benefits of entrepreneurship in wealthy creation • Identifying various entrepreneurial activities (<i>running a legal/genuine business such as running a grocery shop, farming...</i>) • Applying financial skills in entrepreneurial activities • Applying emerging technologies in wealth creation ethically (<i>Phone, whataspp, Facebook...be aware of scammers</i>)) • Evaluating religious teachings on entrepreneurship | <ul style="list-style-type: none"> • Entrepreneurship skills in wealth creation used accordingly |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|---|---|---|---|
| | 3.5.2 Happiness | 3.5.2.1 Apply emotional intelligence in maintaining happiness | <ul style="list-style-type: none"> • Describing happiness • Identifying sources of happiness in modern Zambian society (<i>money, car, good clothes...</i>) • Explaining how to manage personal emotions in sustaining happiness • Communicating and relating effectively with others in sustaining happiness • Differentiating between happiness and pleasure | <ul style="list-style-type: none"> • Emotional intelligence in maintaining happiness applied accordingly |
| | 3.5.3 Religious teachings on wealth and happiness | 3.5.3.1 Evaluate religious teachings on wealth and happiness | <ul style="list-style-type: none"> • Discussing religious teachings on wealth and happiness in, Christianity (<i>Matthew 5:1-10, , Amos 8:4-6, Mark 10:17-30, Luke 12:13-34, 1 Timothy 6:6-10, James 5:1-6</i>),Hinduism (<i>Bhagavad. Gita 16:12, way to happiness includes learning what is needed for oneself and for society to develop free, Bhagavad. Gita v 28, Upanishad 233/16</i>), Islam (<i>going for pilgrimage to Mecca, it is not sin to be rich as long as the wealth has been obtained honestly and through hard work, also Quran 18:46</i>), Zambian Tradition Religion (<i>wealth is acquired through hard work, sharing is vital, use proverbs such as "they (wealthy) are never dug hurriedly, having many wives and disciplined children, having land that produce good harvest....</i>) • Comparing and contrasting the religious teachings in the 4 religions | <ul style="list-style-type: none"> • Religious teachings on wealth and happiness in the four religions evaluated accordingly |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|----------------------|--|---|---|--|
| | | 3.5.3.2 Apply religious teachings on wealthy and happiness in real life situation | <ul style="list-style-type: none"> Discussing how the teachings can be applied in the real life situations | <ul style="list-style-type: none"> Religious teachings on wealthy and happiness in real life situations applied accordingly |
| 3.6 SUFFERING | 3.6.1 Types of Suffering | 3.6.1.1 Distinguish different types of suffering in society | <ul style="list-style-type: none"> Describing suffering Discussing causes of suffering (<i>sickness, unemployment, poverty, disability, natural disasters...</i>) Explaining different types of suffering (<i>physical, intellectual, emotional</i>) Analysing people's reactions to suffering (<i>blaming God, giving up, crying, accepting situation....</i>) | <ul style="list-style-type: none"> Different types of suffering in society distinguished accordingly |
| | | 3.6.1.2 Apply problem solving skills in suffering | <ul style="list-style-type: none"> Describing problem solving Identifying personal and community problems Applying problem solving and stress management skills to mitigate or end suffering (<i>identifying the problem, planning and investigating, presenting reasoned explanations of the problem, gathering more information about the problem (research problem), action...</i>) | <ul style="list-style-type: none"> Problem solving skills in suffering applied accordingly |
| | 3.6.2 Religious teachings on suffering | 3.6.2.1 Evaluate religious teachings on suffering in the four religions | <ul style="list-style-type: none"> Examining teachings on suffering in Christianity (<i>Deut. 28:15-24, 2 Cor 12:7-10, Mk 8:34-35, 2 Cor 4:16-18, Lk 22:39-46</i>), Hinduism (<i>it is part of life, suffering is a gift from God and we have to bear it, way to measure one's strength of mind</i>) | <ul style="list-style-type: none"> Religious teachings on suffering in the four religions evaluated accordingly |

