



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

RELIGIOUS EDUCATION SYLLABUS

GRADE 8 – 9

ZERO – DRAFT



Published by the Curriculum Development Centre

P.O. Box 50092

Lusaka

2012

© Curriculum Development Centre 2012

All rights reserved. No parts of this document may be reproduced, stored in retrieval system or transmitted by electronic, mechanical, photocopying, recording or other means, without the prior permission of the (MESVT)

PREFACE

This syllabus has been produced after wide consultations with various stakeholders. It addresses various themes and sub-themes relevant to the needs of the learner and the Zambian Society.

It is envisaged that the syllabus will equip learners at Senior Secondary School with knowledge, values and positive attitudes needed to build a nation with moral upright citizens.

It is hoped that teachers will use this syllabus to inculcate in learners a deeper appreciation of other religions, deeper understanding of Christian values, and application of Biblical principles to everyday living.

I wish to convey the Ministry's sincere gratitude to all institutions and individuals that contributed greatly to the development of this syllabus.

ACKNOWLEDGEMENT

The syllabus development follows a long and consultative curriculum process, therefore the development of this syllabus would not have been without the participation and co-operation of many stakeholders.

I extend my special thanks to Directorates within MESVT, Examinations Council, Government Line Ministries, Schools and University, Colleges of Education for taking part in this important process.

Special thanks go to former Chief Curriculum Specialists at CDC (Ms. M. Mweembe and Ms. G. Hamaimbo)

I am also indebted to the writing and editing teams.

C.N.S. SAKALA (MRS.)
DIRECTOR – STANDARDS AND CURRICULUM

KEY COMPETENCIES

- Demonstrate understanding and appreciation of Spiritual, Moral and religious values and behaviour based on them.
- Acquire knowledge, skills, attitudes and values, necessary to understand and make informed decisions.
- Acquire values necessary for positive human development in a changing World.
- Demonstrate appreciation for other religions.
- Acquire skills in basic in field work.

INTRODUCTION

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

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

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

Religious Education has a special role to play in nation-building because it enables people to overcome the barriers of religious prejudice and to avoid bigotry and fanaticism. In order to live together in harmony, people need to 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 judgements 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.

At Grade ten to Twelve levels many of the challenges contained in the principles outlined can be realized in the syllabus.

Syllabus 2044 consists of five major themes:

- Living in a changing society.
- Order and freedom in society
- Life
- Man and Woman
- Man's response to God through faith and Love

Each theme is divided into Sub-themes, all of which are analyzed from a variety of perspectives to ensure that the topic is covered exhaustively before pupils are challenged to come to a conclusion which is relevant to their lives.

The four perspectives are:

- Present situation
- African Tradition
- Experiences of churches in Africa
- The Bible

