



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

RELIGIOUS EDUCATION 2046 SYLLABUS

GRADE 10 – 12



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

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

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

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

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

The Syllabus is in two parts:

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

GRADE 10: KEY COMPETENCES

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

GENERAL OUTCOMES:

Grade 10: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
1	BIRTH AND INFANCY OF JOHN THE BAPTISM AND JESUS	Zambian Birth Traditions	Describe what happens after a baby has been born in their families. Explain how names are chosen and given to infants in their families	Birth and Naming of a baby Customs and Traditions to protect the baby.	Describing Explaining	Appreciation Understanding Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		Birth of John the Baptist	<p>Relate from Luke's Gospel the stories of the announcement of the birth of John and his naming.</p> <p>Explain John the Baptist's life and ministry.</p> <p>Narrate how the life and ministry of John the Baptist were a fulfilment of the OT prophecy.</p>	<p>1. Announcement of the birth of John and his naming Lk.1:5-24;57-66</p> <p>2 The purpose of John's life and Ministry Lk 1:16-17</p> <p>Isaiah 40: 3; Malachi 3: 1-12 He would be a healer of discord. He would prepare the Nation for the coming of the Messiah.</p>	<p>Narrating</p> <p>Explaining</p> <p>Narrating</p>	<p>Appreciation</p>
		Birth of Jesus	<p>Describe the announcement of the birth of Jesus to various people</p> <p>Describe the birth of Jesus Christ</p> <p>Explain how these stories were a fulfilment of the O.T prophecies.</p>	<p>Luke 1:26-38 Matt. 1: 18-25; Luke 2:8-20; Matt. 2: 1-12</p> <p>Luke 2:1-7</p> <p>O.T. Prophecies of the birth of Jesus. Isaiah 7:14;9:6-7 Micah 5.2; Hosea 11:1</p>	<p>Explaining</p> <p>Critical thinking</p>	<p>Understanding</p> <p>Appreciation</p>
		Incidents from Jesus childhood	<p>Relate from Luke's gospel the stories about Jesus in the Temple as a baby and at 12 years</p>	<p>1. Jesus in the Temple as a baby (Presentation) Lk2:21-39</p> <p>2. Jesus in the Temple at 12 years, Lk2:41-52</p>	<p>Narrating</p> <p>Relating</p>	<p>Reflection</p> <p>Awareness</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		How God directs human lives	Explain what the infancy narratives in the Gospel of Luke and Matthew teach about God's direction of human lives.	<ol style="list-style-type: none"> 1. He has appointed time to fulfil His purposes 2. He uses human beings 3. He chooses specific people 	Critical thinking	Obedience Submission
		How Christians can identify and respond to God's direction	Discuss how Christians today can identify and respond to God's direction of their lives	<ol style="list-style-type: none"> 1. God does not force His plans and purposes on us. 2. God never guides us against what His word says 3. God promises clear guidance to Christians who are completely committed to Him. 	Communicating Identification	Application Obedience
		Christian, Muslim and Hindu teachings on how God directs human lives	Compare Christian, Muslim and Hindu teaching on how God directs human lives.	How God directs people in : <ol style="list-style-type: none"> 1. Christianity: Through His word, inner inspiration of the Holy spirit, friends, circumstances. 2. Islam: Through his word in the Quran. 3. Hinduism: Through life cycle rites. 	Comparing/ Contrasting	Appreciation/ Awareness
2	Ministry and Death of John the Baptist	Speaking against Sin and Evil	Identify organizations and people in Zambia who denounce sin and evil in the nation.	Government (e.g ACC), NGOs (e.g, TIZ),/ and religious leaders who have spoken against sin and evil in Zambia.	Identification	Awareness Appreciation
		The message of John the Baptist	Outline the main message of John the Baptist	Repentance Lk 3:1-20 Change of behavior Mark1:1-8 Baptism. Matthew 3:13- 17	Outlining	Transformation Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			Explain how John the Baptist's instructions about right behaviour could be applied in Zambia today.	Must show good examples. Be honest and upright. Do not bribe or accept bribes. Not to take advantage of one's position of authority.	Explaining Application Demonstration	Accountability Sincerity Honesty
		The work of John and that of Jesus	Compare the work of John with that of Jesus	Work of John Challenged people to repent. Could not forgive sins Baptized with water. Work of Jesus Forgave people's sins. Healed people. Baptized with the Holy Spirit. Change of behaviour and moral values.	Communication	Understanding Obedience
		Responses to religious and moral messages in Zambia	Explain how people in Zambia respond to people who publicly proclaim religious and moral messages			
		Imprisonment and death of John the Baptist	Explain why John the Baptist was imprisoned and killed	John's imprisonment and death. Mark 6:17-29	Analysis	Sacrifice Honesty
		Other people who suffered for their beliefs.	Mention people who suffered or died because of their beliefs,	1. Martin Luther King 2. Nelson Mandela 3. MathatmaGhandhi 4. Simon Mwansa Kapwepwe 5. Harry Mwaanga Nkumbula 6. Kenneth David Kaunda	Identification	Endurance Perseverance

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		Zambian initiation practices and their significance	State Zambian initiation practices Explain the significance of traditional Zambian initiation practices.	Initiation practices - At puberty - At marriage Importance Entering a new way of life. Ready for adulthood activities	Identification Critical thinking	Responsibility Awareness
3	BAPTISM	Meaning and procedure of Christian Baptism	Describe Baptism Outline the procedure of Christian Baptism	1. Immense in water 2. Procedure Belief in Christ Repentance 3. Method: Immersion, Pouring Sprinkling.	Application Demonstration Identification	Awareness Appreciation
		Christian teachings on baptism today in different Churches.	Describe various teachings on baptism found in Christian churches in Zambia today.	Teachings: - Repentance followed by baptism. - Infant baptism. Repentance brings forgiveness, baptism	Identification	Awareness Appreciation
		Jesus' baptism and its significance.	Relate story of Jesus Baptism by John the baptist State the significance of Jesus Baptism.	1. Jesus' Baptism - Matt. 3:13-17 - Mark 1:9-11 - Luke 3:21-32 2. Significance: Identified himself with humanity. Open sign to all	Relating Application	Appreciation Awareness
		Baptism in the N.T times and its continued importance today.	Explain the meaning of baptism for Christians in the N.T, Times and its continued importance today.	1. Command from Christ (Matthew 28:18-20) 2. Repentance and conversion to Christ first (Mark 16:16.)	Explaining	Memory Appreciation