| TOPIC | SUB TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------|-----------|----------------------|--|-------------------|
| | | | <p><i>and soul...), Islam (accepted as being decreed by God, Quran commends those who suffer for the sake of Islam...), Zambia Traditional Reli on suffering (suffering is physical and not spiritual, God is not the cause of suffering, and death ends physical suffering...causes includes displeasing Spirits, Witchcraft, magic, Jealousy...)</i></p> | |

FORM 4

KEY COMPETENCES TO BE DEVELOPED

| S/N | COMPETENCE | DESCRIPTORS |
|-----|----------------------------------|--|
| 1 | Analytical Thinking | <ul style="list-style-type: none"> Analyse religious teachings on courtship and marriage |
| 2 | Citizenship | <ul style="list-style-type: none"> Demonstrate integrity in leadership Demonstrate good governance in leadership. |
| 3 | Collaboration | <ul style="list-style-type: none"> Show parent-children relationships Analyse religious teachings on children parent relationships Demonstrate collaboration in Ecumenical work |
| 4 | Communication | <ul style="list-style-type: none"> Demonstrate importance of communication in marriage |
| 5 | Creativity and Innovation | <ul style="list-style-type: none"> Generate new ideas to promote strong marriages relationship |
| 6 | Critical Thinking | <ul style="list-style-type: none"> Appreciate National Values and Principles Understanding religious teachings on leadership and integrity Promote integrity in leadership |
| 7 | Digital | <ul style="list-style-type: none"> Explore emerging technologies in promoting ecumenism |
| 8 | Emotional Intelligence | <ul style="list-style-type: none"> Demonstrate understanding of death Analyse religious teachings on death and life after death Understanding the importance courtship and marriage Apply emotional intelligence in marital relationships Express empathy to other people |
| 9 | Problem Solving | <ul style="list-style-type: none"> Apply human rights on Parent-children relationships. Generate new ideas to promote strong marriages |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---------------------------------------|---------------------------------------|--|--|---|
| 4.1 DEATH AND LIFE AFTER DEATH | 4.1.1 Death. | 4.1.1.1 Demonstrate understanding of death | <ul style="list-style-type: none"> • <i>Describing attitudes towards death in present day society (self-management, helping those who are bereaved, denial, respect for the dead....)</i> • <i>Explaining various beliefs on death (death is caused by witchcraft, death is the will of God, death is not the end of life, the soul does not die, and death is a transition...)</i> • <i>Identifying ways in which people in modern society prepare for death (writing a will, buying burial site, investment, praying to God....)</i> • <i>Analysing reactions to death (e.g. fear, shock, blaming God, blaming others and self....)</i> • <i>Discussing ways of showing respect for the dead (attend burial, wearing black clothes, contributing money, sleeping at the funeral, standing still, observing a moment of silence for the departed, Government declaring national mourning for the departed)</i> | <ul style="list-style-type: none"> • Understanding of death demonstrated accordingly |
| | | 4.1.1.2 Show empathy for other people | <ul style="list-style-type: none"> • <i>Exploring how people react to bereavement</i> • <i>Showing ways of expressing empathy to other people who have lost the beloved one</i> • <i>Analysing the essence of expressing empathy to other people</i> | <ul style="list-style-type: none"> • Empathy for other people shown accordingly |
| | 4.1.2 Religious teachings about death | 4.1.2.1 Analyse religious teachings on | <ul style="list-style-type: none"> • <i>Examining teachings on death and life after death (Isa 38:9-20, Dan 12:1-3, John 11:11 -44, 1 Cor 15:1-28, Luke</i> | <ul style="list-style-type: none"> • Understanding of religious teachings on death and life after death analysed accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-------------------------------------|----------------------|---|--|---|