JUNIOR SECONDARY SCHOOL RELIGIOUS EDUCATION

THEME: SPIRITUAL AND MORAL VALUES

KEY COMPETENCES

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

THEME: SPIRITUAL AND MORAL VALUES

GENERAL OUTCOMES: DEVELOP AN UNDERSTANDING OF SPIRITUAL AND MORAL VALUES.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 MORALITY AND VALUES	8.1.1 Morality	8.1.1.1 Describe Morality	<ul style="list-style-type: none"> • Ways people behave • Collections of rules & beliefs which help people to lead decent lives. -Difference between a moral person and an immoral person • Moral person has strong sense of what is right and wrong. An immoral person decides to choose what is wrong instead of what is right 	<ul style="list-style-type: none"> • Decision making • Critical thinking 	<ul style="list-style-type: none"> • Appreciation • Respect • Integrity • Responsibility
		8.1.1.2 Explain the purpose of spiritual and moral education		<ul style="list-style-type: none"> • Decision making • Critical thinking 	<ul style="list-style-type: none"> • Respect • Awareness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.2 GROWING UP	8.1.2 Values	8.1.1 .3 Describe sources of moral codes	<ul style="list-style-type: none"> • Reflect on contemporary moral issues e.g. abortion • Develop a positive self-image, personal maturity, awareness of moral choices and skills, respect for people of other faiths 	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Integrity.
		8.1.1.4 Identify sources of religious moral codes	<ul style="list-style-type: none"> • The family, School, community, Religion. • Christianity-Bible • Islam - Quran, Hadith, • Hinduism - Bhagavad Gita, Vedas, Upanishads 	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Awareness • appreciation
		8.1.1.5 Describe Moral dilemmas	<ul style="list-style-type: none"> • Oral traditions and beliefs. <p>(Customs and values)</p> <ul style="list-style-type: none"> • Difficult Situations for a person to decide the right thing to do. 	<ul style="list-style-type: none"> • Critical thinking • Decision making • Interpersonal • Identification 	<ul style="list-style-type: none"> • Appreciation • Awareness • Integrity • Responsibility
		8.1.2.1 Describe values	<ul style="list-style-type: none"> • Ideas people believe to be important e.g. Justice, hospitality, compassion, sharing. 	<ul style="list-style-type: none"> • Identification • Interpersonal 	<ul style="list-style-type: none"> • Appreciation • Creative thinking • Awareness • Self esteem
		8.1.2.2 Identify sources of moral values.	<ul style="list-style-type: none"> • Sources of moral Values (religion, family, friends, clubs, school, community.) 	<ul style="list-style-type: none"> • Identification • Interpersonal 	<ul style="list-style-type: none"> • Appreciation • Self-esteem
	8.2.1 TYPES OF GROWTH	8.2.1.1 Identify types of growth			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	8.2.2 DIFFERENT WAYS PEOPLE DEVELOP	<p>8.2.2.1 Explain ways people develop</p> <p>8.2.2.2 Identify different names of God and proverbs which describe God.</p>	<ul style="list-style-type: none"> • Physical growth (Body getting bigger). • Intellectual growth (when mind gets to learn more) • Emotional growth (Learning to control emotions) • Spiritual growth (Getting to know God) • Interaction /relationship with people • Receiving • Sharing • Giving • Knowing Proper use of resources • Water • Soil • Minerals • Air • Forests • Animal • Being with God • Names of God eg- Shakapanga (Kikaonde),Nyambe (Siliozi) Mulungu (Nyanja) Mulenga (<ul style="list-style-type: none"> • Assertiveness • Identification • Critical thinking • Identification • Critical thinking • Identification • Identification • Effective Communication • Evaluation • Analysis • Critical thinking • Identification • Identification • Critical thinking 	<ul style="list-style-type: none"> • Awareness • Appreciation • Creative thinking • Awareness • Awareness • Appreciation • Respect • Awareness • Appreciation • Awareness • Appreciation • Awareness • Appreciation • Appreciation. • Awareness • Appreciation

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	8.2.3 DIFFERENT KINDS OF LIFE.	8.2.3.1 Describe the different kinds of life.	Bemba) <ul style="list-style-type: none"> Proverbs Bemba:Lesata lombwa nama alombwa mweo(from God you do not ask for meat but life) Kikaonde: Lesa upa – wiimazhala (God helps those who make effort.) 	<ul style="list-style-type: none"> Identification Identification 	<ul style="list-style-type: none"> Awareness Appreciation Awareness Selflessness Assertiveness
	8.2.4 SELF CONCEPT AND SELF ESTEEM	8.2.4.1 Describe the importance of self-concept and self-esteem in relation to growing up.	<ul style="list-style-type: none"> Human life Animal life Plant life Christianity Islam African tradition Hinduism. Self-concept (How you think and feel about yourself) Self – esteem (creates self-worth and self-confidence, positive self-image) 	<ul style="list-style-type: none"> Identification Decision making. Identification Application 	<ul style="list-style-type: none"> Integrity Honesty Responsibility patriotism Awareness Appreciation awareness
		Describe how people are never completely satisfied and always want to develop more.	The story of St Augustine.		
		8.2.4.2 Identify practical ways young people hope to develop.	<ul style="list-style-type: none"> At home. e.g. gardening to raise school fees At School e.g. Sports, debate, drama, 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.3 LEARNING ABOUT RELIGION	8.3.1 The four major religions in Zambia	8.3.1.1 Describe the four major religions in Zambia	<ul style="list-style-type: none"> The community e.g. Protect Government property, advocacy for proper use of natural resources. Christianity Hinduism Islam Zambian Tradition 	<ul style="list-style-type: none"> Effective communication. Interpersonal Relationship 	<ul style="list-style-type: none"> Awareness Awareness Appreciation
	8.3.2 Learning about religion	8.3.1.2 Identify ways people learn about religion.	<ul style="list-style-type: none"> Seeing and imitating Hearing and repeating Reading holy scriptures 		<ul style="list-style-type: none"> Awareness Appreciation
	8.3.3 Religious scriptures	8.3.1.3 State the main different religious scriptures.	<ul style="list-style-type: none"> Christianity – Holy Bible Islam- Quran, Hadith Hinduism- Vedas, Bhagavad Gita, Upanishad, Mahabarata 	<ul style="list-style-type: none"> Creative Thinking Evaluation Decisions making. 	<ul style="list-style-type: none"> Awareness Appreciation
		8.3.1.4 Explain why Zambian tradition has no scriptures	<ul style="list-style-type: none"> Literature was by oral tradition. Literature was in custody of priests. 	<ul style="list-style-type: none"> Creative Thinking 	<ul style="list-style-type: none"> Awareness Appreciation
		8.3.1.5 Identify important dates and events in the history of the four religious traditions in Zambia.	<ul style="list-style-type: none"> Brief history of the four religions in Zambia. (Time chart and map 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.4 The Holy Bible	8.4.1 The Bible	8.3.2.1 Describe the Bible	showing dates when churches and religious groups started operating in Zambia.)		<ul style="list-style-type: none"> • Awareness • Appreciation
			<ul style="list-style-type: none"> • Collection of many books put together. • Parts of the bible(New and Old Testament) • Origin of the Jewish scriptures- from Jewish oral traditions. • Disagreement over scriptures. • Meaning of word Testament (agreement, covenant, pact) • Purpose of the new testament Gospels (A guide to Christians about their belief in Jesus Christ and to show Jesus brought God`s kingdom. • The Gospels – first four books of the New Testament. • Bible translations background-Originally written in Hebrew and Aramaic language for the Jews. New 	<ul style="list-style-type: none"> • Critical Thinking • Interpersonal relationships 	<ul style="list-style-type: none"> • Awareness • Appreciation
				<ul style="list-style-type: none"> • Critical thinking • Interpersonal relationship 	<ul style="list-style-type: none"> • Appreciation • Awareness
				<ul style="list-style-type: none"> • Interpersonal 	<ul style="list-style-type: none"> • Awareness • Appreciation
				<ul style="list-style-type: none"> • Interpersonal 	<ul style="list-style-type: none"> • Awareness • Appreciation