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				3. Baptism does not bring forgiveness of sins.		
		Circumcision in the Old Time Testament	Illustrate with appropriate Bible passages the meaning of circumcision in the O.T.	Gen. 17:10-14: - Sign of covenant between God and people - Marked entry into adult status - Command from God	Illustrating	Understanding Obedience
		Christian Baptism with admission practices in other religions.	Compare Christian Baptism with admission practices in other religions.	1. Christianity: a picture of death and resurrection of Jesus Christ. 2. Islam: circumcision a cultural practice with no religious belief 3. Hinduism: the sacred thread of initiation as a sign of adult status. 4. Zambian Tradition: puberty and marriage rite meant to prepare girls and boys in their respective roles of adulthood.	Comparing/ Contrasting	Appreciation/ Awareness
4	TEMPTATION	Temptation, testing and sin	Illustrate with appropriate Bible passages the meaning of Temptation, Testing and Sin.	1. Temptation, Gen 3:1-19 James 1:13-14 2. Testing Gen 22:1-13 Job1:6-22, James 1:2-3 3. Sin, 2 Sam. 11:1-5; 5:2-28	Explaining Application	Appreciation Awareness
		Ways of temptation and examples of people who were tempted in the Bible.	Illustrate with appropriate Bible passages ways in which temptations come.	- Through our desires. 1Cor. 7:5 - Through our weaknesses. Mark 14:28 - Through our pride of position. Daniel 4:30 - Through Poverty, prov. 30:9 - David, 2 Sam 11:1-5	Identification Critical thinking	Self-control Discipline Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			Give examples of people who were tempted in the bible.	- Daniel's three friends: (Daniel 3: 14 -18) - Peter the apostle (Lk 22:54-62)		
		Temptations of Jesus	Relate the story of Luke's gospel chapter 4 of the three temptations of Jesus immediately after His baptism.	(Luke 4:1 -13) Other temptations of Jesus: The Garden of Gethsemane (Lk22:39-49) After feeding the five thousand people. (John 6:15)	Critical analysis Application	Awareness Appreciation
		Temptations met by Christians in Zambia and how they can overcome them	Explain Jesus' use of O.T. scriptures in resisting these temptations. Explain how Jesus met and resisted temptations on other occasion in His life.	- His triumphant entry into Jerusalem. (Lk 19:28-49)	Explaining Illustrating	Equity Understanding Honesty Faith
		Temptations in Christianity and other religions.	Identify situations that may lead Christians in Zambia into temptations	1. Temptations: Lust (Adultery, divorce, corruption), envy, desperation, lacking of basic necessities		
			Illustrate with appropriate Bible passage how Christians can overcome temptations	- Pray in Jesus name. Hebrews 4:15-16 - Resist the temptation Hebrews 2:18;4-5 - Confess if one yields to temptation Col. 1 :12-13;1 John1:9	Explaining Illustrating	Understanding Awareness Integrity Honesty Equity Faith

