

REPUBLIC OF RWANDA



**MINISTRY OF EDUCATION
RWANDA EDUCATION BOARD (REB)
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UPPER PRIMARY RELIGION CURRICULUM

Kigali, January 2014

Published by:

Rwanda Education Board (REB), Curriculum and Pedagogical Materials Department (CPMD)

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FOREWORD

Through the ages, Religion has taken and still takes a central place in the life of virtually civilizations and cultures. Science and technology have changed radically our view of the world but amidst these changes religion remains a vital force for human existence.

In our days there is a great need to uphold morality in the world. There are many challenges and moral degradation associated with values such as legalization of abortion, homosexuality, contracted marriages, sexual promiscuity... Religion curriculum offers not only standards to take but also it offers a room for moral discussion as well as the providing answers on problems affecting humans in this world.

Made in God's image and likeness, Rwandan pupils 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 those who are less fortunate and truly needy. Pupils are expected to be positive role models and lead by example. Whether solving a playground disagreement or debating political issues, the lessons in morals and ethics are echoed by the question, "What would be the right thing to do?" on this matter enlightened by faith Religion offers firm grounds for this matter.

This religion curriculum for upper primary replaces the existing one which was elaborated in 1997. It takes into consideration all recent socio-economic and political changes of the country. The teacher should use it to enhance moral development of the pupils of upper primary levels.

For the good implementation of this curriculum the teacher should take the following into consideration:

- This curriculum proposes the teaching and learning activities but these are not final the teacher may choose the activity which is on the level of the pupils in order to achieve his/her objectives
- The teacher should strive to change positively the behavior of the learners at school and in their homes.
- 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 faiths and religious practices.
- The teacher of religion is adviser. In different matters he/ she should advise pupils 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.

Dr John RUTAYISIRE

Director General of REB (Rwanda Education Board)

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Desktop Publisher : NTAMBARA Jean, REB

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Upper primary religion curriculum

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 primary schools.

After genocide which took place in Rwanda and from the view of forming a new Rwandese, in a new society, the subject of Religion plays a significant and a realistic role. Since the last version of Religion curriculum was elaborated in 1997 there was a great need to update it in order to match it with the current life of the country.

The previous curricula of religion were elaborated in order 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 1997, many educational changes took place and there was a great need to revise it in order to adjust these changes.

In this new version of religion curriculum, teaching and learning activities are suggested while in the previous there not listed.

Upper primary religion curriculum

This curriculum is for upper primary levels of primary school. It will give the pupil fundamental education regarding faith in order to assist him/her to have a proper living here on earth and help him or her to prepare for the eternal life.

The learner's acquisition will be perfected by deeper knowledge of the secondary school level contribution in faith and Religious matters.

This revised religion curriculum content is divided into 3 columns for both Christian and Muslim religious education. The first column on the left contains the learning outcomes that the pupil 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 subject in primary schools will give the pupils proper formation in regards to their faith and conduct, proper to a faithful Rwandese living peacefully with others and able to understand the word of God and guided by the Word of God in his or her life.

Religion subject has an aim of inculcating in a new Rwandese a deeper idea of justice considering his/her place among the creatures of God.

It will also give pupils a deep sense of human values such as honesty, sincerity, generosity, love for others, truth, peace, solidarity.

In order to complete the formation required, the contribution of other disciplines is acknowledged. These are courses that deal shaping character and instilling human and social values. E.g. Social Studies.

In teaching this curriculum the teacher will be required to use participatory approach. That is to say that he/she will give value to pupils experience, views, and ideas about religious theme. This can be done through group discussion, biblical case studies, role play...

This curriculum is elaborated in a double orientation: Christian and Islamic.

The Christian orientation is basically set up with biblical themes. Therefore, the specific themes from each Religious denomination will be integrated into curriculum and will be part of it. That is why all common elements to Christianity will be taught by all schools and specific themes will be dealt by the schools which are held by those religion. The Islamic orientation presents the fundamental principles of Islamic beliefs and practices.

2. GENERAL OBJECTIVES

The pupil who will undertake this curriculum will be able to:

- a) Show good relationship with his or her fellow and have relationship with God through faith and love.
- b) Live a meaningful life inspired by Holy Scriptures and Biblical truth.
- c) Manifest positive practical values in the society based on religious truth.

3. METHODOLOGICAL APPROACH

The revised curriculum of Religion in primary schools 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 abstract in order to help learners to understand the spiritual matters.

