

**REPUBLIC OF RWANDA**



MINISTRY OF EDUCATION  
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## **ORDINARY LEVEL RELIGION CURRICULUM**

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## **FOREWORD**

Religion has taken and still takes a central place in human life. Science and technology have changed radically our view of the world but at the heart of all these changes Religion remains a vital force for human existence.

Nowadays, there is a great need to uphold morality. There are many challenges associated with values which spoil the moral sense young generation such as legalization of abortion, homosexuality, contracted marriages, promiscuity, pornography, rape... teaching the course of religion to young people assures the education of conscience in order to face firmly these challenges.

Made in God's image and likeness, Rwandan students are encouraged to find their success, fulfillment and happiness in life. They are supposed to respect the precious gift of life for all searches for common good for all. Rwanda youth are expected to be positive role models and lead by example. The course of religion equips them with a strong conscience to face various moral vices that are currently targeting human society.

This religion curriculum for Ordinary level replaces the existing one which was elaborated in 1998. It takes into consideration all recent socio-economic and political changes of the country.

In order to enhance moral development in the students of Ordinary level, the teacher should take the following elements into consideration:

- The suggested teaching and learning activities are not final the teacher may choose other appropriate activities in order to enhance moral development of the students.
- The teacher should strive to change positively the behavior of the learners at school and follow their conduct at home.
- The teacher should always use learner centered methods in class sessions and make the learners feel the presence of God and exchange freely their knowledge about faith and religious practices.
- The teacher of religion is advisor. In different matters he/ she should advise students and answer their questions pertaining to religion and life in general.

The implementation of this curriculum will start immediately after its distribution and it will immediately replace the existing one. And we encourage all stakeholders in education sector to make effort in delivering quality education for all.

**Dr John RUTAYISIRE**

Director General of REB (Rwanda Education Board)

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## **INTRODUCTION**

This curriculum of Religion has been elaborated basically with an aim of harmonizing and revising the different Religious curricula which have been used by different Religious denominations in Ordinary Level.

It will give the student the sense of being and it will also assist in the formation of his conduct so that he may have a close relationship with his creator and the community.

The previous curricula of religion were elaborated in 1998. Its aim was to rebuild the hearts of Rwandese affected by the Genocide atrocities through unity and reconciliation process. The new curriculum is geared to help Rwandan students to uphold social and human values imbedded in religion course and accepted by the Rwandan society.

Since 1998, many educational changes took place such change of instruction language from French to English, the course of religion in Ordinary level shifted from two to one hour per week. So, taking into consideration these changes, there was a great need to revise it in order to adjust these educational changes. This subject becomes imperative and a necessity with a special mission in the formation of conscience especially with regards to peace, justice and

national solidarity. The previous curricula did not suggest teaching and learning activities while the new one takes into consideration the standard structure of a perfect curriculum.

Made in God's image and likeness, Rwandan students are encouraged to find their success, fulfillment and happiness in life by using the gifts God has given to them, especially using those gifts in the service to humanity. Rwandan youth is expected to have good values and practice healthy habits in everyday life.

There is a great need of upholding values and keeping Rwandan cultural values. Religion serves as a corner stone in teaching young people the notion of good and evil as well as respecting norms, good practices and acquiring health habits in their daily life. The ordinary level leaver's acquisition will be perfected by deeper knowledge of the upper secondary school level knowledge regarding faith.

The content of this Religion curriculum is divided into 3 columns for both Christian and Islamic religious education. The first column on the left contains the learning outcomes that the student is expected to manifest after learning each religious theme. The second column concerns the content to be taught and learned. While the third column concerns proposed teaching and learning activities that will be used in teaching and learning process.

## **1. GENERAL ORIENTATION**

Religion program has the objective of deepening into the students of Ordinary level the fundamental elements of their faith, in order to prepare them into the mission of their Religious Faith and so developing their social sense.

This program should contribute progressively in forming an integral person, bringing together faith and cultural values in a social, political and economical life.

In the preparation of this program the major themes which are in different programs of different beliefs have been identified and brought together in a unified program of Religious Education.

The major themes form the structure of this program. From these major themes we have formulated minor themes according to Christian and Moslem orientation. But the content differs according to doctrinal belief. Each religious denomination will present specific themes proper to their faith.

This curriculum does not contain isolated knowledge. It has close links with other curricula which imparts life skills and values. These include political education, Geography, History and Cultural activities.

In teaching this curriculum the teacher is required to use participatory pedagogical approaches in teaching and learning process. He should vary the techniques such as group discussions, case studies, group work, role plays...

This will enable learners to have critical mind concerning religious matters and build firm attitudes concerning good and evil, vice and virtue.

In special way different Christian denominations have special themes according to their doctrinal teachings. These social teachings are also a part of this curriculum.

## **2. GENERAL OBJECTIVES**

At the end of Ordinary level, the student will be able:

1. To practice the fundamentals of their faith so that they can be at good relationship with God and to adopt an attitude of responsibility in their practical life as believers.
2. To show positive values which help them to live harmoniously with their community and participating actively in the restoring and maintaining peace and social justice.
3. To manifest God's love and love of neighbour in his community and society in general.
4. To explain and accept that the different religious convictions, natural differences (ethnicity, race, sex, religion etc...) and ideological differences are not an obstacle to development, but a source of values which allow man to overcome and build a better society every day.