| | and Life after death | death and life after death | <i>12:4-7, 1 Cor 15:51-58), Hinduism (B. Gita 2:22-24, Re-incarnation, Upanishads 5:3), Islam (Death and Resurrection, Quran 4:78),Zambian Tradition Religion (good spirits become ancestral spirits, bad spirits become wandering spirits and harm the living...)</i> | |
| 4.2 LEADERSHIP AND INTEGRITY | 4.2.1 Leadership | 4.2.1.1 Demonstrate understanding of leadership in various situations | <ul style="list-style-type: none"> • Describing leadership • Identifying various forms of leadership in the community • Explaining the link between authority and leadership • Identifying Characteristics of a good leader. • Justifying leadership in society (<i>guidance and direction, problem solving and decision making, role model and mentorship....</i>) | <ul style="list-style-type: none"> • Understanding of leadership in various situation demonstrated accordingly |
| | | 4.2.1.2 Promote integrity in leadership | <ul style="list-style-type: none"> • Describing integrity • Explaining significance of integrity in leadership (<i>consistence of action, promotes moral values, promotes accountability, promotes fairness, and enhances trust and credibility....</i>) • Practising integrity in leadership | <ul style="list-style-type: none"> • Integrity in leadership promoted accordingly |
| | | 4.2.1.3 Advocate good governance in leadership | <ul style="list-style-type: none"> • Describing governance • Explaining tenets of good governance (<i>being accountable, being transparent, respect for human rights, respect for regulations and the law...</i>) | <ul style="list-style-type: none"> • Good governance in leadership advocated accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------|---|--|---|---|
| | | | <ul style="list-style-type: none"> Justifying democracy as part of good governance Explaining importance of good governance in religious organisation | |
| | 4.2.2 Religious teachings on leadership and integrity | 4.2.2.1 Demonstrate understanding of religious teachings on leadership and integrity | <ul style="list-style-type: none"> Examining religious teachings on leadership and integrity in Christianity (<i>Ezekiel 34: 1-10; 11-16, John 10:11-16; 13:1-15, Prov 11:3, Rom 13:1-7</i>), Hinduism (<i>leaders should uphold and promote righteousness, leaders should speak and act truthfully, without deception...</i>), Islam (<i>Obedience to Allah and instructions from Prophet Muhammad...</i>),Zambian Traditional Religion (<i>appropriate proverbs and songs</i>) | <ul style="list-style-type: none"> Understanding of religious teachings on leadership and integrity demonstrated accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|-----------------------------------|-----------------|--|---|---|
| 4.3 COURTSHIP AND MARRIAGE | 4.3.1 Courtship | 4.3.1.1 Explore importance of courtship | <ul style="list-style-type: none"> • Describing courtship • Explaining importance of courtship in modern society • Identifying Qualities of a good husband (<i>Caring, Loving, Supportive, Faithfulness</i>) • Identifying qualities of a good partner (<i>loving, kind, cheerful, understanding...</i>) • Identifying Responsibilities of husbands (<i>protecting wife, support wife and family, help train and teach children...</i>) • Identifying Responsibilities of wives (<i>Brings up children and trains them, care for family and home, fulfils husband need...</i>) | <ul style="list-style-type: none"> • Importance of courtship explored accordingly |
| | 4.3.2 Marriage | 4.3.2.1 Demonstrate understanding of healthy marriages | <ul style="list-style-type: none"> • Describing Marriage • Explaining importance of marriage in modern society • Explaining importance of marriage in modern society • Discussing the difference between courtship and marriage • Identifying Qualities of a <i>good husband</i> (<i>Caring, Loving, Supportive, Faithfulness</i>) • Identifying qualities of a good wife (<i>submission, loving, kind, cheerful, understanding...</i>) • Identifying Responsibilities of husbands (<i>protecting wife, support wife and family, help train and teach children...</i>) | <ul style="list-style-type: none"> • Understanding of Healthy marriages demonstrated accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------|-----------|--|--|---|