The teacher will start from a human experience more specially pupils experience, from the context of Holy Scriptures or traditions and show the conduct and attitude to be adopted by the pupil. 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. He/she will emphasize practical work that helps learners to develop good habits for the society.

In order to allow the pupils to live the grand events of the Church or Islamic Calendar 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 behavioral change of the learners.

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 and personal talents and how the pupil 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 pupils in the groups, his or her relationship with others and other social values, accepting other people's opinion, participation in group work.

The above mentioned behavior evaluation is added to evaluation of the content which is done 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 pupils 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 have 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 pupils 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. The following materials are also important in religion teaching: Holy pictures, videos, Candles, Sacred Films, statues, religious maps to facilitate the understanding of the lessons.

6. CURRICULUM DEVELOPMENT

6.1. CHRISTIAN RELIGION CURRICULUM DEVELOPMENT

PRIMARY FOUR

THEME 1: IDEA OF LOVE: TIME ALLOCATED: 4 PERIODS

By the end of this chapter the pupil should be able to explain clearly how God loves for humanity in daily life.

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITIES
A the end of this theme the pupil should be able to: - Define love and state its	1. THE IDEA OF LOVE	Demonstrate love of God, family members, neighbors and environment

characteristics. - Explain how God loves the world	a) Love of family members b) Love of neighbor c) Love of the environment d) Love of God (how God love the world)	using: - Pictures (e.g. mother nursing her baby, persons helping their neighbors...) - Short stories - Short role plays/ sketches
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**THEME 2: VOCATION OF THE PEOPLE OF ISRAEL: TIME
ALLOCATED: 5 PERIODS**

By the end of this theme the pupil should be able to explain clearly God’s faithfulness to patriarchs and prophets in regard to annunciation of the coming of the savior.

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
A the end of this theme the pupil should be able to: - Explain how the coming of the savior was announced through the Old Testament and fulfilled in the New Testament	2. VOCATION OF THE PEOPLE OF ISRAEL a. God’s covenant with: <ul style="list-style-type: none">▪ Noah• Abraham• Jacob/ Israel• Moses• David b. Prophetic mission(amos, Ezekiel, Daniel	Use short stories, pictures or videos to show different covenants God made with Noah, Abraham, Jacob, Moses, David ... Use short stories, pictures or videos to show God’s prophetic mission through prophets (Amos, Ezekiel, and Daniel).

THEME 3: REDEMPTION: 4 PERIODS

By the end of this theme the pupil should be able to explain clearly God's covenant between God and the chosen people

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <p>Explain through God's covenant and the prophetic mission how God chose the people of Israel</p>	<p>2. REDEMPTION</p> <p>Pre-redemption period :</p> <ul style="list-style-type: none">a) Prophecies of the birth of the Messiah and prince of peace (Psalmist David, Isaiah, ...)b) The Annunciation to Maryc) Preaching of John the Baptist	<p>Use short stories and drama to demonstrate the prophecies of the coming of the Messiah.</p> <p>Using Biblical passages show how God revealed his salvation plan to humanity from the Ancient Testaments.</p>

THEME 4: LIFE AND WORKS OF JESUS: 6 PERIODS

By the end of this theme the pupil should be able to describe the life of Jesus, his saving mission and how this mission has been accomplished through his death and resurrection.

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Describe the life of Jesus, his saving mission and how this has been accomplished- Point out the essential message in the teachings of Jesus	<p>4. LIFE AND WORKS OF JESUS</p> <ul style="list-style-type: none">a) Birth of Jesus and his life in Nazarethb) Baptism and temptation of Jesusc) The teachings of Jesusd) Death and resurrection of Jesuse) Ascension of Jesusf) The coming of the Holy Spirit	<p>Present Jesus' life and mission and work using pictures, videos and short stories, sketches and role plays. The teacher shows that the birth of Jesus was announced for a long time through the scriptures.</p> <p>Let learners discuss the message in the life and works as well as the teachings of Jesus.</p>

THEME 5: THE CHURCH AND ITS MISSION: TIME ALLOCATION 5 PERIODS

By the end of this theme the pupil should be able to explain life and mission of the Church in this world