### **3. METHODOLOGICAL APPROACH**

The revised curriculum of Religion in Ordinary level is elaborated according to the Christian and Moslem doctrines.

Respecting pedagogical principles, the teacher will start with simple to complex, from easier to difficult ones and from concrete to abstracting order to help learners to understand the spiritual matters and the doctrinal teachings.

The teacher will start from a human experience more specially learner's experience, from the context of Holy Scriptures or traditions and show the conduct and attitude to be adopted by the student. He or she is required to use audio visual materials to concretize his lessons such as Holy pictures, videos, and other relevant materials.

He/she will review the acquired knowledge which will help him/her to introduce a new theme and to ensure the continuation of the themes.

In order to enhance true learning that transforms life of learners, the teacher of religion will use learner centered approach or participatory approach. He will emphasize practical work that helps learners to develop good habits for the society.

In order to allow the learners to live the grand events of the church or Islam the teacher is requested to exploit the relative themes during the corresponding periods.



## **4. EVALUATION PROCESS**

Religion subject aims at changing behavior and attitudes of the learners. The teacher of religion should make a follow up of these twin changes daily to make sure that what is being taught is being put into practice.

The subject of Religion has two types of evaluation proposed; individual work and group work.

**Individual work:** The teacher will take into consideration the individual positive changes, personal talents and how the learner grasp and practice the values imbedded in the course of religion in his daily life or during the class activities.

**Group work:** The teacher will carefully observe the integration of the learners in the groups, his or her relationship with others and other social values, accepting other people's opinion, participation in group work, helping them...

The above mentioned behavior evaluation is added to content evaluation which is done either orally or in written form. This should be done regularly to check the understanding and be diagnostic, formative and summative.

For every theme, it is recommended that the teacher should proceed at least to one evaluation according to the type and form of his/her choice.

## **5. PARTICULAR FACTORS**

The subject of Religion involves faith, theory and practice. So, the teacher and students should belong to the same religious denomination in order to share and practice doctrinal teachings and the teacher of religion should have a firm understanding of religious matters and remarkable faith.

The teacher should possess the qualities of a good listener and adviser because the learners may come to him for spiritual purposes. He or she is required to have basic skills of guidance and counseling because students may come to him or her for advice, sharing their inmost secrets and for spiritual healing.

In case of a mixed Christian teaching independent from Religious beliefs, the subject of Religion is to be taught by a qualified teacher in this field of Religious Education.

The teacher is required to use variety of teaching materials. The Bible is the essential tool for Christian teaching while Qur'an is important for Islamic religion teaching. Additionally, Holy pictures, videos, religious images, are important in order to make learners feel that they are in Holy place and to make them understand their lessons.

## 6. CURRICULUM CONTENTS

### 6.1 CHRISTIAN RELIGION CURRICULUM

#### SENIOR ONE

#### **THEME1: REVELATION OF GOD: 6 HOURS**

By the end of this theme learners should be able to give and communicate different ways of God's revelation to mankind

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able to:  - State different ways in which God communicates himself to humanity.	<b>1. THE REVELATION OF GOD</b>  a. Creation b. The Word of God in the Bible c. Jesus Christ	The teacher must take the students out of the class to contemplate God's creation and then discuss in groups

<p>- Manifest good attitude of reading the Bible as God's word to humanity and to him or her in particular.</p>		<p>various ways in which God reveals himself to humanity.</p> <p>The teacher will allow learners to discuss in groups how the creation is a part of divine revelation and will learn to protect the creation.</p>
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## **THEME 2: WHO IS JESUS? : 6 HOURS**

By the end of this theme the learners should be able to understand and explain the mission and life of JESUS

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able:</p> <ul style="list-style-type: none"><li>- State briefly major events of in the life of Jesus and How he revealed that he is the savior of humanity Jesus life</li> <li>- Show good behavior of imitating Jesus, God and savior who died because of our sins</li></ul>	<p><b>2. WHO IS JESUS</b></p> <ul style="list-style-type: none"><li>a. His Life</li><li>b. His Mission</li><li>c. His Death</li><li>d. His resurrection</li></ul>	<p>The teacher should put students in groups and then discuss from their experience life of Jesus. The teacher also may start the lesson with a song related to the topic then ask questions about its content.</p> <p>The appropriate biblical passages, pictures, video and cartoons are effective for proper understanding.</p>

### **THEME 3: RELATIONSHIP BETWEEN HUMAN BEING AND GOD: 7 HOURS**

By the end of this theme the learners should be able to distinguish different attributes of God from human actions.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able: - To state and explain the attributes of God and ten commandments.	<b>I. HUMAN BEING RELATIONSHIP WITH GOD</b>  a) The Holy Trinity b) The Attributes of God c) The Law: Ten commandments	Use brainstorming to make students discover three persons of Holy trinity and attributes of God.  To put students in groups to discuss the ten commandment of God and the highest commandment

**THEME 4: THE RELATIONSHIP BETWEEN HUMAN BEING AND THE CREATION: 5 HOURS**

By the end of this theme the learners should be able to recognize the position and the responsibility of human being in creation and to fight against selfishness and egoism.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Explain the nature of Human dignity and ma’s responsibility in this world according to creation.</li> <li>- Respect everyone as God’s creature and protect the environment</li> </ul>	<p><b>I. THE RELATIONSHIP BETWEEN HUMAN NEING AND THE CREATION</b></p> <ul style="list-style-type: none"> <li>a. All men were created in his own image</li> <li>b. The dignity of human beings</li> <li>c. Human responsibility over creation</li> <li>d. God’s law in relationship with each other</li> <li>e. Introduction about war and peace</li> </ul>	<p>To use brainstorming to make students realize that human beings are special creatures and they have more value than other creatures.</p> <p>The appropriate biblical passages are important tool for clear understanding. The book of genesis is a reference for this theme.</p>