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.5 CHOOSING AND TALENTS	8.5.1 HOW PEOPLE MAKE CHOICES	8.5.1.1. Describe Chosen and unchosen circumstances.	<p>Testament was translated in Greek the common language in Palestine then.</p> <ul style="list-style-type: none"> • Chosen e.g. marriage ,career, friends ,hobbies • Unchosen e.g. parentage, gender, and race. <p>Individual, family, group and community.</p>	<ul style="list-style-type: none"> • Interpersonal relationship • Critical thinking • Conflict resolution 	<ul style="list-style-type: none"> • Appreciation • Awareness • Appreciation • Awareness • Hard work
	8.5.2 CENTRAL TEACHINGS ON CHOICES AND TALENTS.	<p>8.5.1.2. Mention different levels at which choices are made</p> <p>8.5.1.3 Identify steps people take when making choices</p> <p>8.5.2.1 Explain central teachings in the four religions on making choices.</p> <p>8.5.2.2. Explain how choices show one`s aim in life.</p>	<ul style="list-style-type: none"> • see • Judge • Act • Christianity: Love God and love your neighbor • Hinduism: To be free from all selfishness and evil desires. • Islam: Complete obedience to God and to live as brothers. • Zambian tradition: Respect for everybody and to be at peace with 	<ul style="list-style-type: none"> • Conflict resolution • Conflict resolution • Critical thinking • Critical thinking 	<ul style="list-style-type: none"> • Hardworking • Appreciation • Status • Hard work • Appreciation • Responsibility • Awareness • Unity • Peace • Assertiveness • Creativity