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Explain how Christ is the Head of the church;- Explain how the Holy Spirit works in and guides the Church.- Explain the evangelistic ministry of Jesus through the Church	<p>5. THE CHURCH OF CHRIST</p> <ul style="list-style-type: none">a) Jesus as head of the churchb) Works of the Holy Spirit<ul style="list-style-type: none">- gifts of the Holy Spirit- Birth of the churchc) The Evangelistic ministry of Jesus' disciples and preaching of Paul and how it spread	<p>Use pictures to depict Jesus as the head of the church referring to appropriate biblical texts..</p> <p>Use short stories to tell some of the Holy Spirit works and gifts (e.g.: power, gifts, knowledge and wisdom...)</p> <p>Use pictures showing Apostles preaching to different people.</p>

PRIMARY FIVE

THEME 1: WITNESSES OF FAITH: 4 PERIODS

By the end of this theme the pupil should be able to describe the witnesses of faith through Bible.

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
<p>A the end of this theme the pupil should be able to:</p> <p>Characterize through Bible personalities who lived and confessed their faith in God.</p>	<p>1.WITNESSES OF FAITH</p> <p>a) Abraham b) David c) Mary Mother of Jesus</p>	<p>Use pictures and short stories to show how some of the Bible personalities demonstrated faith.</p> <p>The pupils can dramatize the Biblical passage. For example the call of Abraham, Davis, Salomon...</p>

THEME 2: THE WORD OF GOD: 5 PERIODS

By the end of this chapter the pupils should be able to explain clearly the structure of the Bible and its basic elements

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
<p>A the end of this theme the pupil should be able to:</p> <p>Give and briefly explain the structure, basic elements of the contents and the authority of the Bible.</p>	<p>2. THE WORD OF GOD</p> <p>a) Structure of the Bible: - Old and New Testaments</p> <p>b) Basic elements of the contents of the Bible: (Sin, Redemption, Faith, righteousness, love Grace, Mercy).</p> <p>c) Authority of the Bible (inspired by God/ divine, unquestionable)</p>	<p>Use table and group discussions to show the structure, general contents and authority of the Bible.</p> <p>The teacher puts the pupils together to discuss the general structure of the Bible and its authorship.</p>

THEME 3: JESUS CHRIST THE SAVIOUR AND HIS MISSION: 4 PERIODS

By the end of this chapter the pupils will be able to describe life, mission and works of Jesus according to prophets

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
<p>A the end of this theme the pupil should be able to:</p> <p>Indicate the traits of saving mission of Christ in his life and in the scriptures.</p>	<p>1. JESUS CHRIST THE SAVIOR AND HIS MISSION</p> <ul style="list-style-type: none">a) Christ according to Biblical prophetsb) The teachings of John the Baptistc) Good news of the Kingdom according the Gospels.	<p>Use discussions (of question and answers) or group work to portray Jesus' saving mission according to some Biblical prophets and the Good News of kingdom</p>

THEME 4: CHRISTIANITY AND PERSECUTION: 4 PERIODS

By the end of this theme the pupils should be able to explain major events in the history of the Church

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Relate the history of Christianity and its obstacles.- Show the expansion of the Gospel in the world	<p>3. CHRISTIANITY AND PERSECUTION</p> <ul style="list-style-type: none">a) The early Churchb) Persecution of the Churchc) Spread of the Gospel	<p>The teacher uses the historical books and the book of Acts of Apostles text to show the life of early Christians and spread of the Gospel in the World. The teacher may also use Historical map to show how the Gospel spread all over the world.</p>

THEME 5: FAITH, GRACE AND WORK: 4 PERIODS

By the end of this chapter the pupil should be able to show the relationship between faith and work in the life of a Christian.

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Show through Pauline letters and the Apostolic letters the role of grace and faith in the Salvation of man.- Show how faith without works is dead.	<p>5. FAITH, GRACE AND WORK</p> <ul style="list-style-type: none">a. Pauline and Apostolicb. Lettersc. Salvation by grace through faithd. Faith without works is dead	<p>Use some of the Apostolic and Pauline letters (verses) that show how salvation is attained by grace through faith to read through and discuss with children. Use passages from the book of James.</p> <p>Use some of Apostolic letters that show how faith without works is dead to read through and discuss with children</p>

THEME 6: CHRISTIANITY IN THE SOCIETY: 3 PERIODS

By the end of this theme the pupils should be able to state activities and behavior required from a good Christian in the society