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			Compare temptation in Christianity with other religions	<ol style="list-style-type: none"> 1. Christianity: overcome temptation through prayer, firm resistance repentance and confession of sin. 2. Islam: overcome temptation by thinking of the day of judgement with fear. 3. Hinduism: overcome temptation of lust by thinking of other women as sisters and as mothers. 4. Zambia Tradition: firm resistance to temptation; fear of offending the ancestral spirits. 	Comparing contrasting	Appreciate/Awareness
5	JESUS POWER OVER DISEASE AND NATURE	<p>Miracle</p> <p>Examples of events regarded as miracles.</p>	<p>Define the word ‘miracle’.</p> <p>Give examples of events in Zambia which some people regarded as miracles.</p>	<p>Supernatural happening that can’t be explained using human reasoning</p> <p>Events regarded as Miracles:</p> <p>Healing without Medicine</p> <p>Surviving a fatal accident.</p>	<p>Identification</p> <p>Critical thinking</p>	<p>Understanding</p> <p>Awareness</p>
		Why Jesus performed miracles.	Illustrate with appropriate Bible passages why Jesus performed miracles	<ol style="list-style-type: none"> 1. To show that the Kingdom of God had arrived. Matt 4:23-25. 2. Expecting people to put their faith in Him. (Mark 6:5-6; 9: 23). 	Illustrating Identification	<p>Understanding</p> <p>Awareness</p> <p>Appreciation</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			Relate from Luke's Gospel the miracles about Jesus healing sick people	3. Because of His sympathy and compassion Lk2:8-12. 4. Fulfilling O.T. promises of Salvation. (Isaiah 29:18-19; 35:5-6); (Matthew 8:16-17). 1. The paralytic (LK5:17-26) 2. The man with a withered hand (LK 6:6-10) 3. The man with Dropsy, (LK 14:1-6) 4. The blind man at Jericho (LK 18:35-43)	Narrating	Memory/ Empathy
		Jesus heals lepers and his attitude to them.	Relate the stories from Luke's gospel of Jesus healing lepers. State Jesus' attitude to Lepers. Describe the Jewish attitude towards Lepers of the time of State Jewish rules about Leprosy at the time of Jesus.	One Leper (LK 5:12-16) Ten Lepers (LK 17:11-16) Jesus attitude to Lepers: -Sympathy and compassion -Love and pity -Mixed with them.	Narrating Explaining	Empathy Respect
		Jewish attitude to and rules about Lepers	State Jewish attitudes towards lepers	Jewish attitude to lepers: Caused by sin of the sufferer or his/her relatives. Lepers treated as outcasts. Rules - Keep at least 100 metres from other people - Only a priest could		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		<p>Jesus calms the storm and feeds five thousand people.</p> <p>Miracles in Modern Christian faith</p>	<p>Relate the stories of Jesus calming the storm and feeding five thousand people.</p> <p>Explain why people have different views about miracles.</p>	<p>pronounce a leper clean</p> <p>- Elaborate cleansing if one got in contact with a leper.</p> <p>1. Jesus calms the storm (LK8:22-25)</p> <p>2. Jesus feeds five thousand people (LK9:12-17)</p> <p>(a) Basis for believing:</p> <p>- Birth of Jesus (Matthew 7: 21-23)</p> <p>- Resurrection of Jesus (Mark 7:21-23)</p> <p>(b) Basis for not believing:</p> <p>- Lack of proof/evidence</p> <p>- Unbelief in a miracle working God</p> <p>- Unbelief in a miracle itself</p>	<p>Narrating</p> <p>Application</p> <p>Critical thinking</p> <p>Identification</p> <p>Application</p>	<p>Awareness</p> <p>Appreciation</p> <p>Understanding</p> <p>Awareness</p>
		Miracles in Christianity and other religions	Compare Christian beliefs in miracles with those of other religions.	<p>1. Christianity: Virgin birth and resurrection of Christ; belief in a miracle working God; Restoration of confidence In God.</p> <p>2. Islam: only God performs actual miracles; only holy men can be used to perform miracle; Allah performs miracles through holy men.</p>	Comparing/ Contrasting	Appreciation Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				<p>3. Hinduism: Ordinary people can perform miracles; miracle can be performed through satanic powers; miracle increase people's faith in God</p> <p>4. Zambian Tradition: Only special people can perform miracles; God performs unusual things through His people; miracles performed through ancestral spirit.</p>		
6	JESUS POWER OVER EVIL SPIRITS	Spirit possession Zambian Tradition.	<p>List various kinds of Spirits believed in traditionally in Zambia.</p> <p>Identify attitudes to spirits in Zambian tradition.</p> <p>Explain how spirit possession is treated in Zambian tradition</p>	<p>Types of Spirits: ancestral spirits bad spirits good spirits dissatisfied spirits</p> <p>Good spirit: act as oversees and protectors. Bad spirits: responsible for certain diseases and misfortunes. Ancestral Spirits: oversee and protect.</p> <p>Methods of keeping spirits away Charms Lotions Tattoos</p>	Identifying	Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
		Attitudes to and treatment of spirits in traditional Zambia. Jesus heals demon possessed people.	Identify attitudes to spirits in traditional Zambia Relate from Luke's gospel the stories of Jesus casting out demons.	Attitudes: Good spirits used for protection, so keep them. Drive out bad spirits. 1. Gerasene Demoniac (LK 8:26-39) 2. Man in the Synagogue (LK4:31-38) 3. Demon possessed boy (LK9:37-43)	Identification Explaining Narrating Application	Awareness Awareness Memory Awareness
		The two Kingdoms of the spiritual realm.	Show the connection between Jesus casting out evil spirits and the coming of the Kingdom of God.	The kingdom of God (LK17:20-25) The Kingdom of Satan (LK11:14-26)	Analysis	Awareness Appreciation
		Types of spirits in Christian teaching. Christian attitudes to and treatment of spirit possession	Distinguish between the Holy Spirit and other kinds of spirits in Christian teaching. State attitudes to and treatment of spirit possession in Christianity.	1. Holy Spirit. (Acts :8;2:1- 5) 2. The Human spirit (Prov.20:27) 3. The Angels (Heb. 1:14) 4. Evil Spirits. (Eph. 6:12; Rev 12:7-9.) 1. Attitudes: - Evil spirits are bad as such are cast out. - The Holy Spirit is good 2. Treatment: - faith in Jesus and total Commitment to Him. (LK 11:24-26) - Exorcism. (LK8:26-39)	Distinguish Application Critical thinking Explaining Application	Understanding Awareness Appreciation Understanding/ Memory Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				- Quoting scriptures, (Rom5:9;1 John 1:7)		
		Forms of demon practices to be avoided.	Illustrate with appropriate Bible passages the forms of Demon practices to be avoided.	1. Divination Jer. 29:8-9 2. witchcraft, I Sam 15:23 3. Magic, Acts 19:18-20 4. Spells or omens Isaiah 8:19-22 5. Sorcery, Isaiah 47:9-13 2Kings 9:22; Deut 8:9-12	Explaining	Knowledge
		Attitudes to and treatment of spirit possession in Christianity and other religions.	Compare attitudes to and treatment of spirit possession in Christianity with Zambian Tradition.	1. Christianity: Evil spirits are bad, have no bodies; have to be cast out. The Holy Spirit is a person, third person of the God and he leads people righteous living. 2. Zambian Tradition: Good spirit: act as oversees and protectors. Bad spirits: responsible for certain diseases and misfortunes. Ancestral Spirits: oversee and protect. Dissatisfied Spirits: disgruntled spirits which cause harm and trouble.	Comparing/ Contrasting	Awareness Appreciation
7	THE KINGDOM OF GOD	God's Kingdom	Explain the meaning of the phrase "the Kingdom of God" Illustrate from the Gospel the teaching that the Kingdom of	1. Meaning of "Kingdom of God" LK17:21; Mark1:14-15. 2. Who brought God's Kingdom in the world?	Explaining Analysis	Memory Understanding

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			God has been brought into the world by Jesus.	Mark1:14-15;13:24-27 LK17:20-21		
		Signs of the Kingdom of God and why Jesus came	Illustrate from the Gospels the signs that the Kingdom of God and of Jesus had come.	Complete change of life style (Lk 19: 1-9) Physical changing (LK 6:6-11) Deliverance from evil Spirits. (LK11:14-23)	Application Illustrating	Awareness Appreciation
			Explain why Jesus came	(LK4:16-21) To preach the Good News, Heal the sick both physical and spiritually John 8:31 -36) To bring deliverance to the captives (Luke 6: 9-11)	Analysis Application	Awareness Appreciation
		How does one enter the Kingdom of God?	Illustrate from the Gospels the entry requirements into the Kingdom of God	Repentance, (Mark 1: 15; Acts 3: 19) Faith in Jesus, (Mark 1:14-15; John 3:14-16) Obedience to Jesus (LK6:46-49)	Understanding Explaining Application	Understanding Obedience Faithfulness
		5. Effects of the Kingdom of God	8. Illustrate from the Gospels the effects of the Kingdom of God on a Person's life.	1. The Hidden Treasure and the pearl, (Matt 13:44-46) 2. Right priorities, (LK12:22-34) 3. Parable of His pounds (LK19:11-27) 4. Window's offering (LK21:1-4)	Analyzing Application	Awareness Appreciation
		6. For whom is the Kingdom	9. Illustrate from the Gospels the teaching that; The Kingdom of God is for	The Humble, (LK1:51-53, 14:7-12) The hungry poor and persecuted	Application	Awareness Appreciation

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
			the humble, hungry, poor and persecuted	(LK6:20-26)		
		Where is the Kingdom now?	Illustrate from the Gospel's the teaching that the Kingdom of God is present in the world and is growing.	<ol style="list-style-type: none"> 1. A universal Kingdom LK4:43, John 10:6 2. A growing Kingdom LK13:18-19 3. A hidden force in the world LK13:20-21 	Illustrating Application	Awareness Appreciation
		God's Kingdom and Christians today.	Show how Christians in Zambia today can show that God's Kingdom is the most important thing in their lives.	<p>How God's Kingdom takes first priority in a Christian's life</p> <ul style="list-style-type: none"> -It must come first without any attachment - Make sacrifices to enter the kingdom of God. - pass on the message to others to increase the Kingdom of God. 	Explaining	Understanding
		God's Kingdom and modern states	Contrast the characteristics of God's Kingdom with the characteristics of a modern state.	<ol style="list-style-type: none"> 1. Characteristics of the kingdom of God <ul style="list-style-type: none"> - Not actual place - It is where God rules - Brought by Jesus 	Comparing	Appreciation
				<p>Conditions of entry are; Repentance and faith.</p> <ol style="list-style-type: none"> 2.Characteristics of a Democratic State. <ul style="list-style-type: none"> -Representatives of all areas of country elected by the people - has a leader who is supported by Cabinet. 	Analysis	