**SENIOR TWO**



## **THEME 1: DIFFERENT RELIGIOUS DOCTRINES: 7 HOURS**

By the end of this theme the learners should be able to enumerate the major religious groups in Rwanda and be able to describe their doctrinal differences

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"><li>- State and explain the similarity and differences between all Christian churches in their doctrinal teachings and faith.</li> <li>- Explain clearly the Islamic</li></ul>	<p><b>1. DIFFERENT RELIGIOUS DOCTRINES</b></p> <ul style="list-style-type: none"><li>a. Christianity<ul style="list-style-type: none"><li>▪ Catholicism</li><li>▪ Protestantism</li><li>▪ Orthodox</li></ul></li> <li>b. Islam</li></ul>	<p>The teacher should use the experience of students of the existence of different religions and then in groups discuss their common elements and differences in matters of practicing faith.</p> <p>In groups discuss, allow the</p>



**THEME 2: THE MISSION OF THE CHURCH: 4 HOURS**

By the end of this theme the learners should be able to identify and show the major points and elements which make up the mission of the Church or Islam and these should, assist him/her in his/her daily life as a believer.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Explain the essence of the church and state the names of Apostles.</li> <li>- Describe- the characteristics of the early church from the day of Pentecost</li> </ul>	<p><b>2. The mission of the church</b></p> <ul style="list-style-type: none"> <li>a) Foundations of Church mission                             <ul style="list-style-type: none"> <li>▪ In Jesus</li> <li>▪ In Apostles</li> </ul> </li> <li>b) The mission of the Early Church from the day of Pentecost</li> <li>c) The Current Church and its Mission</li> </ul>	<p>Use brainstorming and then in groups discuss the why the church exist.</p> <p>Use Biblical passages especially the acts of apostles to discuss the mission of the early church.</p> <p>Basing on the tangible activities of different Churches let the learners discuss the mission of the current church.</p>

### **THEME 3: SPIRITUAL GROWTH AND CONVERSION: 5 HOURS**

By the end of this theme the learners should be able to manifest spiritual growth and good and acceptable behavior in his life as a believer

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"><li>- State the steps of true conversion from sins</li><li>- Manifest attitude of denouncing and repenting sins and living well with others</li></ul>	<p><b>3. SPIRITUAL GROWTH AND PERPETUAL CONVERSION</b></p> <ul style="list-style-type: none"><li>a) Repentance and forgiveness<ul style="list-style-type: none"><li>▪ Sin and its spiritual consequences</li><li>▪ Steps of true repentance</li></ul></li><li>b) God's love and love of the neighbor</li><li>c) Reconciliation</li></ul>	<p>The teacher uses the experience of the learners and allows them to discuss in groups the consequences of sins, steps of true repentance.</p> <p>The teacher should also use biblical passages to explain health habits of Christians related to this theme such as forgiveness, peace, honest, love, justice, respect...</p>

## **THEME 4: THE FAMILY AND THE SOCIETY: 8 HOURS**

By the end of this theme the learners should be able to describe the family according to the religious conception and the Rwandese society conception and show the role of the family in upholding morality in the society

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able to: - Explain the concept family in religious point of view.	<b>4. The Family and the society</b>  <b>a) The family</b> - The family as God's plan - Responsibility of family members - Problems of Rwandese family today.	To use pictures and group discussion to show that a family is a gift from God.(The teacher uses the passages of creation of Adam and Eve as reference). Learners also will discuss the problems of family breakdown today in Rwandan society.

<p>- Express his/her role and responsibility in the society to promote unity and solidarity</p>	<p>b) <b>The society</b></p> <ul style="list-style-type: none"><li>- Society as unity in diversity</li><li>- Solidarity in the society</li></ul>	<p>To use brainstorming and group discussion to show that we are all create in God's image and we should live in peace and justice.</p>
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**SENIOR THREE**

## **THEME 1: VOCATION AND CALL: 3 HOURS**

By the end of this theme the learners should be able state and explain different vocations in human life.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>At the end of this theme the learners should be able to:</p> <ul style="list-style-type: none"><li>- Discern the ways by which God use to call individual person.</li></ul>	<p><b>I. VOCATION AND CALL</b></p> <p>a) Examples of calls and vocation in the Bible</p>	<p>To use the experience of students of different styles of life and then guided by the Bible</p> <p>Discuss the different types of vocations, and talents given to each of us for service to human community and to God.</p>



<p>- Describe different vocations in the Bible and the attitudes of the called person</p> <p>- Discern the spiritual gifts and use them for the serve to humanity</p>	<p>b) Charisms and church ministries</p> <p>c) Consecration</p>	<p>The teacher will help the learners to develop good attitude of serving their local churches and humanity in general.</p>
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## THEME 2: MARRIAGE: 8 HOURS