SPECIFIC OBJECTIVE	CONTENTS	TEACHING AND LEARNING ACTIVITES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Show the required behavior of a Christian in a society.- Show the role of a Christian in resolving social problems.	<p>6. CHRISTIANITY IN THE SOCIETY</p> <ul style="list-style-type: none">a. Love your neighbor as you love yourself.b. Role of a Christian in resolving social problems	<p>Use group discussions allow learners to point out the required behavior for a good Christian in the family and society.</p> <p>Use group discussions to show the role of a Christian in solving social problems and conflicts.</p>

PRIMARY SIX

THEME 1: THE REVELATION OF GOD: 6 PERIODS

By the end of this theme the pupils should be able describe the ways by which God revealed himself to humanity

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <p>- Show how God revealed himself to man through creation, his word and through Jesus Christ</p>	<p>I. THE REVELATION OF GOD</p> <p>a. Revelation of God in creation b. Revelation of God in his word c. Revelation of God in Jesus Christ</p>	<p>The teacher takes the students out of Class and asks them to observe nature and surroundings and later in groups discussion how God is revealed in his creation.</p> <p>Use the scriptures in group discussions to show how God was manifested through his word and Jesus Christ.</p>

THEME 2: BEHAVIOUR OF THE BELIEVER: 5 PERIODS

By the end of this theme the pupils should be able to describe the required values and behavior of a believer in daily life

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Manifest the worthy behavior of a believer in social relations of everyday life and the virtue of self control.	<p>II. BEHAVIOUR OF A BELIEVER</p> <ul style="list-style-type: none">a. To live in the spirit of loveb. Choosing a partner/friendc. Marriaged. Sexuality and its implications (AIDS)e. Self control	<p>Use group discussion and allow pupils to state the characteristics of a good believer. Give them tasks to practice those values.</p> <p>Use group discussions to manifest the behavior of believer in choosing life partner, marriage, sexuality and self control.</p>

THEME 3: RESPONSIBILITY OF MAN IN THE WORLD: 7 PERIODS

By the end of this theme the pupils should be able to show and describe the responsibility of men in the world

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Show the contribution of man in the protection and development of creatures in order to establish Peace and justice in the world.	<p>II. RESPONSIBILITY OF MAN IN THE WORLD</p> <ul style="list-style-type: none">a. Man was created to develop and protect the creationb. Education and science in the development of the worldc. Peace and justice in the world	<p>Use group discussions, pictures or videos to demonstrate how man has brought peace and justice in the world through development and protection of creation.</p>

THEME 4: CONFESSION OF FAITH: 5 PERIODS

By the end of this theme the pupils should be able to explain the fundamental elements of faith and practice them

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
A the end of this theme the pupil should be able to: - Explain the fundamental elements of Christian faith. - Explain how Jesus death and resurrection are basic elements for Christian life.	IV. CONFESSION OF FAITH a. Belief in God the father b. Belief in God the Son (Jesus Christ) c. Belief in God the Holy Spirit d. Communion of saints (believers) e. The resurrection, the death and eternal life.	Discuss fundamental elements of faith and use charts, and songs to recite and make confession of faith. The prayer of I confess to Almighty God is very important in teaching confession of faith and the teacher will explain each part.

6.2 SPECIFIC THEMES

6.2.1 THE CATHOLIC CHURCH

PRIMARY FOUR

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing the fourth year of primary school the pupil should be able to:</p> <ul style="list-style-type: none">- Explain the place of the virgin Mary in the life of the Christian- Explain the importance of the sacrament of confirmation in the life of a Christian and in the life of the Church	<ol style="list-style-type: none">1. The place of virgin Mary in the life of the Christian2. Sacrament of confirmation	<p>Using the Holy scripture text and learners experience to explain to pupils how Mary Won God’s favor to be the Mother of God Her importance in the life of a Christian. Holy images of Annunciation and visitation are useful.</p> <p>The teacher also explains the importance of the sacrament of confirmation to pupils and seven gifts of the Holy spirit and graces of these sacraments.</p>

PRIMARY FIVE

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing the primary five pupil should be able to:</p> <ul style="list-style-type: none">- Describe the sacraments of anointing the sick and- Explain the importance and the obligations of the sacrament of ordination and their impact to Christians	<p>1. Sacrament of anointing the sick</p> <p>2. Sacrament of holy orders (ordination)</p>	<p>Using Dialogue the teacher explains to pupils the importance of the sacrament of the sick and encourages them to pray for the sick.</p> <p>Using pictures of Bishops Priests, Deacons and basing on the biblical text explain the sacrament of Holy orders.</p> <p>If possible the teacher may invite a priest or a Deacon in this lesson</p>