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
8.6.COMPETITION, CO OPERATION AND TRUST	8.5.3 CIRCUMSTANCES OF JESUS' LIFE.	8.5.3.1 Describe the choices Jesus made in the Bible.	people.			
		8.5.3.2 Describe talents.	<ul style="list-style-type: none"> • Choices show one aim in life by e.g. the way they use money, choice of friends, type of training and use of • Knowledge. • Matt 13 :45-46 • Matt 19: 16-22 	<ul style="list-style-type: none"> • Critical thinking • Conflict resolution 	<ul style="list-style-type: none"> • Appreciation • Awareness 	
		8.5.3.3 Relate the Parable of talents. .	<ul style="list-style-type: none"> • In the temple Luke 2:41-49 • Baptism Luke 3:21-22 	<ul style="list-style-type: none"> • critical thinking 	<ul style="list-style-type: none"> • Appreciation • selflessness • Awareness 	
		8.6.1.1 Describe competition.	<ul style="list-style-type: none"> • Temptations Luke 4:1-13 	<ul style="list-style-type: none"> • conflict resolution 	<ul style="list-style-type: none"> • Unity • Peace. 	
	8.6.1 Co-operation	8.6 .1.2 Describe cooperation	<ul style="list-style-type: none"> • Something one is good at. • Discovering talents-e.g. by trying out many thing, advise from friends. 			<ul style="list-style-type: none"> • Peace • Unity
		8.6.1.3 Explain the benefits of cooperation.	<ul style="list-style-type: none"> • Losing talents e.g not practicing. • Developing talents – e.g. practicing different things. 	<ul style="list-style-type: none"> • Critical thinking 		<ul style="list-style-type: none"> • Appreciation
		8.6.1.4 Describe trust			<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Awareness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.7 DIVISION, SIN AND FORGIVENESS	8.7.1 Division	8.6.1.5 Describe religious teachings on co operation	<ul style="list-style-type: none"> Parable of the three servants Math.25:14-30 	<ul style="list-style-type: none"> Conflict resolution 	<ul style="list-style-type: none"> Appreciation Peace Harmony Reconciliation
		8.6 1.6 Explain trust in the Bible	<ul style="list-style-type: none"> Striving or trying to be better than others. Examples of competitive events: sports, examinations, jobs, businesses Importance - Hard work, recognition, rewards, happiness. 	<ul style="list-style-type: none"> Critical thinking Critical thinking 	<ul style="list-style-type: none"> Peace Harmony Reconciliation
		8.7.1 .1 Identify causes of divisions between people	<ul style="list-style-type: none"> Working together for a common good. Levels of cooperation: economically, nationally, ecumenically and internationally. 	<ul style="list-style-type: none"> Critical thinking Identification 	<ul style="list-style-type: none"> Appreciation
		8.7 1.2 Explain causes of divisions and separation between Christians in the early church.	<ul style="list-style-type: none"> Development, meeting targets, unity. 	<ul style="list-style-type: none"> Critical thinking Analysis 	<ul style="list-style-type: none"> Appreciation Truthfulness
		8.7.1.3 Describe causes of hatred among the Jews at the time of Jesus			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>8.7 .1 4. Describe situations when Jesus overcame divisions</p> <p>8.7.1.5 State teachings on overcoming divisions and hatred in the four religions.</p>	<ul style="list-style-type: none"> • Believing that other people are honest and will do what they promise. • Trust is needed. E.g. family, football team, business. <p>Christianity :God - helps those who help others</p> <ul style="list-style-type: none"> • Islam: -Alms giving, giving away money to the poor and needy. • Hinduism:-The law of karma. • African tradition:- working together (as expressed in proverbs and songs.) 	<ul style="list-style-type: none"> • Identification • Evaluation • Research • Critical thinking • Compare • Contrast 	<ul style="list-style-type: none"> • Truthfulness • Awareness • Appreciation • Truthfulness • Respect.
	8.7.2 SIN	<p>8.7.2.1 Describe the meaning of sin in different religious traditions.</p> <p>8. 7. 2. 2 Explain teachings on forgiveness and reconciliation in the four religions.</p>	<ul style="list-style-type: none"> • MARK 6:1-6 ,-Acts 9:26-29 • Jealousy, Selfishness, discrimination, greed. • 2 Corinth6:14-17 • 1 corinth5:1-2 and 9-11 • 1 corinth1 :11-13 	<ul style="list-style-type: none"> • Analysis • Evaluation • Critical thinking • Analysis 	<ul style="list-style-type: none"> • Appreciation • Honesty • Truthfulness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.8 LEARNING AND TRUTH	8.8.1 How we learn	8.7.2.3 Describe steps needed for forgiveness and reconciliation between people and God.	<ul style="list-style-type: none"> • 2 John 7:11 • Jews hated the Romans because they were colonial masters. • Jews who collected taxes for Romans were hated by fellow Jews • Some Samaritans did not accept the Jewish scriptures • Jews with leprosy were out casts. • Committed Jews did not want to mix with sinners. • Jews and gentiles hated each other 	<ul style="list-style-type: none"> • Critical thinking • Conflict resolution • Organization skills • Communication skills 	<ul style="list-style-type: none"> • Truthfulness • Honesty • Truthfulness • Honesty • Awareness • Appreciation
		<p>8.8.1.1 Identify guided and unguided learning experiences at home and at school.</p> <p>8.8.1.2 Describe steps taken before choosing what to learn.</p> <p>8.8.1.3. Describe the learning process in the four religions</p> <p>8.8.1.4 Explain how Jesus taught his Disciples</p>	<ul style="list-style-type: none"> • Overcoming divisions: <ul style="list-style-type: none"> - Matt 8:5-13 - Luke5:27-30(Jesus calls tax collectors) - Luke 5:12-13(Jesus cures Roman servant) - John 4: 6-9 (The Samaritan woman) • Christianity: Lover 	<ul style="list-style-type: none"> • Identification • Interpersonal 	<ul style="list-style-type: none"> • Awareness • Appreciation • Integrity • Honesty • Appreciation • Awareness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>8.8.1.5 Describe different ways in which a statement can be true.</p> <p>8.8.1.6 identify Standards of truth</p> <p>8.8.1.7. Identify ways people use to find out the truth.</p> <p>8.8.1.8. Compare and contrast different standards of truth.</p>	<p>your enemies and pray for those who persecute you.</p> <ul style="list-style-type: none"> • Hinduism: Do not repay evil for evil • Islam: Repay an evil deed with a good one. • Zambian Tradition. Treat strangers nicely, do good to your enemies. <ul style="list-style-type: none"> • Christianity- Disobeying God `commandments • Hinduism -Greed • Islam. Disobeying the Quran • Zambian Tradition: Neglecting the spirits, Witchcraft. <ul style="list-style-type: none"> • Christianity: Luke 15:11-32 (The lost son) <ul style="list-style-type: none"> - Luke 17:3-4 • -Islam :-People who control anger and forgive others are rewarded with forgiveness from God. 	<ul style="list-style-type: none"> • Identification • Analysis <ul style="list-style-type: none"> • Identification • Analysis <ul style="list-style-type: none"> • Identification • Critical thinking • Interpersonal • Identification • Leadership 	<ul style="list-style-type: none"> • Appreciation • Identity • Self –esteem • Responsibility <ul style="list-style-type: none"> • Appreciation • Responsibility <ul style="list-style-type: none"> • Responsibility • Patriotism