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	values
				-People have varying degrees of power.		
		Christian beliefs about God's Kingdom compared with those of other religions.	Compare the central beliefs about the Kingdom of God in Christianity with those of other religions.	<p>1. Christianity: kingdom of God is for poor, the hungry, humble and persecuted. Sacrifices for the sake of the kingdom and true devotion to God.</p> <p>2. Islam: five pillars, belief in day of judgement, belief in Allah.</p> <p>3. Hinduism: five principles of Dharma.</p> <p>4. Zambian Tradition: keeping in touch with ancestral spirits; offer sacrifices to appease them.</p>	Explaining Contrasting	Appreciation Awareness

GRADE 11: KEY COMPETENCES

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

GENERAL OUTCOMES: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
1	JUDGEMENT	<p>Meaning of Judgement.</p> <p>Christ will come Suddenly.</p> <p>Explain how Christian teaching about Christ's return leads them to witnessing and serving others.</p>	<p>Describe Judgement</p> <p>Illustrate from the Gospel the factors on which God will Judge people.</p> <p>Illustrate from the Gospel the coming of Christ</p> <p>Explain how Christian teaching about Christ's return leads them to witnessing and serving others.</p>	<p>Assessment for reward or punishment.</p> <p>Matt13:24-30 Matt 25:1-13 Matt25:31- 46</p> <p>LK12:35-40 LK21:7-11; 12: 1-12; 21: 12-19 Witnessing, (Acts 1:6-8) Serving others, (LK16:19-31)</p>	<p>Explaining</p> <p>Critical thinking</p> <p>Application</p> <p>Analysis</p>	<p>Understanding</p> <p>Appreciation</p> <p>Responsibility</p> <p>Awareness</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Explain how Christian teaching about Christ's return leads them to witnessing and serving others. Christian beliefs about personal judgement compared with those of other religions.	Compare the teaching about personal judgement in the four religions.	1. Christianity: people will be judged according to their response, obedience to God's will (LK16:9-31 LK10:8-16). 2. Islam: people will be judged according to deeds. 3. Hinduism: they believe in reward and punishment depending on deeds.	Explaining Application Comparing contrasting	Pro-activeness Appreciation Awareness
2	PRAYER	Personal Prayer	Describe personal prayer. Identify occasions when People pray Identify reasons why people Pray Describe Christian patterns of prayer.	-Talking to God -meditating - in trouble - making decisions - in sickness - in church - to seek guidance - for protection - for praise - worship - confession - intercession - thanksgiving - for yourself	Identification Analysis Application	Awareness Appreciation

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Christ's pattern of Prayer.	Identify occasions when Jesus prayed and explain why He prayed.	-Before choosing His disciples (LK6:12) Reason: Guidance. In the Garden of Gethsemane (LK22:39-45).	Explaining Application Identification	Awareness Appreciation Perseverance Humility
		Christ's attitude to prayer	Explain the prayer Jesus taught His disciples. State examples of attitudes of perseverance, humility in prayer.	The Lord's pattern of prayer (LK11:1-4) 1. Perseverance - Parable of the friend at midnight, (LK11:5-13) - The widow and the judge (LK18:1-8) 2. Faith and Humility - parable of the Pharisees and tax Collector (Lk 18: 10-13). "Yes", "No", "Wait" Conditions: - Believe God - Pray in Jesus' name - pray according to God's will - Obey God.		
		How God Answers Prayer	Discuss various ways and conditions in which God answers prayer.		Effective communication	Patience Endurance Appreciation

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Prayer in Christianity and other religions in Zambia	Compare the nature and significance of prayer in Christianity with other religions.	1. Zambian Tradition: pray through ancestral spirits; pray at special times. 2. Christianity: pray in the name of Jesus; pray any time. 3. Islam: pray five times a day. 4. Hinduism: pray using their Sacred books.	Comparing Contrasting	
3	JESUS ATTITUDES TO PEOPLE	Unpopular and Despised people in Zambia Jesus' attitude to despised and unpopular people Kindness and selfishness Forgiveness Love and Tolerance	Give examples of despised People in Zambia. Describe attitudes towards Unpopular or despised people. Identify the attitudes of Jesus to various despised people. Explain what Jesus taught about kindness and selfishness from the parable of the Good Samaritan Compare Christian teachings on love, forgiveness and tolerance with those of other	- Sex workers, - Street kids - Criminals - mocked - ignored - isolated - helped and respected Attitude of Jesus - Mixed with lepers, (LK5:12-14) - Accepted Tax collectors, (LK19:1-10) - Showed compassion to sinners, (LK7:36-50) - Accepted Gentiles (LK7:1-10) Parable of Good Samaritan (LK 10:25-37) -showing kindness -compassion, love to	Identification Describing Explaining	Love/ Empathy Respect Awareness Sympathy Understanding