By the end of this theme the learners should be able to explain marriage purpose and responsibilities of the married people.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"><li>- Discern the spiritual gifts and use them for the serve to humanity</li></ul>	<p><b>II. MARRIAGE</b></p> <ul style="list-style-type: none"><li>a) Knowledge, behavior, and respect for human sexuality</li><li>b) Misuse of human sexuality:<ul style="list-style-type: none"><li>• Homosexuality</li><li>• Lesbianism</li><li>• Rape</li><li>• Incest</li><li>• Bestiality</li><li>• Pornography</li></ul></li></ul>	<p>To use brainstorming and discuss how human sexuality is a gift from God and its misuse is a grave sin.</p> <p>To discuss in groups how human sexuality is misused in order to adopt a responsible behavior.</p> <p>Use brainstorming then after use group discussion about the important steps involved in choosing a partner and</p>

<ul style="list-style-type: none"> <li>- Adopt the attitude of respecting human sexuality and practice self-control</li> <li>- Highlight the elements that show that marriage is a divine plan</li> <li>- Outline causes and consequences of polygamy and divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Fornication</li> <li>c) Steps leading to marriage             <ul style="list-style-type: none"> <li>▪ The choice of a partner</li> <li>▪ Taboos in Marriage</li> <li>▪ Important steps</li> </ul> </li> <li>d) Marriage in detail             <ul style="list-style-type: none"> <li>▪ Marriage as God’s plan</li> <li>▪ Marriage celebration</li> </ul> </li> <li>❖ Traditional marriage</li> <li>❖ Civil marriage</li> <li>❖ Religious marriage             <ul style="list-style-type: none"> <li>▪ Rights and duties of partners</li> <li>▪ Polygamy and Divorce</li> </ul> </li> </ul>	<p>marriage traditional civil and religious marriage itself</p> <p>Use students’ experience and group discussion about rights duties and obligations of married people.</p>
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### **THEME 3: DIVINE JUSTICE AND HUMAN JUSTICE: 4 HOURS**

By the end of this theme the learners should be able to differentiate divine from human Justice

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able:  - To highlight the underlying principles for true justice	<b>III. JUSTICE</b>  a) Divine justice b) Human and social justice c) Respect for truth and righteousness	Guided by the Biblical passages discuss how Divine Justice is different from human Justice ex: Like 15, Matthew 20:1-16, Matthew 18:10-14, Luke 15, 1-7

## **THEME 4: VIOLENCE AND PEACE: 5 HOURS**

By the end of this theme the learners should be able to state and explain the types of violence and types of peace

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able to:  - Outline and explain the forms of violence in human society and make effort to avoid them	<b>IV. VIOLENCE AND PEACE</b>  a) Causes of violence b) Types of violence <ul style="list-style-type: none"><li>▪ Moral</li><li>▪ Physical</li><li>▪ Psychological</li></ul> d) Solving conflicts e) Fighting against corruption and injustices	To put learners in groups and discuss the types of violence and their consequences to victims and the society in general.

<ul style="list-style-type: none"><li>- Acquiring principles of resolving conflicts in order to establish lasting peace</li><li>- - Adopting a behavior of living in harmony with others</li></ul>	f) Peace (Internal and external peace)	Using learners' experience of frustrating situations of conflicts they have lived let them discuss in groups the means of restoring peace after conflicts.
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## THEME 5: ESCHATOLOGY: 4 HOURS

By the end of this theme the learners should be able list and describe the events that will mark the end of the world

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"><li>- Outline and explain the events that will mark the second coming of Jesus in Glory.</li></ul>	<p><b>V. ESCHATOLOGY</b></p> <ul style="list-style-type: none"><li>a) Death</li><li>b) The resurrection</li><li>c) The second coming of Jesus/ Parousia</li><li>d) The last judgment</li></ul>	<p>Guided by the passages from the book of Revelation, allow learners to discuss in groups the four last things which will mark the end of the world.</p> <p>Focusing on these elements the teacher will encourage learners to have outstanding behavior and righteousness in order to inherit the Kingdom of Heaven</p>

## 6.2 SPECIFIC THEMES

### 6.2.1 SPECIFIC THEMES FOR CATHOLIC CHURCH

#### SENIOR: ONE

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>By the end of senior one the student will be able to:</p> <ul style="list-style-type: none"> <li>- Explain the characteristics of the important periods of the liturgical year and their relationship with the mystery of incarnation.</li> <li>- Describe the meaning of the sacraments of Baptism and Reconciliation in the Christian life and to live their reality.</li> </ul>	<p><b>1. THE LITURGICAL YEAR FROM ADVENT TO CHRISTMAS (THE PERIOD OF NATIVITY OF JESUS)</b></p> <p><b>2. SACRAMENTS:</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Reconciliation /Penance</li> </ul>	<p>Use pictures in order to show activities that are done in the respective period of liturgical year.</p> <p>Using the learners' experience, discuss the importance of Baptism as the initial sacrament and the sacrament of penance in order to keep good relationship with God.</p>



**SENIOR: TWO**

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of senior two the student will be able to:</p> <ul style="list-style-type: none"><li>- Show the importance of the lent period and Easter mystery in the Redemption of man and its impact in Christian faith.</li><li>- Explain the significance of Eucharist as a sacrament of communion in the church and in personal life.</li></ul>	<p><b>1. LITURGICAL YEAR</b></p> <p><b>2. SACRAMENT: EUCHARIST</b></p>	<p>Using pictures the teachers will show the cycle of catholic liturgical year and major events that happens in those seasons as well as the corresponding colours.</p> <p>Using learners experience the teacher will explain the Sacrament of Eucharist as the living body of Jesus and the necessity of communion to catholic Christians.</p>