| | | | <ul style="list-style-type: none"> Identifying Responsibilities of wives (<i>Brings up children and trains them, care for family and home, fulfils husband need...</i>) | |
| | | 4.3.2.2 Examine the importance of communication in marriage | <ul style="list-style-type: none"> Describing communication Identifying factors that promote effective communication (<i>active listening, open mindedness, empathy, transparent...</i>) Explaining the importance of effective communication in marriage (<i>prevention of misunderstandings and conflicts, clarity of issues, enhancing transparency, promotes oneness...</i>) Discussing the causes of divorce (<i>lack of communication, social media unfaithfulness...</i>) | <ul style="list-style-type: none"> Importance of communication in marriage examined accordingly |
| | | 4.3.2.3 Analyse factors that promote strong marriage relationships | <ul style="list-style-type: none"> Identifying factors aimed at promoting strong marital relationships (<i>Facebook, picnics, workshops, vacations, personalised gestures and codes, active listening...</i>) Explaining how mentioned factors can promote strong marital relationships Discussing how to budget and handle finances together Role playing on how identified factors aimed at promoting strong marital relationships | <ul style="list-style-type: none"> Factors that promote strong marriage relationships analysed accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
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| | | 4.3.2.4 Apply emotional intelligence in marital relationships | <ul style="list-style-type: none"> • Describing emotional intelligence • Describing marital relationships • Explaining the importance of self-control in marital relationship • Discussing Gender Based Violence as a major problem in marital relationships • Applying Social and Emotion Learning skills in resolving Gender Based Violence and other marital problems | <ul style="list-style-type: none"> • Emotional intelligence in marital relationships applied accordingly |
| | 4.3.3 Religious teachings on courtship and marriage | 4.3.3.1 Analyse religious teachings on courtship and marriage | <ul style="list-style-type: none"> • Describe religious teachings on courtship and marriage in the four religions • Analysing religious teachings on courtship and marriage in Christianity (<i>Gen 2:18-25, Malachi 2:13-16, Hosea 2:1-3, John 4:16-19, Eph. 5:21-23</i>), Hinduism (<i>No courtship, arranged marriages, divorce not allowed, dowry paid by bride's family...</i>), Islam (<i>man is in charge of woman polygamy allowed, man pays dowry ...</i>), Zambia Tradition Religion (<i>wives are regarded as husband's property, man pays dowry or lobola, also see appropriate proverbs and songs...</i>) • Discussing celibacy in Christianity (<i>Math 19:10-12, 1 Cor 7:1-7</i>) | <ul style="list-style-type: none"> • Religious teachings on courtship and marriage analysed accordingly |

| TOPIC | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--|--|--|---|---|
| 4.4 RELATIONSHIP BETWEEN PARENTS AND CHILDREN | 4.4.1 Parent-children relationship | 4.4.1.1 Appreciate parent-children relationships | <ul style="list-style-type: none"> • Describing Parent/children relationships • Identifying types of parent/children relationships (<i>biological, adopted, step, guardian...</i>) • Analysing duties of parents to their children and children to their parents • Explaining importance of parent/children relationship | <ul style="list-style-type: none"> • Parent-children relationships appreciated accordingly |
| | | 4.4.1.2 Apply human rights in Parent-children relationships | <ul style="list-style-type: none"> • Describing human rights • Identifying sources of conflicts in parent-children relationships (<i>generation gap, media influence, peer influence, forced marriages, gender roles...</i>) • <i>Explaining misinterpretation of human rights in parent- children relationships (e.g. children thinking that they cannot be disciplined by parents and parents thinking they have the right to discipline...)</i> • <i>Explaining situations where human rights are applicable in parent- children relationship)</i> | <ul style="list-style-type: none"> • Human rights in Parent - Children relationships applied accordingly |