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
			<p>Religion.</p> <p>Christian teaching on love; forgiveness and tolerance with those of other religions.</p>	<p>anyone who needs help</p> <p>(Matt8:21-35) (LK 15:1-32)</p> <p>(LK6:27-36) (LK 9:49-50) (LK 9: 51-55; 22:47-51)</p> <p>1. Christianity: all people are sinners; ask for forgiveness through Jesus Christ. 2. Islam: the Quran condones revenge; all men are equal. 3. Hinduism: practices forgiveness. 4. Zambian Tradition: respect for everyone; forgiveness.</p>	<p>Critical thinking Application</p> <p>Comparing Contrasting</p>	<p>Appreciation Tolerance Love Awareness</p> <p>Love Tolerance Appreciation Compassion Patience Kindness Sympathy</p>
4	SUFFERING	Different types of suffering in Zambia	<p>Identify different types of suffering in Zambia</p> <p>Identify different ways people react to suffering.</p>	<ul style="list-style-type: none"> - sickness - death - poverty - loss of job - blaming others or God - witchcraft - anger - praying - accepting the situation 	<p>Identification Stress management</p>	<p>Empathy Sympathy Perseverance</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Sources of Suffering	State various sources of Suffering.	- A fallen world containing evil. - Ourselves - Natural disasters - Evil spirits - Other people	Identification	Awareness
		Avoidable suffering	Give examples of suffering that could be avoided. Explain how HIV/AIDS is Transmitted.	-HIV/AIDS - Diarrhoea -Pollution effects Sexual intercourse with an infected person Mother-to-child infection. Infected blood transfusion Infected sharps	Identification Critical thinking Comparing Contrasting	Prevention Abstinence Faithfulness Self-control Self-discipline awareness
		Effects of suffering God's involvement in our sufferings Jesus' willingness to suffer for us Christians should	Discuss the effects of HIV/AIDS Mention the biblical teachings about God's concerns for our suffering Describe occasions when Jesus spoke of His suffering. Describe ways in which Christians should be willing to	Street kids Orphans Death Disruption of families Diversion of resource... (LK. 13: 4-7, 29-31; 2 Corinthians 1: 3-5) (LK 9: 21-22, 28-33; 22: 39-44) (LK 9: 23-24; Mark 6:17-29;		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		be willing to suffer Various religious teachings on suffering	suffer Compare Christian teachings on suffering with those of other religions	1 Peter 1:6; 2:20-24) 1. Christianity: should be willing to suffer; strength to endure suffering is given; have hope and faith in suffering; it brings physical death 2. Islam: accept suffering as coming from God. 3. Hinduism: suffering is an avoidable part of life as it comes from God. It measures one's strength; brings physical death and not spiritual death. 4. Zambian Tradition: suffering is physical not spiritual; God is not the cause suffering; we suffer because of magic, witchcraft, curses and spirits.		
5	OPPOSITION TO JESUS	Reactions to criticism in Zambia	Identify different reactions to criticism and opposition. Discuss the effects of aggressive reaction to criticism and Opposition.	- resentment and anger - blaming others - accept criticism and change for the better - misrepresentation of Christ - Violence	Identification Conflict resolution Narrating Explaining Application	Self-control Reflection Humility Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		Occasion when Jesus was criticized	Describe how Jesus reacted when criticized.	- Spoilt relationships (LK4:16-40; 5:17-26, 27-31)		Identifying
		Priests and Scribes challenge Jesus' authority	Relate occasions when religious leaders questioned Jesus' authority.	(LK20:1-8) (LK20:9-19) (LK20:19-26) (LK20:27-40)		
		Betrayal of Jesus and his arrest.	Give an account of the betrayal of Jesus and his Arrest.	(LK22:1-6; 47-53)		
		The Trials of Jesus	Describe the trials of Jesus before the Sanhedrin, Pilate and Herod. Give reasons why Jesus was condemned to death.	Sanhedrin, (LK22:63-71) Pilate and Herod, (LK23:1-25) - accused of blasphemy - Misunderstood (e.g. Destroy the temple; I will build it in three days; King of the Jews - thought to be stirring rebellion politically)		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
	OPPOSITION TO JESUS	<p>Jesus' teaching about Opposition.</p> <p>Reactions to persecution and opposition in Christianity and other Religions.</p>	<p>State Jesus' teachings on reaction to opposition and persecution.</p> <p>Compare Christian teaching to persecution and opposition with those of other religions.</p>	<p>(LK9:5; 8:37) (Matt5:11-12)</p> <p>1. Christianity: react by walking away; standing firm; well-informed argument and forgiveness 2. Islam: revenge 3. Hinduism: tolerance, non-violence, forgiveness and love</p>	<p>Understanding Critical thinking Comparing/Contrasting Narration/Analysis Analysis Narration Application Comparing/Contrasting</p>	<p>Awareness Appreciation Empathy Sympathy endurance Long-suffering Perseverance Sympathy Empathy Compassion Caring</p>
6	THE LAST SUPPER AND THE CRUCIFIXION	<p>How people react to Bereavement.</p> <p>The Last Supper</p> <p>The Lord's Supper</p> <p>The Crucifixion and death of Jesus</p>	<p>Describe different ways people react to death.</p> <p>Relate what happened at the Last Supper.</p> <p>Explain the meaning and importance of the Lord's supper for Christians.</p> <p>Relate what happened at the crucifixion and death of Jesus Explain the teaching of the New Testament about the significance of the death of Jesus.</p>	<p>- Mourning - Witch finding, divining - Cleansing - Accepting it as God's Will.(Luke 22: 7-23)</p> <p>(1Corithian, 11:23-28, LK22:14-23).</p> <p>(LK23:26-49)</p> <p>(Heb10:9-10; Eph2:12-16).</p>		<p>Awareness Appreciation</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		<p>How Christ's death affects Christians today.</p> <p>Funerals, burials and teachings about death.</p>	<p>Show how Christ's death affects Christians.</p> <p>Compare funeral and burial practices and teachings about death in Christianity with those of other Religions.</p>	<ul style="list-style-type: none"> - Justified by faith - Accepted by God - Victorious life of love and freedom. - Unafraid relationship with God - Hope of eternal Life <ol style="list-style-type: none"> 1. Zambian Tradition: burial means of disposing the body; graves are used to bury the body. 2. Christianity: burial very simple; service held; body committed to the grave' scripture and prayers offered. 3. Islam: body committed to the grave, citation from the Quran; prayers in the mosque after burial. <p>Hinduism: cremate (burn) the body.</p>		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
7	JESUS' TRIUMPH OVER DEATH	<p>Ideas about life after death</p> <p>Jesus raising dead People.</p> <p>The resurrection of Jesus</p>	<p>Describe different ideas people have about life after death.</p> <p>Relate the stories of Jesus Raising people from death.</p> <p>Explain what these stories teach about Jesus as Messiah.</p> <p>Relate the experiences of the disciples at Christ's Resurrection.</p>	<ul style="list-style-type: none"> - The same Life continues - It is the end of a person - Person becomes an Ancestor (LK7:11-16) (LK8:40-42;49-56) (11:1-44) -Resurrection and the Life - Lord over death - Power over death <p>(LK24:36-48, 1-12, 13-35).</p>	<p>Application</p> <p>Explaining</p> <p>Analysis</p> <p>Narration</p>	<p>Appreciation</p> <p>Awareness</p>
		<p>Meaning of Christ's resurrection to Christians.</p> <p>What Christians believe about Life</p>	<p>Explain the meaning of Jesus' resurrection for Christians</p> <p>Explain what Christians believe about life after death.</p>	<ul style="list-style-type: none"> - A new beginning in God's relationship with man. - God's salvation has come. - Jesus' death was part of God's plan. - Jesus is the true Messiah - Christians are confident of Resurrection. (Acts2:22-36 1 Cor.15:20-34) - The spirit survives death - At death the spirit of a 	<p>Application</p> <p>Analysis</p>	<p>Appreciation</p> <p>Hope</p> <p>Faith</p> <p>Confidence</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
				Knowledge	Skills	Values
		after death. Beliefs about Life after death	Compare beliefs about life after death in Christianity and other religions.	<p>Christian goes to be with Christ. - Christians when raised will continue to exist in new bodies (2Cor.5:1-8)</p> <p>1. Christianity: believe in resurrection because of Christ. 2. Hinduism: believe in reincarnation 3. Zambian Tradition: good spirits become ancestral spirits; bad spirits become wondering spirits and harm the living. 4. Islam: believe in resurrection after death on the day of judgement</p>	Comparing /Contrasting	Appreciation