PRIMARY SIX

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing primary six the pupil should be able:</p> <ul style="list-style-type: none">- Distinguish other different vocations - Explain the role of the laity in the church and in the society.	<p>1. Other vocations</p> <p>2. Role of the laity in the church</p>	<p>Basing on the knowledge and experience of pupils explain different types of vocations in Christian life.</p> <p>Explain the concept laity and discuss in small groups the role of the laity in the church. Base on Ecclesial communities activities (imiryango Remezo).</p>

6.2.2 THE SEVENTH DAY ADVENTIST CHURCH

PRIMARY FOUR

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing primary four the pupil should be able to:</p> <ul style="list-style-type: none">- Summarize the learned parables and show spiritual lessons that they contain.	<p>1. SOME PARABLES OF JESUS CHRIST</p> <ul style="list-style-type: none">a. Parable of the sewerb. Parable of the wedding feast and wedding gown.c. Parable of the ten virginsd. Parable of the talents	<ul style="list-style-type: none">- Read Biblical passages of Jesus' Parables while the learners are attentive and allow them to share what they heard and let them state the moral and spiritual lesson they learnt from the parable.- Pupils may dramatize

<p>- State the parts of the sanctuary and the rituals done in the sanctuary in the ancient testament.</p>	<p>e. Signs preceding the second coming of Christ</p> <p>2.Holy sanctuary</p> <p>a. Instructions of building the sanctuary, the parts of the sanctuary.</p> <p>b. The activities in the sanctuary</p> <p>c. The relationship between the earthly sanctuary and that of heaven.</p>	<p>the parable</p> <p>- Basing on the biblical text from the book of revelation, the learners discuss in groups the events that will precede the second coming of Jesus.</p> <p>- Using the Holly Bible and other books of prophecy.</p>
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PRIMARY FIVE

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing primary five year the pupil should be able to:</p> <ul style="list-style-type: none"> - Describe how Jesus Christ and his disciples celebrated the Sabbath and teachings of Christ regarding the Sabbath. - Explain the different steps of the reformation of the Christian church and the birth of the seventh day Adventists. 	<ol style="list-style-type: none"> 1. CHRIST AND THE SABBATH <ol style="list-style-type: none"> a. Sabbath in the early church b. Reformation of the Christian church 2. SEVENTH DAY BELIEVES 3. THREE ANGELS' MESSAGE 4. THE REMNANT CHURCH 	<p>Using Holy scripture text, explain the importance of the Sabbath and its obligations Explain the attitude of Jesus toward Sabbath.</p> <p>Basing on adequate sources, explain pupils the event of reformation and its important steps as well as the Birth of Seventh Day Adventist Church. Using the Holly Bible and Spirit of prophecy books.</p>

PRIMARY SIX

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING OBJECTIVES
<p>After completing primary six year the pupil should be able to:</p> <ul style="list-style-type: none">- Give the characteristics of the seven churches in the Revelation and the sentence of God to each- State Characteristics of the remnant church and its fundamental doctrines- Pick out the signs of end of time	<p>1. THE SEVEN CHURCHES IN REVELATION</p> <ul style="list-style-type: none">b) The signs of the end of timec) The judgment of God <p>2. THE PROPHECY OF DANIEL AND REVELATION</p>	<p>Using the text from the book of Revelation and appropriate pictures explain to pupils the signs that will precede the second coming of Jesus.</p> <p>Let the pupils discuss the adequate conduct of Christians to avoid God's judgment and to inherit eternal life.</p> <p>The teacher will use Daniel Chap. 7 and Revelation Chap. 12 and Chap. 13</p>

6.2 ISLAMIC RELIGION CURRICULUM DEVELOPMENT

PRIMARY FOUR

THEME 1: QUR'AN: 6 PERIODS

By the end of this theme the learner should be able to recite four chapters in Qur'an and transcribe some Arabic words

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
A the end of this theme the pupil should be able to: - Recite the four chapters mentioned in this curriculum	I. QUR'AN a) Reciting - Al zilzalat - Al Bayyinat	Use of various approaches to teach and to memorize the Holy Qur'an. Listing of the Qur'an reading on CD or read by

and transcribe some words from the verses in Arabic.	- Al Qadr - Al Alaq	the teacher Explain the difficult terms Reading and repeating
- Write in Arabic contained in the learned chapters	b) Write in Arabic some words from the above verses	Use of Arabic text, drawings for vocabulary, and some games to help learners to understand clearly.