**SENIOR: THREE**

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of senior three the student will be able to:</p> <ul style="list-style-type: none"> <li>- Identify the different feasts in the Easter period and their messages enabling us to live as witnesses of the Risen Christ.</li> <li>- Show as a confirmed Christian in the faith how to participate in the construction of the Christian family,</li> </ul>	<p><b>1. LITURGICAL YEAR: LITURGICAL FEASTS, ORDINARY TIME</b></p> <p><b>2. SACRAMENT: CONFIRMATION.</b></p>	<p>Using pictures the teachers will show the cycle of catholic liturgical year and major events that happens in those seasons as well as the corresponding colours.</p> <p>Using pictures and the book of sacraments the teachers will explain the role of the sacrament of confirmation in his spiritual life and the Church.</p>

## 6.2.2 SPECIFIC THEMES FOR PROTESTANT CHURCHES

### SENIOR ONE

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>By the end of Senior one, the student will be able to:</p> <ul style="list-style-type: none"><li>- Give important dates and corresponding dates and explain the Ecclesiastical calendar for the year.</li></ul>	<p><b>1. ECCLESIASTICAL YEAR</b></p> <p><b>The calendar:</b></p> <ul style="list-style-type: none"><li>• Advent, Time of Christmas, Epiphany</li><li>• Time for passion, Good Friday</li><li>• Holy week; Ascension</li><li>• Pentecost; feast of Holy Trinity anniversary of the reformation</li></ul>	<p>Use pictures, calendar and tables and to show chronologically major events of ecclesiastical year, major events and feasts of the protestant Churches.</p>

<p>- State the biblical obligations of Sabbath and Sunday to Christians</p> <p>- Give the importance of prayer and describe the relationship between to pray and to act.</p>	<ul style="list-style-type: none"><li>• Feast of the reformation</li><li>• The eternal Sunday</li><li>• The difference between the civil calendar and the church calendar</li><li>• The importance of Sunday and Sabbath, the seventh day and the first day of the week</li></ul> <p><b>2. THE PRAYER</b></p> <ul style="list-style-type: none"><li>• Acceptance of prayer</li><li>• The prayer of Jesus</li><li>• To understand that prayer and actions should go together.</li><li>• How and when can we pray?</li></ul>	<p>Use learners experience let them discuss the importance of Sunday and Sabbath to Christians and their obligations</p> <p>To put students in the moods where they will practice prayer and then discover that prayer is a part of human and Christian life.</p>
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## SENIOR TWO

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>By the end of Senior two, the student will be able to:</p> <p>- Describe the experiences of the people of Israel and their faith putting into consideration their experiences in our faith.</p>	<p><b>1.THE EXPERIENCES AND FAITH IN THE OLD TESTAMENT</b></p> <p>a) God saves the people of Israel from slavery to basic experiences of the people of Israel. Yahweh, Holy and unchangeable God.</p> <p>b) The experience with God in the daily life of the Jews.</p>	<p>Use pictures and stories of Israelite’s slavery in Egypt and how God through Moses delivered them from slavery.</p>

<p>- Describe and accept the usefulness and obstacles off allowing Jesus Christ.</p>	<p><b>2. TO FOLLOW CHRIST</b></p> <ul style="list-style-type: none"><li>a) What do we understand by following Christ?</li><li>b) To recognize that following Christ means to take risk in life,</li><li>c) To recognize that following Christ implies suffering.</li></ul>	<p>Use pictures and biblical verses to show that following Jesus implies suffering and pain; what Jesus calls “cross”</p>
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**SENIOR THREE**

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of Senior three, the student will be able to: - Explain the ministry of the Deacon in the church and its impact in the society.</p>	<p><b>1. THE MINISTRY OF DEACONATE</b></p> <ul style="list-style-type: none"><li>a) The deaconate as a response to the actual needs</li><li>b) The deaconate in the New Testament</li><li>c) To understand the limited possibilities of handicaps</li><li>d) How to live with others</li><li>e) The church and the ministry of Deaconate</li><li>f) The organization of small Deaconate projects.</li></ul>	<p>Using students experience, and explain the diaconate missions, it the church and in life in general.</p>

<p>- Describe the different doctrines in the protestant churches in Rwanda and compare them with the tradition of the church and with the early church.</p> <p>- Show the role of the Holy Spirit in the growth of the church and describe the spiritual gifts.</p>	<p><b>1. THE PROTESTANT CHURCHES IN RWANDA</b></p> <ul style="list-style-type: none"><li>a) To know better the church you belong to</li><li>b) The tradition of the protestant churches in Rwanda</li><li>c) The life of Christians in the early church in relation to the life of our parishes today</li></ul> <p><b>2. HOLY SPIRIT/PENTECOST</b></p> <ul style="list-style-type: none"><li>a) Who is the Holy Spirit?</li><li>b) The revelation of the Holy Spirit</li><li>c) The gifts of the Holy Spirit</li><li>d) The feast of Pentecost</li><li>e) The Holy Spirit in the profession of faith.</li></ul>	<p>Using experience of the learners discuss in groups the particular elements pertaining to their worship, faith and teachings.</p> <p>Using the book of acts of Apostles, explain the role of the Holy Spirit in the life of the church and different gifts of the Holy spirit.</p>
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## 6.3 ISLAMIC RELIGION CURRICULUM

### SENIOR ONE

#### THEME 1: THE REVELATION OF GOD: 5 HOURS

By the end of this theme the learners should be able to enumerate the ways by which God communicates himself to humanity

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
By the end of this theme the learner will be able to:  - Give and communicate in different ways how God has been revealing himself to mankind.	<b>I. THE REVELATION OF GOD</b> <ul style="list-style-type: none"><li>▪ Creation</li><li>▪ The Holy Qur'an</li><li>▪ Muhammad</li></ul>	A common reflection (a discussion) on some of natural objects in their direct environment like: the earth, the sun, the sky, oceans, mankind, animals...