GRADE 12: KEY COMPETENCES

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

GENERAL OUTCOMES: LEARNERS SHOULD:

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

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
1	THE EARLY CHURCH	Relationships between Different people.	Identify difficulties in relationships between people of different languages, cultures and races.	- communication barriers - prejudice -segregation	Identification Analysis Explaining Understanding Explaining	Harmony/ Unity
		Overcoming Language barriers.	Describe how language barriers were overcome among the first Christians in Jerusalem.	Day of Pentecost (Acts 2:1-6)		
		Racial and cultural barriers overcome.	Describe how racial and cultural barriers were	- The problem of the Greeks, (Acts 6:1-6) -Stephen's role, (Acts 7:44-48)		Harmony

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			<p>overcome.</p> <p>Explain how Philip helped the church to include Samaritans and Gentiles.</p>	<ul style="list-style-type: none"> - Samaritans included (Acts8:1-25) -Ethiopian Eunuch (Acts8-26-40) -Peter’s role, (Acts 10:1-11,21) 		<p>Reconciliation</p> <p>Unity</p> <p>Unity</p>
		Paul’s witness to various cultures.	Explain how Paul witnessed to various cultures	<ul style="list-style-type: none"> - Saul’s conversion (Acts9:1-16) - The church at Antioch (Acts11:19-26) - The Council at Jerusalem (Acts 15:1- 35) 	Judging Application	<p>Fairness</p> <p>Appreciation</p> <p>Awareness</p>
2	CHRISTIAN WITNESS	Witnessing in the face of opposition	<p>Identify reasons for the persecution of the Apostles.</p> <p>Show how the apostles reacted to these Persecutions.</p>	<p>(Acts 3:11-26; 6:1-15; 7:44;8:1)</p> <p>(Acts 1:16-40)</p>	<p>Identification</p> <p>Explaining</p> <p>Analysing</p>	<p>Awareness</p> <p>Calm</p> <p>Appreciation</p>
		Various persecution faced by the apostles.	<p>State reasons for the persecution of Christians by Herod Antipas.</p> <p>Give reasons why the apostles were persecuted by the magicians and how they reacted.</p>	<ul style="list-style-type: none"> - Persecution by Herod Antipas, (Acts12:1-24) - Opposition from a Samaritan sorcerer (Acts8:9-24) - Opposition from a Jewish magician (Acts13:4-11) 	<p>Analysis</p> <p>Application</p> <p>Critical thinking</p> <p>Understanding</p>	<p>Awareness</p> <p>Appreciation</p> <p>Tolerance</p> <p>Courage</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Show how Christians today react to Persecution.	<ul style="list-style-type: none"> - Ignore - Pray for persecutors - Pray for guidance - Explain situation calmly 		Perseverance
		Reactions to persecution in Christianity and other religions.	Compare Christian reactions to persecutions with those of other Religions.	<ol style="list-style-type: none"> 1. Christianity: ignore, pray, rejoice and calmly explain the reasons for faith in Jesus. 2. Islam: encourages revenge and forgiveness as a weakness. 3. Hinduism: love, tolerance and forgiveness. 4. Zambia Tradition: consults the spirits; where one is only forgiven when one repents 	Comparing Contrasting Analysis Understanding	Awareness Selflessness Humility
	LIFE IN THE EARLY CHURCH	<p>Causes of Conflict among People.</p> <p>Characteristics of community life in the early church.</p> <p>Problems in the Early church</p>	<p>Identify causes of Conflicts in the early Church.</p> <p>State the characteristic of Life among the early Christians.</p> <p>Describe disagreements which arose in the early church.</p> <p>Show how each of these disagreements were solved.</p>	<ol style="list-style-type: none"> 1. Jealousy 2. Breakdown in communication 3. Pride 4. Greed <ol style="list-style-type: none"> 1. Prayer 2. Communal meals 3. Fellowship 4. Witnessing (Acts 2:42-47;4:32-37) <ol style="list-style-type: none"> 1. Corruption; (Acts 5:11-11; Acts8:14-17) 2. Administration, (Acts 6:11-7) 3. Inclusion of Gentiles (Acts 15:1-21) 	Understanding Conflict-Resolution Application	Appreciation Unity Selflessness Humility Loyalty Tolerance

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		Resolving disagreements among Christians in Zambia today.	State how Christians should resolve disagreements in Zambia today.	1. Prayer 2. Discussion 3. Consulting Scriptures 4. Counselling	Analyzing Conflict resolution Analysis	Peace Harmony Unity
		Solving problems in traditional Zambia.	Explain how problems are solved in traditional Zambia.	1. Dialogue 2. Consensus 3. Co-operation	Understanding	Appreciation
		How different religions solve community problems	Compare how community problems are solved in different religions	1. Christianity: counselling, prayer, confessing, mutual discussion, careful investigations 2. Zambian Tradition: in case of death divination was done, revenge, mutual discussions. 3. Islam: 4. Hinduism	Comparing contrasting	Awareness Awareness
	CHRISTIAN ATTITUDES TO WORK	Reasons why people work.	State different reasons why people in Zambia work.	- To feed themselves and families - To earn money, purchase homes and other necessities. - To accumulate wealth or possessions.	Understanding Application	Endurance Appreciation Responsibility
		People have different gifts to help them work.	Identify from the Bible passage how work can be used to develop a natural God-given ability.	Parable of the Talents, (Matth25:14-30)		
		Bible reasons for work	Explain Bible reasons for	-God's original purpose,	Understanding	Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			People to work.	(Gen1:26-28) -work was appointed for 6 days Exo8:20 -God intended man to find his work enjoyable, (ECC 5:18-20)	Explaining	Hard work
		All workers should be Respected	Explain from appropriate Bible passages the teachings that all workers should be respected	-All workers contribute to the welfare of society. Eph.4:28 -manual work is often despised but the Bible commands us to work with our hands 1Thes 4:11	Explaining Application	Appreciation Hard work Respect
		Conflicts over Work values.	Illustrate with appropriate Bible passages that exploitation of workers is wrong. State the essential principles of Christian behaviour in conflicts over work values.	- (Deuteronomy 24: 14-15; James 5: 4) Exploitation - (Luke 10: 7) wages and salaries (Eph. 6: 5-9) Disputes Parable of the workers in the vineyard (Matt 20:1-16)	Explaining Application Understanding	Awareness Responsibility Honesty Fairness
		Attitudes towards work in Zambia today Attitudes towards work in Christianity and other religions	Identify different attitudes towards work in Zambia Compare Christian attitudes to work with those of other religions	- Just to pass time - To support the family - To have material Possessions - To gain prestige 1. Christianity: should be integrity, diligence, reliability and honesty.	Identifying Comparing contrasting	Reflection Appreciation