THEME 2: TAWHIID: 5 PERIODS

By the end of this theme the pupils should be able to show the importance of hadiths in Islamic faith

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <p>Explain by some Qur’anic verses and hadiths the importance of the prophet, the Qur’an and the last judgment in Islamic faith</p>	<p>II. TAWHIID</p> <ul style="list-style-type: none">a. Mohamed the seal of prophetsb. The Qur’anc. The day of judgment	<p>Creating a situation in which there are different roles about: giving mission/task, awards and punishments and the students may dramatize the story or comment on the case study.</p>

THEME 3: FIQ'HII: 5 PERIODS

By the end of this theme the learners should be able to explain different steps in Islamic worship and pillars of Islamic faith

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
A the end of this theme the pupil should be able to: - Explain and practice the different steps in worship service (salat) - State the articles of faith and pillars of Islam	III. FIQ'HII a. Salat b. purification : - intention - Ablutions - Washing of the body - Tayanimum - To wipe a slipper - To wipe an injury with a bandage c. Articles of faith The pillar of Islam	Presentation of pictures or video as well as group discussion or group work putting into practice as an exercise but also still doing it in real life. The teacher will allow the pupils to discuss the practices of Islamic worship as well as the major pillars of Islamic faith.

THEME 4: MORALITY AND MANNERS: 8 PERIODS

By the end of this theme the pupils should be able to illustrate the required and accepted behavior of Moslem

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <p>- Illustrate by use of the Qur'an and hadiths the recommended behaviour of a Muslim in relation to personal behaviour, neighbour and the Qur'an.</p>	<p>V. MORALITY AND MANNERS</p> <p>a. Personal behavior b. Behaviour towards your neighbour c. Behaviour towards the Qur'an</p>	<p>Use group discussion about the required behavior of a good Muslim. The teacher should encourage learners to follow those behaviors.</p> <p>Pupils give examples in real life and they must take decision on the right behavior. The teacher is a facilitator. The Teacher should read of Qur'anic verses related to the topic.</p>

PRIMARY FIVE

THEME 1: QUR'AN: 6 PERIODS

By the end of this theme the learners should be able to recite four first chapters and transcribe some verses in Arabic languages

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Recite the four chapters mentioned in this program. - Comment and transcribe some verses in Arabic	<p>I. QU'RAN :</p> <ol style="list-style-type: none">1. Reciting and commenting on :<ul style="list-style-type: none">- At-Tin- Alam Nashiraah- Wa Dhuha- Al Layli2. Writing verses in Arabic	<p>Use of various approach to teach and to memorize the Holy Qur'an</p> <p>Use of Arabic text, drawings for vocabulary, and some games to help understanding</p> <p>Focus on writing the short verses from the chapter taught and learned.</p>

THEME 2: TAWHIID: 4 PERIODS

By the end of this theme the pupil should be able show the accepted and non accepted practices in Islamic faith

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
A the end of this theme the pupil should be able to: - Show that Submissiveness to God is a necessary means for grace - Show that the kufr, the shirk, the Dahriya are strong sins in Islamic faith.	II. TAWHIID 1. How to reconcile with the grace of God - Followers of God - Followers of Satan 2. Islam is total submissiveness to God 3. Strong sins in Islam (kufr, shirk, dahriya, adultery, atheism)	Games based on different choice Debate and discussion on the sign of respect for example in family in a country, or to God.... Reading of some verses on the topic and memorize them.

THEME 3: FIQ’HII: 4 PERIODS

By the end of this theme the pupils should be able explain the importance of pillars of Islamic faith

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <p>Give the significance of Zakat and Sadak, Ramadhan and Heijja and describe their principal applications</p>	<p>III. FIQ’HII</p> <ol style="list-style-type: none">1. Zakat (who pay it? To who? When? and from what things?)2. Sadak obligation and weight3. Ramadan (obligation, conditions and advantages)4. Pilgrimage (Heijja)	<p>Discuss on topics related to richness and poverty / obligation and good willingness Students can also play games on the topic.</p> <p>Use photos or videos to introduce the topic of Heijja and Ramadan</p>

THEME 4: LIFE OF THE PROPHET MOHAMMED: 5 PERIODS

By the end of this theme the pupil should be able to state and explain the major events of Islamic history.