## **THEME 2: MOHAMMAD THE SEAL OF PROPHETS: 6 HOURS**

By the end of this theme the learners should be able to explain the life and the mission of Mohammed of Mohammad

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
At the end of this theme the learners should be able:  - Explain the life and mission of Mohammad after his enlightenment	<b>2. MOHAMAD THE SEAL OF PROPHETS</b>  A. His birth B. His life C. His mission	The teacher may give Individual research or group work on the Qur'an and on Muhammad's life.

### **THEME 3: RELATIONSHIP BETWEEN HUMAN BEING AND GOD: 5 HOURS**

By the end of this theme the learners should be able to explain the attributes of God

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
At the end of this theme the learners should be able:  - Explain the unity of God by to distinguish different attributes of God from human actions.	<b>1. RELATIONSHIP BETWEEN HUMAN BEING AND GOD</b>  <ul style="list-style-type: none"><li>• The unity of God</li><li>• Attributes of GOD</li><li>• Shahhad</li></ul>	Individual research or in group on the Qur'an and on Muhammad's life Discussion on the findings in comparison with Allah's word from the holly Qur'an

## **THEME 4: THE RELATIONSHIP BETWEEN MAN AND THE CREATION: 4 HOURS**

By the end of this theme the learners should be able to explain human responsibilities in the society according to the Divine Law.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING OBJECTIVES</b>
After completing senior two, students should be able : - Recognize and explain the place and the responsibilities of man in creation and to fight against selfishness and egoism.	<b>4. RELATIONSHIP BETWEEN HUMAN BEING AND GOD</b> <ul style="list-style-type: none"><li>• The human being dignity in Islam</li><li>• Man’s responsibilities</li><li>• God’s law in the Qur’an (sharia)</li></ul>	- Class discussion(comparative approach regarding the creator and the creation) in matter of the power of the creator in the creation’s protection, destination, organization  The discussion end with a conviction that God is One and that the “Shahhad” is the belief in all attributes of Allah

## **THEME 5: GENDER IN ISLAM: 4 HOURS**

By the end of this theme the learners should be able to state the importance of gender in Islamic life

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>At the end of this theme the learners should be able:</p> <ul style="list-style-type: none"><li>- Explain using the Qur'an and the prophetic traditions the principles of gender in Islam</li></ul>	<p><b>5. GENDER IN ISLAM</b></p> <ol style="list-style-type: none"><li>1. We are all equal as regards by the creator<ul style="list-style-type: none"><li>▪ Common obligations</li><li>▪ Different responsibilities</li></ul></li><li>2. Women's values and considerations according to Islam</li></ol>	<p>The teacher gives research tasks in group on human rights, discussion on human being dignity in general</p> <p>This would be clarified by reading related verses in Qur'an or in</p>

		<p>hadiths comparative approach (example « in a state citizens has right but the rights go together with responsibilities and this is detailed in the state's constitution »)</p> <p>The teacher also conducts class debate on physical differences between man and woman Referring to Qur'an or to hadiths.</p> <p>Story telling on some women's life and importance in Islam (Khadidja, Sumayat...)</p>
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**SENIOR TWO**

## **THEME 1: DIFFERENT RELIGIOUS DOCTRINES: 7 HOURS**

By the end of this theme the learners should be able state and give characteristics Different religious denominations

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>At the end of this theme the learners should be able:</p> <p>- To enumerate the major religious groups in Rwanda and be able to describe their doctrinal differences with a spirit of tolerance</p>	<p><b>I. DIFFERENT RELIGIOUS DOCTRINES :</b></p> <p>1. Christianity:</p> <ul style="list-style-type: none"><li>• Catholicism</li><li>• Protestantism</li><li>• Orthodox</li></ul> <p>2. Religious sects</p> <ul style="list-style-type: none"><li>• Origin of sects</li><li>• Denominations</li><li>• Some sects</li></ul>	<p>The teacher uses Debate, class discussion or group works (research, project...)</p> <p>Field work for observation and interview of some expert in Rwandan history ( on traditional religion)</p>



	<p>3. Ecumenism 4. Rwandese Traditional Religion</p>	<p>To discuss out the doctrinal differences between religious sect in Rwanda and to show out the Unity of “<i>Imana</i>” in Rwandan traditional religion.</p>
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## **THEME 2: THE MISSION OF ISLAM: 4 HOURS**

By the end of this theme the learners should be able highlight important events that marked Islamic history

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>At the end of this theme the learners should be able:</p> <ul style="list-style-type: none"><li>- To identify and show the major points and elements which make up the mission of Islam where his or her belief is based through the Qur'an and the life of the massager of Islam</li></ul>	<p><b>II. THE MISSION OF ISLAM</b></p> <ul style="list-style-type: none"><li>A. Message of Islam in Muhammad's prophecy</li><li>B. Islam and its mission.</li></ul>	<p>The teacher conducts class discussion to show that difference in belief is not be the source of divisionism</p> <p>He/ She also provides research in group on Islamic history especially on the life</p>