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.8.1.9 Describe prejudice	<ul style="list-style-type: none"> • `Hinduism : Vedas, When a sin is confessed, it becomes less. • Zambian tradition: Reconciliation with the living and the dead is vital. • repentance • Confession • penance • Forgiveness • Guided: listening to instruction. • Unguided: observing and imitating. • See • Judge • Act • Christianity:-Studying and listening to God's word. (Matthew 5:1-2,10.5-15; 18:1-9 Psalm 119: 105) 		<ul style="list-style-type: none"> • Appreciation Awareness Appreciation Truthfulness Honesty Integrity. • Appreciation • Awareness • Responsibility • Awareness • Obedience • Respect • Leadership

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> • Hinduism : learning from the Guru • Islam:-Study of God’s word in the Quran. • Zambian Traditional Religion: getting counsel from elders e.g. initiation ceremonies or marriage. • He taught them together with the crowds (Luke 6:20-26; 8:4-8; 14:25-33) • By giving them special teachings not given to the crowds (Luke 8:9-15; 9: 18-21). • By living and travelling with them (Luke 8:1; 9:10; 18:31) • By sending them out to experience the work of preaching and healing (Luke9:1-6; 10: 1) • By giving them an example to follow (John13:12-15; 15:12) 		<ul style="list-style-type: none"> • obedience • Awareness • Appreciation • Awareness • Respect • Appreciation • Faithfulness • Patience • Fairness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> • Historically, factually or Mathematically true. • True to life. • Emotionally true. • Opinion or belief • experience, • reading • Seeing • Observation, probing, investigations, research by asking questions below: <ul style="list-style-type: none"> -Who said it? - What did they say? - What did they mean? - How does he know it? - What value does it have for my life? standards of truth: <ul style="list-style-type: none"> • Christianity- The bible is the standard of truth/exhibition of 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<p>Truthfulness in our daily life.</p> <ul style="list-style-type: none"> • Zambian tradition – Truth was measured by the status of the person /experience. • Modern scientific world-By scientific methods of observation and experiment. • Islam - Quran is the standard of truth. • Hinduism - Brahman is the only reality. • Judging before knowing the truth. • Deciding before you know the truth • Making up your mind before listening to or looking at the facts e.g. Women are foolish. 		

GRADE 9

THEME: SPIRITUAL AND MORAL VALUES

KEY COMPETENCES

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

THEME: SPIRITUAL AND MORAL VALUES

GENERAL OUTCOMES: DEVELOP AN UNDERSTANDING OF SPIRITUAL AND MORAL VALUES.

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 FREEDOM	9.1.1 FREEDOM	9.1.1.1 Describe freedom	<ul style="list-style-type: none"> • Being able to decide for oneself what to do. • Being able to do what one wants instead of being told what to do by another person. 	<ul style="list-style-type: none"> • Identification • Interpersonal • Conflict resolution 	<ul style="list-style-type: none"> • Awareness • Obedience • Respect • Leadership
		9.1.1.2 Explain freedom in Conflict	<ul style="list-style-type: none"> • When the freedom of individuals clash. 	<ul style="list-style-type: none"> • Identification • Analysis 	<ul style="list-style-type: none"> • obedience • Awareness • Appreciation
		9.1.1.3 Describe factors that have made greater freedom possible in the world today	<ul style="list-style-type: none"> • Ability to communicate • Success in solving problems of time and space • Ability to organize their societies as they want them to be through political parties, trade unions and cooperatives • Development of science and technology through improved 		