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Illustrate the main events which characterized the Islamic faith in its expansion.- Describe the life of the prophet at Medina	<p>III. LIFE OF PROPHET MOHAMMED</p> <ul style="list-style-type: none">a. From revelation to the migration to Ethiopiab. Ascession or mirajc. Moving to Medina<ul style="list-style-type: none">- Hijjira- Organization of the community- Fighting against intolerance and unbelief- Prohibition against Alcohol and gambling	<p>Begin by a story, movie or image showing an early life of a heroes (cartoon of kirikou)</p> <p>Group discussion on different on life (profession, projects, aspirations...)</p> <p>They can also play games illustrating different way of life and thus teach as a history lesson using Qur’anic verses</p>

THEME 5: MORALITY AND GOOD BEHAVIOR: 5 PERIODS

By the end of this theme the pupils should be able state and describe the values and vices in Islamic faith.

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Say and describe by use of the Qur'an and the Islamic tradition.	<p style="text-align: center;">IV. MORALITY AND GOOD BEHAVIOUR</p> <p>a) Recommended behaviours</p> <ul style="list-style-type: none">- Sincerity- Generosity- Patience- Modesty- Pity	<p>Group work : research on every manner or behavior and at the end they can play games opposing good and bad behavior</p> <p>Give pupils opportunity to debate nature of good and bad behavior and their consequences.</p>

<p>- State and explain recommended behaviours and prohibited behaviours</p>	<p>b) Prohibited Behaviours</p> <ul style="list-style-type: none">- Vanity- Inequity- Laziness- Envy	<p>Pupils can tell stories or give examples in real life according to the topic and then make decision</p> <p>Reading of Qur’anic verses refer to the topic</p>
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PRIMARY SIX

THEME1: QUR'AN: 4 PERIODS

By the end of this theme the pupils should be able to recite and comment on some chapters in Qur'an as well as transcribe some verses in Arabic language

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>A the end of this theme the pupil should be able to:</p> <ul style="list-style-type: none">- Recite and comment briefly on some mentioned chapters and can retrieve the number of the verses in the chapters- Read well the Arabic numbers.	<p>I. QUR'AN</p> <p>1. Recite and comment the verses :</p> <ul style="list-style-type: none">- Al hans- Al Balad- Al Fajr- Al Ghashiyyat <p>2. Reading the Arabic numbers</p>	<p>Use of various approach to teach and to memorize the Holy Qur'an</p> <p>Listing of the Qur'an reading on CD or read by the teacher</p> <p>Explain the difficult terms</p> <p>Reading and repeating</p> <p>Use of Arabic text, Arabic numbers and drawings for vocabulary, and some games to help understanding and reading</p>

THEME 2: TAWHIID: 4 PERIODS

By the end of this theme the pupils should be able to enumerate the attributes of God and explain the recommended obligations in Islamic faith

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>At the end of this theme the learner will be able to:</p> <ul style="list-style-type: none">- Enumerate the attributes of Allah and the worship due to him.- Explain in simple words Some of recommended obligations and recognize some of the main companions of the Prophet.	<p>II. TAWHIID</p> <ol style="list-style-type: none">1. Allah and his attributes (names of Allah)2. Worship using the attributes of Allah (Duwat)3. The man obligation to recommend goodness and refute the evil	<p>Listing (of the names of Allah or the Duwat) repeating and memorizing them and discussing about the meaning.</p> <p>The game to know what invocation (Duwat) or the names to repeat in such or such situation</p>

	4. the obligations to love the companions of the prophet and take them in example	Reading the story or topic in the holy Quran or in the book of hadiths. Group work to show reference of the topic in the Qur'an and in the hadiths.
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THEME 3: FIQ’HII: 4 PERIODS

By the end of this theme the pupils should be able to explain how purification is done and its importance in Islamic worship.