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		of the prophet Mohammad (the prophet his life, his mission and the message)
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### **THEME 3: SPIRITUAL GROWTH AND CONTINUAL CONVERSION: 5 HOURS**

By the end of this theme the learners should be able to acquire spiritual values and good morals

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
After completing senior two, student should be able :  - Show spiritual growth and good morals in his life as a believer.	<b>III. SPIRITUAL GROWTH AND CONTINUAL CONVERSION</b> <ol style="list-style-type: none"><li>1. Repentance and forgiveness</li><li>2. God's love and love for your neighbor</li><li>3. Reconciliation</li></ol>	Discuss the universality and the eternity of the message of Islam from real life's examples, book's reference (Qur'an) and the scientific proof

		<p>Show that Islam teaches to fight against any kind of violence, corruption and bad manner but Islam preaches only the God's monotheism.</p>
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## **THEME 4: THE FAMILY AND THE SOCIETY: 8 HOURS**

By the end of this theme the learners should be able show the role of the family in the Rwandan society.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>After completing senior two, students should be able to :</p> <p>- Describe the family according to the religious conception and the Rwandese society conception.</p>	<p><b>IV. THE FAMILY AND THE SOCIETY</b></p> <p><b>1. The Family</b></p> <ul style="list-style-type: none"><li>• The Family as God's plan</li><li>• The Responsibility of family members</li><li>• Problems of the Rwandese family today</li></ul>	<p>The teacher uses research tasks, debate, storytelling from Islamic books and helps the learners to enumerate some faith based elements in Islam (salaam, tauba, zakat, imam...) and concrete activities to show them (good manner, obligation to the neighbors ...)</p> <p>Allow them to discuss in groups what they have researched and</p>

<p>- Show the role and the importance of the family in the religious community and in the Rwandese society</p>	<p><b>2. The society</b></p> <ul style="list-style-type: none"><li>• The organization of a society</li><li>• Unity in diversity as represented in the society</li><li>• Solidarity in a society</li></ul>	<p>can play games illustrating them.</p> <p>Project approach to help some family members in problem such as orphan, widows... (collect few money to help them )</p> <p>Use of Islamic teaching on the family Storytelling and playing games to show how to fight general deserters (volcanic eruption, fire, famine...)</p> <p>Use of Islamic teaching on the society (organization, respect to the authorities, diversity in the society, unity, solidarity, tolerance and complementarily...)</p>
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**SENIOR THREE**



## THEME 1: VOCATION AND ISLAMIC CALL: 3 HOURS

By the end of this theme the learners should be able describe different types of vocations in Islam.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>After completing senior two, students should be able :</p> <p>- To explain and identify the different types of calls and vocations in the way of God, their impact in the community.</p>	<p><b>I. VOCATION AND ISLAMIC CALL</b></p> <ul style="list-style-type: none"><li>• The prophetic mission since Adam to Muhammad:</li><li>• The Islamic call (DA'AWAH)</li><li>• The obligation of doing da'awah and recommendation to punish evil.</li></ul>	<p>Group work using religious books to find out some of the prophets of Allah (comparative approach)</p> <p>Class discussion on the mission of the prophet of Islam ( the seal of the prophets)</p> <p>Storytelling and debate based on Islamic books (ex: the last sermon of the prophet)</p>

## THEME 2: MARRIAGE: 8 HOURS

By the end of this theme the learners should be able explain clearly the marriage purpose and responsibilities

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learners should be able to:</p> <ul style="list-style-type: none"><li>- Explain human sexuality in general, its consequences, in order to adopt a responsible attitude and. Behavior.</li></ul>	<p><b>I. MARRIAGE</b></p> <p><b>1. Human sexuality and attitudes regarding sexuality</b></p> <ul style="list-style-type: none"><li>• AIDS, and other dangerous result from bad attitudes and behaviors toward sexuality</li></ul>	<p>Use of images or video and give referencies for research in group.</p> <p>Debate on sexuality, respect of other sex (gender) and consequences of sexual disorder Islamic rules regarding sexuality (according to Qur'an and hadiths)</p>

<p>- To list steps of Marriage celebration.</p> <p>- To enumerate duties and marriage obligation</p> <p>- Explain the nature and purpose of marriage from the religious and traditional point of view.</p>	<p><b>2. General Knowledge on marriage</b></p> <ul style="list-style-type: none"> <li>• Marriage celebration (traditional, civil and religious)</li> <li>• Rights and duties of partners</li> </ul> <p><b>3. Marriage in Islam</b></p> <ul style="list-style-type: none"> <li>• Steps leading to marriage:</li> <li>• The choice of a partner</li> <li>• Steps to marriage</li> <li>• Taboos in marriage</li> </ul> <p><b>4. Polygamy and Divorce</b></p>	<p>Group research / debate or class discussion on marriage in general steps to celebration, right and responsibilities related to marriage (comparative approach)</p> <p>Class discussion on marriage in Islam</p> <p>Storytelling from Qur'an and hadiths about the marriage in Islam</p> <ol style="list-style-type: none"> <li>a. The purpose of marriage [Noble Quran 30:21]</li> <li>b. Conditions of Marriage (mahali)</li> <li>c. The Free Consent of the Parties Quran [4:21]</li> <li>d. Prohibited Marriage Partners</li> <li>e. Divorce in Islam</li> </ol>
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### **THEME 3: DIVINE JUSTICE AND HUMAN JUSTICE: 4 HOURS**

