Lower Secondary
Curriculum, Assessment and Examination
Reform Programme

Religious Education
Learning Area
Syllabus

National Curriculum Development Centre

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

Cambridge Education

Syllabus Distribution and Revision Sheet

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1	31/10/2013	Annette Nanfuka	Patrick Dawes	Mike McRory	As below

Scope of Checking

This Syllabus has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

Distribution

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Syllabus status

The first major reform of the Lower Secondary School curriculum since independence is under way. The development of syllabuses for the eight Learning Areas of the proposed Lower Secondary curriculum represents a major step in this reform process. This is one of the proposed syllabuses.

The syllabuses are draft proposals only. As first drafts, they will be shared widely. There will be extensive consultations. The Cambridge Education CURASSE Phase 1 Completion Report contains commentary on the syllabuses. It notes strengths, and draw attention to areas to be improved. Consultations will generate further suggestions.

Should you wish to comment, please contact NCDC via curasse@ncdc.go.ug

Disclaimer

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Contents

Glossary of Terms

Term	Definition
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities
Evidence of Achievement statement	Specifies observable behaviour - a *product* or *process*; indicates what a learner can do to show the degree of success s/he has achieved on a Learning Outcome
Extended L.O.	LO of a Learning Area Strand considered suitable for study mainly by more able learners.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps (CF 'Summative Assessment')
Generic skill	Capability necessary to function effectively as an educated person in today's world. Generic skills are grouped into eight 'baskets'
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential
Learning Area	A group of related areas of study which form one of the major segments of the curriculum
Learning Outcome	A statement which specifies what the learner should know, understand, be able to do or demonstrate, or the attitude or value s/he should assimilate, as a result of the learning process for part of a sub-strand
Process Skill	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the LA
Programme of Study	The prescribed set of expected learning for a Learning Area over a period of time; presented as a Scope and Sequence and a series of sub-strands in a syllabus
Scope and Sequence	An outline which shows the range of what is covered in a particular Learning Area (the *scope*) and the order in which it is covered (the *sequence*)
Skill	The ability to do something either practically (practical skill) or intellectually (cognitive skill)
Strand	A sub-division of a Learning Area; Strands usually recur during each year of the programme of study; each Strand is further divided into sub-strands.
Strand Statement	Overall statement of the understandings, concepts, skills and values /attitudes intended to be acquired by learners during study of a Strand; it summarises the expected learning in a strand for the entire Programme of Study
Suggested Assessment Activity	Task which gives a learner opportunity to show the extent to which s/he has achieved the Learning Outcomes for a sub-strand.
Summative assessment	A set of activities which measure the achievement of Learning Outcomes at the end of a unit of study or section of study time e.g. one topic, one month, one term.
Syllabus	A document which prescribes the full Programme of Study within a given Learning Area. The syllabus presents the Strands, sub-strands and their intended learning outcomes in terms of knowledge, understanding, skills and attitudes / values, and other guidance.

Foreword

This Syllabus document presents the four-year programme of study for Religious Education, one of the eight Learning Areas of the Lower Secondary school curriculum. Religious Education contributes to the development of the knowledge, understandings, skills, attitudes and values that learners need to live responsibly in society. It promotes the spiritual and moral development of learners. It enables them to engage in a search for meaning, value and purpose in life. Learners become aware that beliefs and values are fundamental to self, families and to the fabric of society. They discover the meaning and purpose of morality, beliefs and the values that are upheld by society.

The study of Religious Education enables learners develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity among others which are crucial in the modern world. Learner acquisition of these values is a central intention of this programme of study.

The challenge for teachers of Religious Education is to shape the learning experiences so that the needs and interests of all learners are catered for. Good learner textbooks will greatly assist teachers to do this. The programme of study reflects contemporary approaches in the learning-teaching process while the Learning Outcomes give learners opportunities to develop understandings and skills within four strands.

Religious Education supports learners developing and reflecting upon their values and contributing to their capacity for sound moral and ethical judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, Religious Education brings about responsible attitudes towards other people

The Lower Secondary programme of study in Religious Education builds upon concepts, skills, attitudes and values developed in primary school. It also provides a sound foundation for further learning in the disciplines of Religious Education. The programme of study meets the specific needs of the higher-achieving minority of learners who will go on to study these disciplines at a higher level. Learners can achieve the Learning Outcomes within specific Sub-strands at levels commensurate with their abilities.