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>At the end of this theme the learner will be able to:</p> <p>Explain how, why and when the main purification is necessary</p>	<p>III. FIQ’HII :</p> <ol style="list-style-type: none">1. What is the recommended purification?2. The main purification (washing body)	<p>Group discussion on some hygienic measures and the obligation of cleanness. The learners should also discuss the importance of purification in Islamic worship</p> <p>Begin by a story, movie or image showing an early life of a heroes or other great personalities</p>

THEME 4: LIFE OF THE PROPHET MOHAMMED: 4 PERIODS

By the end of this theme the pupils should be able to highlight the teachings of Mohammed about resolution of conflicts

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>At the end of this theme the learner will be able to:</p> <ul style="list-style-type: none">- Bring out the lesson contained in the wisdom of the prophet in resolving conflicts.- Point out the values contained in the teachings of the Prophet	<p>IV. LIFE OF THE PROPHET MUHAMMAD</p> <p>Some lessons in his life :</p> <ol style="list-style-type: none">1. Reconciliation through<ul style="list-style-type: none">- the pact of hudaibiyah- missionary letters to foreigners2. Forgiveness through<ul style="list-style-type: none">- The capture of Mecca,- Surrender of Taif	<p>Use brainstorming to put out the lesson from the life of those personalities and make a comparison between them and some of known prophets.</p>

Upper primary religion curriculum

Mohammed and Doctrinal teachings.	3. Respect, transparence and true love - The last Heijja - Inheritance from the prophet(pure monotheism)	Research of verses showing wisdom and some lessons from the prophet Muhammad's life
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THEME 5: MORALITY AND MANNERS: 8 PERIODS

By the end of this theme the pupils should be able point out values and vices related to Islamic worship and one's life

SPECIFIC OBJECTIVES	CONTENTS	TEACHING AND LEARNING ACTIVITIES
<p>At the end of this theme the learner will be able to:</p> <ul style="list-style-type: none"> - Show some quotations of the Qur'an and the tradition (hadith) as well as the advantage of the personal effort on shaping one's own personality. - List all recommended hygienic practices for Muslims. 	<p>IV.MORALITY AND MANNERS</p> <p>Patience in all what we need</p> <ul style="list-style-type: none"> • Personal work and performing the obligation of God • Love of material things and atheism 	<p>Show by use of some quotations of the Qur'an and the tradition (hadith) the advantages of the personal effort on his own personality</p> <p>Using the acquired experience of the pupils the teacher will insist on the practical</p>

	<ul style="list-style-type: none">• Performing some recommended hygienic practices (private parts' hairs cutting, cutting moustache, circumcision...)	recommended hygienic practices of Muslims, their meaning and their importance.
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7. REFERENCE BOOKS

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2. Al-Islam, (1975). *Inzu Ndangamuco ya Islam Kigali*. Rwanda.
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4. Armstrong, K. (2002). *Islam: A Short History*. New York: Modern Library, revised ed.
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8. Denny, F. (1994). *An Introduction to Islam*. New York: Macmillan.
9. Nasr, S. (2002). *The Heart of Islam: Enduring Values for Humanity*. San Francisco, CA: Harper SanFrancisco.

8. APPENDICES

8.1 WEEKLY TIME ALLOCATION

Subject in Primary 4-6	Number of periods (1 period = 40 minutes)		
	P ₄	P ₅	P ₆
Core subjects (all compulsory and Examinable)			
Kinyarwanda	8	8	8
English	7	7	7
Mathematics	7	7	7
Science and elementary technology (STE)	6	6	6
Social studies	3	3	6
Co-curricular activities- compulsory and non examinable			
Sport, religious, Music , fine art, cultural activities, practical work, clubs	4	4	4
TOTAL	30	30	30

The table above shows the allocation of courses in the week and their periods.

8. 2 PRIMARY LEAVER'S PROFILE

Upon completion of primary education the pupil should have acquired basic knowledge, skills and attitudes which will enable him/her to:

- 1) Understanding oral and written ideas in English and Kinyarwanda texts;
- 2) express him/herself by writing and talking in English and Kinyarwanda;
- 3) Possess basic knowledge of Mathematics, Science and Technology and apply that knowledge in solving problems in his/her daily life;
- 4) Show appropriate attitude related to environmental conservation, interaction with others and emotion management;
- 5) Show his/her role in economic growth;
- 6) Show appropriate civic, moral, religious, aesthetic values and physical fitness;
- 7) Show good habits that protect his /her health and others' health;
- 8) Show good habit of hygiene on his/her body and everywhere he/she is;
- 9) Strive for the culture of tolerance, peace, unity and reconciliation among Rwandans;
- 10) Apply different acquired knowledge and skills in solving problems in his/her daily life;
- 11) Access studies in ordinary level of secondary education.