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.2 AUTHORITY AND	9.2.1 AUTHORITY AND LEADERSHIP	9.1.1.4 Identify the teachings of freedom in the four religions	<p>health, food supplies and storage, and better housing.</p> <ul style="list-style-type: none"> • Christianity – God gives laws to prevent abuse of freedom • Islam – Freedom as a divine gift. • Zambian Tradition Religion – Freedom is in sharing. • Hinduism – freedom is not being greedy. 	<ul style="list-style-type: none"> • Identification • Analysis 	<ul style="list-style-type: none"> • Awareness • Respect • Appreciation • Faithfulness • Patience • Fairness
		9.1.1.5 Describe ideal and real communities.	<ul style="list-style-type: none"> • Community : 1 Corinthians 12:14 – 20, 21, 24- 26 • Ideal Community: all members contribute, all members respected and cared for, and weaker members more cared for and respected. • Real community: each member cares, receives and contributes 	<ul style="list-style-type: none"> • Identification • Critical thinking 	<ul style="list-style-type: none"> • Honesty • Accountability • Integrity
		9.2.1.1 Describe Authority and leadership	<ul style="list-style-type: none"> • Authority: the right to carry out duties effectively. • Leadership: achieving objectives through followers. • Purpose of leadership: guide, protect the weak, encourage and co-ordinate. • Types of leadership: political, civic and traditional. 	<ul style="list-style-type: none"> • Interpersonal • Identification • Leadership 	<ul style="list-style-type: none"> • Appreciation • Truthfulness • Honesty • Integrity • Patience • perseverance
		9.2.1.2 Describe			

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
LEADERSHIP		leadership in the four major religions	<ul style="list-style-type: none"> • Christianity –Old Testament: Deut. 17: 15-20; Psalm 72: 12-14; Ezekiel 34: 2-4. • New Testament: Mark 10:42-45; Luke 4: 18; Luke22: 24-27; John13: 3-15; Matthew 12: 19-20 • Zambian Tradition e.g. Leadership is inherited, accepted by followers, it is a service to the people, demanded for respect and gifts from subjects. 	<ul style="list-style-type: none"> • Identification • Analysis • Critical thinking 	<ul style="list-style-type: none"> • Patience • perseverance
		9.2.1.3 Describe the characteristics of a good leader.	<ul style="list-style-type: none"> • Islam: • Hinduism: 		<ul style="list-style-type: none"> • Appreciation • Respect
		9.2.1.4 Identify factors that hinder proper use of authority.	<ul style="list-style-type: none"> • One who listens, explains, is accepted, well balanced, impartial, leads by example. 		
		9.2.1.5 Explain the importance of laws and rules in a community	<ul style="list-style-type: none"> • Corruption • Favoritism • Nepotism 	<ul style="list-style-type: none"> • Planning • Confidence 	<ul style="list-style-type: none"> • Appreciation • Selflessness • Respect
		9.3.1.1 Describe Ambition and hope		<ul style="list-style-type: none"> • Critical thinking • Decision making 	<ul style="list-style-type: none"> • Appreciation

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.3 AMBITIONS AND HOPE	9.3.1 AMBITION AND HOPE	9.3.1.2 Explain factors that influence one's ambitions and hopes.	<ul style="list-style-type: none"> • Easy co-ordination • Point of reference for justice • Protect rights and freedom • Control selfishness and greed. 	<ul style="list-style-type: none"> • Effective communication • Critical thinking 	<ul style="list-style-type: none"> • Respect • Awareness • Trust • Selfishness
		9.3.1.3 Explain religious teachings on ambitions and hope.	<ul style="list-style-type: none"> • Plans • Wishes • Desire for something 	<ul style="list-style-type: none"> • Effective communication • Identification 	<ul style="list-style-type: none"> • Appreciation • Respect • Awareness
		9.3. 2.1 Describe vocation	<ul style="list-style-type: none"> • Age • Discovery of talents • Environment • Hard work • Success, opportunities and God's mercy. 		<ul style="list-style-type: none"> • Love • Appreciation • Integrity
		9.4.1.1 Describe friendship	<ul style="list-style-type: none"> • Christianity - Luke 12:16-21; Luke 12:22-34; Psalm 62. • Islam: Everything that happens is God's will and must respect the will of God. Muslims must be faithful servants of God. • Good deeds will receive big rewards in heaven • Hinduism: Dharma-Marsha final release or liberation from any 	<ul style="list-style-type: none"> • Identification • Interpersonal • Effective communication 	<ul style="list-style-type: none"> • Appreciation • Respect • Awareness
				<ul style="list-style-type: none"> • Identification • Effective communication 	<ul style="list-style-type: none"> • Faithfulness • Selflessness • Honesty • Respect