By the end of this theme the learners should be able to highlight the difference between divine justice and human justice

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENTS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>
<p>By the end of this theme the learners should be able :</p> <p>- To differentiate the Human from God's Justice</p>	<p><b>III. JUSTICE</b></p> <ol style="list-style-type: none"><li>1. Divine justice (An introduction to the sharriah.)</li><li>2. Human and social justice</li><li>3. Respect for truth and righteousness</li></ol>	<p>The teacher must use dialogue on actuality :</p> <p>Debate and discussion referring to the text from the Qur'an about Justice, truth and righteousness.</p>

## THEME 4: VIOLENCE AND PEACE: 5 HOURS

By the end of this theme the learners should be able to explain clearly the types of violence that happen in the human society

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>By the end of this theme the learners should be able:</p> <p>- To state and explain out different types of violence and their causes and should be able to propose means of resolving conflicts</p>	<p><b>IV. VIOLENCE AND PEACE</b></p> <p>1. Causes of violence</p> <p>2. Types of violence (Moral, Psychological, Physical)</p> <p>1. Resolving conflicts</p> <p>2. Fighting against corruption and injustices</p> <p>1. Peace</p> <p>1. Internal peace</p> <p>2. Social peace</p>	<p>The teacher may give research topics to learners related to definition of and importance of sharia in the time of the prophet and in today's life definition the true fighting and conflict management and introduction to peace ( Islam religious of peace)</p>

and contribute positively and actively to the restoration of durable peace.		
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## THEME 5: ESCHATOLOGY: 4 HOURS

By the end of this theme the learners should be able to describe the eschatological events that will mark the end of the world.

<b>Specific objectives</b>	<b>Contents</b>	<b>Teaching and learning activities</b>
By the end of this theme the learners should be able : - To describe the eschatological events and live in hope consequently preparing himself/herself to inherit eternal life.	<b>5. ESCHATOLOGY / UNENDING LIFE.</b> <ul style="list-style-type: none"><li>• Death</li><li>• The resurrection</li><li>• The coming of Jesus Christ</li><li>• Judgment.</li></ul>	Debate research and discussion on the topic then bring out references from the Qur'an <ul style="list-style-type: none"><li>• The death, the Kabur and the punishments</li><li>• The end of time and judgment and the al djanat.</li></ul>

## 7. REFERENCE BOOKS

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3. McDonald, P. & McDonald, C. (1994). *A Spirituality for Married Life. Human Development*.
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5. Mueller, Steve. (1999). *The Seeker's Guide to Reading the Bible: A Catholic View*. Chicago: Loyola Press.
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5. Behechti and Bahonar. (1986). *Philosophie de l'Islam*. Ed. Abb - Ahmad, A] Bostani Paris
6. Bloom, J. and Sheila, B. (2002). *Islam: A Thousand Years of Faith and Power*. New Haven, CT: Yale University Press.
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9. Nasr, S. (2002). *The Heart of Islam: Enduring Values for Humanity*. San Francisco, CA: Harper San Francisco.
10. Abul'Ma A. (1980). *Comprendre l'Islam*, SIP, Koweït
11. Muhammad H. (1977) *Initiation à l'Islam*, Ed Ernst (Allemagne)

### **3. APPENDICES**

### 3.1 WEEKLY TIME ALLOCATION

Subjects for Ordinary level/ TC level	Number of periods ( 1 period = 50 minutes)		
	S1	S2	S3
English	5	5	5
Kinyarwanda	4	4	4
Mathematics	6	6	6
Science: Physics, chemistry, Biology	9	9	9
Computer science	2	2	2
History	2	2	2
Geography	2	2	2
Entrepreneurship	2	2	2
<b>Compulsory non examinable</b>			
Political education	1	1	1
French	2	2	2
Creative performance ( Music, drama, fine arts)	1	1	1
<b>Sub total</b>	<b>36</b>	<b>36</b>	<b>36</b>
<b>Elective non examinable Schools can choose one</b>			

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Swahili	1	1	1
Agriculture	1	1	1
<b>Co- curricular</b>			
Students can choose one of the below activities: Sports, cultural activities, clubs, religious studies	1	1	1
<b>Total</b>	<b>38</b>	<b>38</b>	<b>38</b>

*The table above shows the courses and time allocation in the week*

## **8.2 ORDINARY LEVEL LEAVER'S PROFILE**

At the end of ordinary level of secondary Education, the student should have acquired basic knowledge, skills and attitudes which:

- i. will enable him/her to reason scientifically and logically,
- ii. will enable him/her to reason objectively without succumbing to undue influence on his/her thinking.
- iii. will enable him/her to understand and use the official languages (English, French and Kinyarwanda)
- iv. will help him/her acquire basic knowledge of Mathematics, Science and Technology.
- v. will help him/her to acquire appropriate civic, religious or moral values and physical fitness.
- vi. will develop in him/her a sense of curiosity and creativity.
- vii. will enable the student to fit in the international community.
- viii. will enable him/her to acquire artistic skills and aesthetic values.
- ix. will familiarize him/her with good habits of hygiene with particular emphasis on dangers associated with unsafe sex-for example AIDS.
- x. help him /her to acquire basic knowledge of elementary accounts commerce and agriculture.