As the Minister responsible for the provision of education services, I endorse this syllabus. It is the official document for the learning and teaching of Religious Education in Lower Secondary Schools throughout our country.

Hon. Maj. Jessica Alupo
Minister
Ministry of Education and Sports
Uganda

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Schools

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Members of the Religious Education Working Group

• Uganda Joint Christian Council (UJCC)
• Uganda Muslim Education Association (UMEA)

National Curriculum Development Centre

• Director
• Deputy Director
• CURASSE Coordinator
• Religious Education Curriculum Specialist

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1. Rationale

The Religious Education Learning Area promotes the spiritual and moral development of learners. It enables them to engage in a search for meaning, value and purpose in life. Learners become aware that beliefs and values are fundamental to self, families and to the fabric of society. They discover the meaning and purpose of morality, beliefs and the values that are upheld by society.

Religious beliefs are diverse. The scope of the programme of study enables learners to develop an appreciation of faith within communities. Schools may offer one or both strands of Religious Education. The learner, however, chooses to study either Christian Religious Education or Islamic Religious Education. The programme of study reflects contemporary approaches in the learning-teaching process. It supports learners in developing and reflecting upon their values and contributing to their capacity for sound moral and ethical judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, Religious Education brings about responsible attitudes towards other people.

2.   Strands and strand statements

The programme of study in Religious Education focuses on either:
- Christian Religious Education (CRE) or
- Islamic Religious Education (IRE)

Schools will decide to offer one or both of the above, depending on the interests of the school's stakeholders. The learner will choose to study either CRE or IRE throughout the four years.

Strands are the organising mechanism for presenting the expected learning. Each strand deals with a set of concepts, understandings, skills, values and attitudes that have inherent philosophical linkages. Within the structure of strands, the range of expected learning is scoped and sequenced. Each study year deals with one strand of the programme of study. The Religious Education Learning Area has four strands:

Worship, Rituals, Celebrations/Ceremonies

This strand equips learners with knowledge, skills and values about the forms of worship, rituals, celebrations and ceremonies in the main religion of study and in other religious systems.

Marriage, Family and Human Dignity

This strand enables learners to demonstrate an understanding of the value of marriage and family. It explores different perspectives on marriage and the family including approaches in different cultural contexts and faiths. The strand considers the person-centred approach to preparation for marriage and family life. It looks at communication and intimacy within marriage, family planning and parenthood.

Work, Leisure, Wealth and Development

This strand explores how people chose to spend their time, in both work and leisure, and what religion has to offer by way of moral guidance when making those choices. It develops learners' understanding and appreciation of working practices and volunteerism. The strand explores constructive and destructive approaches to creating wealth. It helps learners to understand the role that religion takes, through faith-based organisations, NGOs and charities, in making the world a better place; for example, it considers the important role of women in development.

Conflict Resolution, Peace and Justice

This strand will therefore equip learners with the knowledge, values and skills needed to choose alternatives to self-destructive, violent behaviour when confronted with interpersonal and intergroup conflict. The expectation is that when they learn constructive and just ways to address issues which may lead to violence, the incidence and intensity of that conflict will diminish. This should contribute to a peaceful society.

2.1   Learning Outcomes

The understandings, skills and values that learners are expected to acquire by following the Religious Education programme of study are presented here.

Understandings

Learners should **understand**:

- the origin, beliefs, teachings and practices of the two religions;
- the historical development of the two living belief systems;
- the impact of various religions on peace, social justice and respect for the sacredness and dignity of human life in relation to contemporary issues; that, throughout various periods in human history, religion has caused division between peoples;
- the meaning and purpose of morality and spiritual values for individuals and society;
- Contemporary views about religious beliefs and ethical and moral issues.

Skills

Learners should **be able to**:

- apply critical thinking skills to the making of reasoned and responsible moral decisions;
- through discussion, make appropriate decisions about various ethical issues;
- make informed decisions in order to improve their mental, emotional and spiritual wellbeing.

Values

Learners should **appreciate and value**:

- people of different religions and show respect for their beliefs;
- the mystery and beauty of creation and the interrelationships within it;
- good human relationships and respect the differences between people;
- a range of positive attitudes such as respect, patience, honesty, responsibility, tolerance, joy in life, co-operation, appreciation, sharing, endurance, perseverance, care for other people, and respect for other living things.