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				2. Islam: work is a command. No disrespect for manual workers. 3. Hinduism: work is a source of happiness; one should work without looking for approval or thanks. Work is for right motives. Bhagavad-Gita (ch 3 vs 8) 4. Zambian Tradition: everyone is a worker, neglect to work result in lack of food.		
5	CHRISTIAN ATTITUDES TO LEISURE	Leisure in Zambia today	Describe leisure time in Zambia	- After work - During weekends e.g. swimming, drinking, sports.	Identification	Awareness Happiness
		Leisure in the bible	State bible reasons for leisure.	Bible reasons for Leisure -relax with family (Mark 6: 30-32) -doing good (John 4: 6-34) Praising and worshipping God. (Isaiah 58: 13-14; Psalm 92; Luke 4: 16) Resting: Exodus 20: 8-11)	Analysing Application	Appreciation Reflection
		Christian behaviour in Leisure time activities	State the New Testament Standards for Christians in Leisure time	- Avoid things of the world (Gal 5:19-21) - Have positive thoughts (al 5:22-25)	Analysis Application	Self-control Self-discipline

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Suggest how Christians should behave in Leisure time situations which conflict with their belief.	<ul style="list-style-type: none"> Avoid them Consult with the Bible 	Understanding Analysis Critical thinking	Sincerity Integrity Honesty
		Leisure in Christianity and other religions.	Compare ideas and attitudes to Leisure in Christianity with those of other religions.	<ol style="list-style-type: none"> Christianity: relaxing, resting, worshipping God, reading the Bible. Islam: spending time with family, visiting friends, sport. Hinduism: Sunday observed as a day relaxation and rest for convenience only. Zambian Tradition: no particular day of rest. Tasks done every day. 	Comparing Contrasting	Appreciation Awareness
6	CHRISTIAN ATTITUDES TO MONEY AND POSSESSIONS	Attitudes to money and possessions in Zambia.	Identify different attitudes to money and Possessions in Zambia. Identify different ways in which people acquire money and possessions	Attitudes: saving, spending, sharing, God given Good; hard work, legal business, Bad; illegal business, corruption, stealing, charms	Identification	Awareness Application Honesty Integrity Accountability Equity
		Bible teachings on money and Possessions.	Identify Bible attitudes to wealth and possessions Illustrate biblical teaching about God's judgment for wrong use of wealth	-Bible use of wealth (Mark 10:21-26) -Biblical warning about wealth (Matt 6:24) -Judgment on wrong use of wealth (James 5:1-6)	Identification Application	Appreciation Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		<p>Christian behaviour in situations concerning money</p> <p>The rich, find it difficult to enter God's Kingdom</p> <p>Attitudes and use of wealth in Christianity with those of other Religion.</p>	<p>Suggest how Christians should behave in conflicting situations concerning money and Possessions.</p> <p>Explain why it is difficult for a rich man to enter the Kingdom of God. Discuss the effects of wealth on a person's Life.</p> <p>Compare Biblical attitudes to wealth and use with those of other Religions.</p>	<p>-use it to help others -should be earned in an honest way - use it in God's service -store riches in heaven</p> <p>Proverbs 30:8-9; Mark 10:22</p> <p>What riches may do, (Matt 13: 22) -What riches cannot do (Psalms 49:6-9) - Examples of rich people, (Lk 16:19-26; Mark 10:17- 31)</p> <p>1. Christianity: exploitation forbidden; generosity and sharing encouraged; wealth acquired in a honesty way. 2. Islam: saving money encouraged; lending money is allowed but taking an interest is forbidden. 3. Hinduism: wealth should be acquired in hard working manner; gathering riches is not a right goal. 4. Zambian Tradition: wealth is</p>	<p>Analysis Understanding Explaining Comparing Contrasting</p>	<p>Self-Discipline Honesty Awareness Accountability Prudence Appreciation</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				acquired through hard work; sharing is vital. Wealth is a means of prestige.		
7	CHRISTIAN ATTITUDES TO LEADERSHIP	Bible teachings on Leadership	<p>Give an account of Israel's rejection of God in their early history</p> <p>Describe leadership in the Bible</p>	<p>(1 Samuel 8: 4-9,19-20; 9: 2)</p> <p>Bad leadership e.g. (Judges 9:1-15; Ezekiel 34:1-10)</p> <p>Good leaders e.g. - (Ezekiel 34:11-16;34:20-31; Mark 10:35-45; Psalms 72:1-14; John 13:3-15)</p>	<p>Narrating Leadership Application Identification</p>	<p>Awareness Patriotism Selflessness Appreciation</p>
		<p>Christian attitudes to rulers</p> <p>Attitudes to rulers in Christianity and other religions.</p>	<p>Identify different attitudes towards rulers</p> <p>Compare Christian attitudes to rulers with those of other religions</p>	<p>Romans 13:1-7 - obey good rulers - denounce bad rulers Pray for rulers</p> <p>1. Christianity: a leader must be willing to serve, listen and learn; humble. 2. Islam: cooperative, confident and God-fearing; of God great influence. 3. Hinduism: take advice, guide, sacrifice, devotion for the</p>	<p>Identification Comparing Contrasting</p>	<p>Awareness Appreciation</p>

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				welfare of the people 4. Zambian Tradition: demands special treatment because of his position, get into power through inheritance and consensus.		
8	CHRISTIAN ATTITUDE TO SEX AND MARRIAGE	Attitudes to marriage in Zambia.	Discuss ideas and purposes for marriage.	Ideas and purpose for marriage - prestige -to have children -status -companionship	Understanding Explaining	Appreciation Awareness
			Discuss the effects of small and large families	Effects of small family - No care for aged parents - Inadequate labour in a home. Effects of large - Good education - Sufficient food		
		Biblical purposes for marriage.	Explain the purpose of marriage	Genesis, 1:27-28 Genesis 2:18-25 Mark 10:6-9 1 Cor 7:1-6		
		Purposes for marriage in Christianity and other religions.	Compare ideas and purposes for marriage in Christianity with those of other religion.	1. Christianity: for companionship, mutual love, faithfulness, reproduction, fulfilment of desires. 2. Islam: Strengthens family relationship, pro creation, discourage sin of immorality 3. Hinduism: Procreation,	Understanding	Awareness