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.4 FRIENDSHIP LOVE AND MARRIAGE	9.3.2 VOCATION	9.4.1.2. Describe religious teachings about friendship.	<ul style="list-style-type: none"> suffering. Zambian tradition: appeasing the spirits of the dead. Particular occupation or profession, feeling suited for a particular type of work or divine calling to adopt a religious life or to perform good works. Types of vocations: religious work, medicine, aviation, teaching, engineering. 	<ul style="list-style-type: none"> Critical thinking Identification Effective communication 	<ul style="list-style-type: none"> Truthfulness Appreciation Awareness
	9.4 .1 FRIENDSHIP	9.4.2.1 Describe love	<ul style="list-style-type: none"> State of liking someone very much, confiding in and trusting in, one. Christianity: David and Jonathan (1Sam 18, 19, 20); Naomi and Ruth (Ruth 1: 1-17); Paul and Barnabas(Acts 9: 30); Jesus and His Apostles (John14 ;13-15); Matthew 16:21-23; Mark 14 :18 Zambian tradition – Friendship strengthens society and community. Islam (Quran): Beliefs in the oneness and universality of God. 	<ul style="list-style-type: none"> Identification Critical thinking Identification Critical thinking 	<ul style="list-style-type: none"> Truthfulness Appreciation Awareness Respect

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	9.3.2 LOVE	<p>9.4.2.3 Identify factors that hinder expression of true love</p> <p>9.4.3 .1 Describe marriage</p> <p>9.4.3.2 Describe types of marriages</p> <p>9.4.3.3 Describe the qualities of a good husband, and wife.</p> <p>9.4.3.4 Describe a family</p> <p>9.4.3.5 Describe teachings on marriage in the four religions</p>	<ul style="list-style-type: none"> • Hinduism (Rig Veda): Friendship is seen in friends who protect others against the curse of men. • Having a liking for something, loving everybody, grate affection for, Strong liking. • Difference between love and infatuation (e.g. love grows; infatuation doesn't) • Christianity: Loving everybody(John 13:34; Luke 10:27-37; Matt. 22:37-39;1 Mark 8:34-35; 1 Corinth 13:4-8 • Islam: Every human being is a member of the universal family, therefore, entitled to be loved (Hadith.) • Hinduism: love is basic and universal emotion which is very important for life (Mahabharata). • Greed • Selfishness • Unfaithfulness 	<ul style="list-style-type: none"> • Identification • Critical thinking • Stress management • Analysis • Counseling skills • Counseling • Effective communication 	<ul style="list-style-type: none"> • Love • Awareness • Faithfulness • Honesty • Responsibility • Respect • Caring • Hardwork • Trust • Honesty • Truthfulness • Appreciation • Awareness

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	9.4.3 MARRIAGE	<p>9.4.3.6 Identify causes of marital differences and divorce</p> <p>9.4.3.7 Explain the effects of unfaithfulness in marriage.</p> <p>9.5.1.1 Describe the meaning of suffering, death and bereavement.</p>	<ul style="list-style-type: none"> • Legal union between man and woman for love and to have a family. • Polygamy (more than one wife). • Monogamy (one wife, one husband). • Qualities of a good husband: e.g. faithful, hardworking, honest, loving and caring. • Qualities of good wife. Obedient, loving, caring, hardworking, smart. • Consist of man, woman and children • Types of family- Extended families, Nuclear families, Single parent families. • Christianity-An expression of true love and real friendship between man and woman. Children are a blessing from God (1Corinthians 7:3-4). • Islam-Marriage is a commitment to life, society and dignified meaningful survival of human race. • Hinduism-Marriage is a strong 	<ul style="list-style-type: none"> • Identification • Communication skills 	<ul style="list-style-type: none"> • Respect • Perseverance • Empathy • Sympathy • respect • Empathy • Awareness • Sympathy • Respect

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.5 SUFFERING AND BEREAVEMENT	9.5.1 Suffering and bereavement	9.5.1.2 Explain the effects of death.	<p>bond between two families whose purpose is pro-creation and creation of family between men and women partnership.</p> <ul style="list-style-type: none"> Zambian tradition- Marriage is not between two people but between two families. Procreation is key to the sustenance of the marriage. 		<ul style="list-style-type: none"> Awareness
		9.5 .1.3 Explain how people react to suffering and bereavement	<ul style="list-style-type: none"> Change In status, Religion, Childlessness, Unfaithfulness Greed Selfishness. 		<ul style="list-style-type: none"> Empathy
		9.5.1.4 Identify ways of comforting people passing through suffering and bereavement.	<ul style="list-style-type: none"> Divorce STIs HIV/AIDS Orphans Loss of trust. 		<ul style="list-style-type: none"> Appreciation
		9.5 .1.6 Identity teachings about suffering bereavement and life after death in the four religions.	<ul style="list-style-type: none"> Suffering: Experience of pain or severe discomfort Undergoing unpleasant or traumatic experiences. Death: Cessation of vital functions required to keep an organism alive; when physical life comes to an end. 		<ul style="list-style-type: none"> Empathy Sympathy Respect Assertiveness