| | 4.4.2 Religious teachings on children-parent relationships | 4.4.2.2 Utilise religious teachings on children-parent relationships | <ul style="list-style-type: none"> • Discussing children-parent relationship and the importance • Discussing religious teachings on parent/ children relationships in Christianity | <ul style="list-style-type: none"> • Religious teachings on children parent relationships utilised accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------|-----------|----------------------|---|-------------------|
| | | | <ul style="list-style-type: none"> <i>(Deut. 6:4-9, 1Samuel 3:1-14, Psalms 127: 3-5, Prov. 22:6, Exo 20:12, Col 3:20, Mark 7:9-13, Luke 2: 40-52, Eph 6:1-4), Hinduism (parents are responsible for training, discipline, spiritual and moral education and guidance, children taught to respect elders and it is also their duty especially of sons to take care of their parents in their old age...), Islam (parents train and discipline their children and teach them the beliefs and duties of Islam...), Zambia Traditional Religion (children are allowed and cared for but after a certain age are segregated according to sex, fathers train their sons, mothers train their daughters...)</i> | |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|---|--------------------------------------|---|--|--|
| 4.5 NATIONAL VALUES AND PRINCIPLES | 4.5.1 National Values and Principles | 4.5.1.1 Apply National Values and Principles in daily living | <ul style="list-style-type: none"> • Describing National Values and Principles • Examining National Values and Principles • Identifying Sources of National Values and Principles • Discussing objectives of National Values and Principles (<i>Promotion of hard work and accountability...</i>) • Assessing Challenges the Values and Principles seek to address (<i>Corruption, Tribalism...</i>) • Evaluating Opportunities for promotion of National Values and Principles (<i>School system, religious institutions civil society organisations, media...</i>) • Examining Roles of stakeholders in the promotion and Reporting of National Values and Principles | <ul style="list-style-type: none"> • National Values and Principles in daily living applied accordingly |
| 4.6 ECUMENISM | 4.6.1 Ecumenism | 4.6.1.1 Explore merging technologies in promoting unity and cooperation | <ul style="list-style-type: none"> • Discussing Ecumenism • Identifying emerging technologies in promoting ecumenism • Identifying types Ecumenism (<i>Governmental faith ecumenism, service life and action oriented ecumenism, Biblical ecumenism</i>) • Explaining importance of Ecumenism • Justifying the use of emerging technologies in ecumenical work • Discussing challenges faced in Ecumenism (<i>Prejudice, dogmatism, religionism...</i>) | <ul style="list-style-type: none"> • Merging technologies in promoting unity and cooperation explored accordingly |

| TOPIC. | SUB-TOPIC | SPECIFIC COMPETENCES | LEARNING ACTIVITIES | EXPECTED STANDARD |
|--------|--|--|--|---|
| | | | <ul style="list-style-type: none"> Identifying ways in which religions can work together | |
| | | 4.6.1.2 Demonstrate collaboration in Ecumenical work | <ul style="list-style-type: none"> Describing collaboration in ecumenical work Identifying possible areas in which collaboration can enhance ecumenical work Justifying collaboration in ecumenical work | <ul style="list-style-type: none"> Collaboration in Ecumenical work demonstrated accordingly |
| | 4.6.2 Religious teachings on Ecumenism | 4.6.2.1 Promote interfaith dialogue | <ul style="list-style-type: none"> Explaining the concept of ecumenism and its significance in the four religions Discuss the importance of dialogue and c Examining Christian teachings on Ecumenism (<i>Acts 15; Psalm 133, Eph 4:3-6</i>) Exploring Hindu teachings on Ecumenism (<i>tolerance and acceptance, B. Gita 4:11, respect for others faith, unity in diversity...</i>) Analysing Muslim teachings on Ecumenism (<i>respect and tolerance, interface dialogue, common ground, no compulsion in religion...</i>) Evaluating Zambian Traditional Religion teachings on Ecumenism (<i>Ubuntu philosophy, inter-tribal harmony, respect for traditional leader, shared values and customs...</i>) | <ul style="list-style-type: none"> Interfaith dialogue promoted accordingly |