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				create family unit, 4. Zambian Tradition: Pro creation, strengthen ties, good of the community		
		Choosing marriage partners in Christianity and other religions	<p>Illustrate with appropriate bible passages principles that should guide a Christian in choosing a marriage partner</p> <p>Compare Christian standard of choosing marriage partners with those found in other religions</p>	<p>Genesis 2:24 Genesis 24:1-32;50-53</p> <p>1. Christianity: A man should marry when able to support himself and wife. Both must be Christians, compatible 2. Islam: Parents arrange marriages, 3. Hinduism: Parents arrange marriages, Woman pays dowry, 4. Zambian Tradition: Parents arrange marriages, Man pays lobola (bride price)</p>	Comparing Contrasting Analysis Critical thinking	Awareness Appreciation
		Why some Christians do not Marry	Explain why some Christians do not marry	<ul style="list-style-type: none"> - Because of their physical make up - some take vows of celibacy - to give more time to the things of God(, Matthew 19:10-12) 		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		Various attitudes to the unmarried adults in Christianity and other religions	Compare various attitudes to the un married adult in Christianity and other religions	<p>Christianity: Unmarried are appreciated and accepted for their commitment for Christ’s sake</p> <p>Islam: regard unmarried adult as abnormal and uncommon. May remain unmarried for religious’ sake</p> <p>Hinduism: unmarried considered to be abnormal. They accept unmarried adults from other religions.</p> <p>Zambian Tradition: they are abnormal and despised and deficient in reproductive organs</p>		
9	HUSBAND AND WIFE RELATIONSHIP	Responsibilities of husband and wife in Christian marriages.	<p>Describe the qualities and responsibilities the Bible demands of a good husband</p> <p>Describe qualities and responsibilities the bible demands of a good wife.</p>	<p>Responsibilities of good Husband:</p> <ul style="list-style-type: none"> - protects his wife - supports his wife and Family - helps train and teach Children. <p>Qualities of a good husband:</p> <ul style="list-style-type: none"> - Must be understanding - Caring and loving <p>Shows respect for his wife.</p> <p>Responsibilities of a good wife:</p> <ul style="list-style-type: none"> - Brings up children and 	Understanding Identification	Respect Responsibility Faithfulness Honesty Integrity

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				trains them - Care for the family and Home - fulfils her husbands Needs Qualities of a good wife: - Loving and kind - cheerful - understanding		
		Husband and wife relationships in Christianity and other religions	Compare different attitudes to the husband / wife relationships found in Christianity with those of other religions.	1. Christianity: husband loves respects and cares for wife; husband is head of the family. Wife loves respects and submits to husbands. Both are equal. 2. Islam: Husband loves wife; wife submits to husband. 3. Hinduism: husbands loves, cares for family and wife. 4. Zambian Tradition: husband plays a dominant role. Wife is regarded as a property. Not consulted on family matters. Beating is allowed. Wife does all types of manual works.	Critical thinking Application Identification Application Comparing Contrasting	Respect Responsibility Faithfulness Honesty Integrity Faithfulness
		Adultery and fornication	State Bible teaching about adultery and fornication	Adultery -John 8:1-11 -Matthew 5:27-32 Fornication 1 Corinithian 6: 18	Critical thinking	Respect Responsibility

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
		Christian standards for sexual behaviour with those of modern Zambian	Compare Christian standards for sexual behaviour with those of Modern Zambian.	1 Thess 4:3-7 Christianity: faithfulness, self-control, abstinence. Modern Zambia: -abuse of freedom in sexual behaviour -disregard of morals -lack of control leads to STIs and HIV/AIDS	Application Identification Application Comparing Contrasting	Faithfulness Honesty Integrity Faithfulness
10	RELATIONSHIPS BETWEEN PARENTS AND CHILDREN	Attitudes to family life in Zambia.	State different attitudes to family life in modern Zambia	Modern Zambia: - Marriages not arranged - Breakdown in family life - Influence of foreign Culture - Problems of extended Family	Application Effective communication	
			State different attitudes to family life in Traditional Zambia	Traditional Zambia: - Marriages are arranged by parents - Influence of parents must not be ignored		
		The Christian home	Identify the characteristics of a Christian home.	Characteristics: -start with a Christian marriage - Christ is the head and centre of the home - Children are trained in Christian behaviour		Responsibility Love Loyalty Care

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
				- Cares for others.		
		Duties of parents to their children	Explain duties of parents to their children	<ul style="list-style-type: none"> - Recognise children as God's gift (Psalm 127: 3-5; Titus 2: 4; 1 Timothy 5:8; 2 Corinthians 12: 14-15) - Parents should teach children the things of God (Deuteronomy 4:9; Psalm 78: 4-7; 2 Timothy 3: 14-15; Matthew 19: 13-14) - Parents should pray for the children (1Chronicles 29: 19) - Train and discipline children (Proverbs 22:6) 	Application Identification Critical thinking	
		Duties of children to their parents	Explain the duties of children to their parents	<ul style="list-style-type: none"> - Honour and obey parents (Exodus 20: 12; Ephesians 6:1,2) - To care for the aged (1 Timothy 5: 4; Mark 7: 9-13) - To respect elders (1 Peter 5: 5; 1 Samuel 3: 1-14) 		Loyalty Obedience Respect
		Loyalty to God comes first in the family	<p>Describe how Jesus demonstrated that loyalty to God comes first.</p> <p>Explain the cost of following Jesus.</p>	<p>(Luke 2:41-42)</p> <p>(Luke 9:59-62; 12: 51-53)</p>		

UNIT	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
				KNOWLEDGE	SKILLS	VALUES
			Compare attitudes to child-parent relationship in Christianity and those of other religions	<p>1. Christianity: Children respect and obey their parents. Parents train and discipline their children.</p> <p>2. Islam: parents provide for their children; children obey and respect their parents.</p> <p>3. Hinduism: children are a gift from God; parents care, train and provide for them. Children respect and obey.</p> <p>Zambian Tradition: fathers train their sons; mothers train their daughters. Children love and care for their parents. Other relatives bring up their children.</p>		

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