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>9.4.1.4. Explain the importance of preparing for death.</p>	<ul style="list-style-type: none"> • Bereavement: Death of a close relative or friend. • On the bereaved: Deprives family of bread winner, brings sorrow, orphans ... • On society: creates sorrow, Deprives society of skilled manpower and dependable members of society. • Denial • rejection • Anger • Mourning, ... • Gathering for funeral, • Visiting the sick, • Giving financial, material, social, spiritual and moral support. • Counseling and comfort • Christianity: – Suffering comes as -Punishment for sin Deu8:15-24 • Discipline HEB12:5-11 • -Testing or purifying people `faith.(1st peter 1:6-7) 		<ul style="list-style-type: none"> • Empathy • sympathy • Respect • Assertiveness • Appreciation • Awareness • Empathy • Sympathy • Awareness

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.5 PRAYER		<p>9.4.1.5 Listen to a talk on writing a `WILL` from a law practionner</p> <p>9.4.1.6 Explain how people show respect for the dead in Zambian Tradition.</p> <p>9.4.1.7 Give examples of people who died for what they believe in.</p> <p>9.5.1.1. Describe prayer.</p> <p>9.5.1.2 Describe prayer in the four religions</p>	<ul style="list-style-type: none"> • -Jesus reaction to suffering-Mark 3:20-22;Mark14:22 Mark14:22-15:37 • -Resurrection of Jesus • Romans 4:25-Rom 1:4 • John 14 :1-4 • John 16:7 • 1 Cor 15:12-20 • Life after death-Isaiah 14: 9-11 • Psalm 16:9-10 • Daniel 12:2 –Acts 23:6-3 • Islam:-Suffering comes from God who has all power • Life after death. Belief in life after death for the righteous. • Rise from the dead. • Reward the just.-punish unbelievers. • -Zambian tradition: Suffering comes for neglecting spirits/witch craft • Life after death • -When a person dies the spirit of the person still lives on. • Hinduism-: karma • Life after death: reincarnation, the soul of a person does not die 		<ul style="list-style-type: none"> • Empathy • Empathy • Empathy • Empathy

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>9.5.1.3 Relate Jesus teaching about prayer</p> <p>9.5.1.4 Explain ways people express their love for God and fellow man.</p>	<p>because it is part of the great soul.</p> <ul style="list-style-type: none"> • Emotional preparation • Physical preparation • Writing a will. • Standard` WILL` • Attend funeral. • Stand still by the road side • Give praise to the dead person • Declaring national morning/wearing black clothes. • Martyrs- People who died for what they believe in. wanga, Mache Masimora • Communication between God and people. • -Importance of prayer – Gives wisdom, creates confidence, gives strength, invites God's presence, attracts answers from God, brings you closer to God. 		

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> • Types of prayer (private, community, Prayer of action). • Teachings about prayer in Christianity - talking to God, prayer based on themes such as Adoration, confession, intercessions • -Jesus` teachings about Prayer • Muslim prayer five times a day • -Washing before praying • Facing the direction of Mecca • Midday prayer: Friday in the Mosque • -Same actions as every day prayer. • -The five pillars of Islam(Believing and stating God is great, Praying five times a day, Helping the poor , fasting in the month of Ramadan, going on a pilgrimage to Mecca.. • -Hinduism –devotion, meditation or worship • -Zambian tradition- Prayer is offered to family spirits of ancestors for healing. Territorial spirits for rain and good crop. • -Private prayer – (Math 6: 6) • -Community prayer 		

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVE	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			(1 Corinthians 11:23-25) <ul style="list-style-type: none"> • -Prayer of action Mathew 7:21 • -The Lord 's Prayer. MATH 6 :9-14 • -Holy communion 1Corinth 10:16-17 11:22-26 • -giving Act 2:42-47. • -Fellowships <ul style="list-style-type: none"> - Helping the needy Luke 11 : 9-13 Matt 6 :9-13 • Luke 18: 10 – 14. • Offering and tithes 		

Contributors and editors

I am indebted to the contributing and editing team who saw this document gain its needed shape:

1. Mr. Simuunza Festus
Teacher, Saint Mary's secondary School,
Lusaka.
2. Mr. Sata Mukuwe,
Teacher, Lusaka High School,
Lusaka.
3. Mrs. Brenda Daka Timu
Teacher, Lusaka High School
- 4.