3. Scope and Sequence Chart

This is a summary chart of the programme of study for the Learning Area. It presents the overview of the learning that is expected across the four years. The chart shows, in one table, how the entire course is structured. It presents the strands, the sub-strand titles and the Learning Outcomes. For each year of study, the sub-strands are arranged in learning order.

There are five categories of Learning Outcome:

(k) =   knowledge
(u) =   understanding
(s) =   skill
(gs) = generic skill
(v/a) = values / attitudes

In the chart, each Learning Outcome is coded according to its category.

The Religious Studies skills are embedded within four strands. Many of these are 'process' skills: they occur throughout the programme of study. Learners will have many opportunities to practise and master them during the course. Section 6 (page 49) provides a list of the process skills.

The following key explains the strand symbols used in the Scope and Sequence.

	Worship, Rituals and Celebrations/ Ceremonies		Marriage, Family and Human Dignity		Work, Leisure, Wealth and Development		Conflict Resolution, Peace and Justice

Christian Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	Learners should:		*Learners should:*		*Learners should:*		*Learners should:*
	1.1 Worship **Periods: 24 Page: 19**		**2.1 Marriage** **Periods: 24 Page: 24**		**3.1 Work** **Periods: 24 Page: 28**		**4.1 Conflict Resolution** **Periods: 24 Page: 31**
	a. Understand various forms of worship that demonstrate faith, trust, commitment and obedience to God (u) b. Appreciate the purpose of Worship (v/a) c. Appreciate Christian teachings about Worship in daily life (v/a) d. Know various ways to pray as an expression of respect to God (k) e. Be able to compose own prayers (s)		a. Understand the purpose of marriage in the promotion of love and honesty (u) b. Know the different types of marriage in Uganda to promote respect for the law of the land and culture (k) c. Appreciate the value of preparation before making a commitment to marriage (v/a) d. Appreciate the importance of children in marriage and society (v/a) e. Appreciate Christian teaching about marriage (v/a)		a. Understand the value and purpose of work (u, v/a) b. Understand Christian ideals about work (u) c. Develop acceptable workplace behaviour (gs) d. Appreciate work ethics (v/a) e. Appreciate own talents in making career choices (v/a) f. Understand the challenges in work in order to be patient, endure and persevere (u) g. Appreciate the value of charity work in building the community (a/v)		a. Understand the causes of conflict in order to promote values of self control and patience (u) b. Know about conflicts where religion is an important factor (k) c. Understand consequences of conflicts to develop empathy, kindness, generosity and love (u) d. Appreciate the role of Christianity in conflict resolution (v/a) Appreciate the need for unity, tolerance, reconciliation and forgiveness (k)

Christian Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	1.2 Christian Rituals and Celebrations Periods: 24 Page: 22 a. Know the main rituals practiced by Christians in order to develop unity and love (k) b. Understand the importance of observing Christian rituals as a way of expressing commitment and love to God and fellow human beings (u) c. Appreciate Christian teachings about rituals (v/a) d. Know the major Christian celebrations that promote fellowship, sharing and unity (k) e. Participate in Christian celebrations (s)		**2.2 Family** Periods: 24 Page: 25 a. Understand the importance of family to society to promote unity (u) b. Know the various types of family to develop unity, empathy, loyalty and generosity (k) c. Understand the roles of the different members of the family to promote the value of individual responsibility (u, v/a) d. Appreciate the value of harmony within the family relationship (v/a) e. Understand current family trends (u) f. Appreciate Christian teachings about family (v/a)		**3.2 Leisure** Periods: 24 Page: 29 a. Know the types of leisure in order to make the right choices (k) b. Understand the purposes of leisure c. Appreciate Christian ideals of leisure (v/a) d. Understand the modern trends of leisure for purposes of making the correct choices **3.3 Wealth and Development** Periods: 24 Page: 30 a. Understands acceptable ways of acquiring wealth honestly (u) b. Appreciates the contribution made by Christians in the development of Society		**4.2 Peace** Periods: 24 Page: 32 a. Know correct ways of attaining peace to promote love, dialogue, friendship and harmony (k) b. Appreciate the Christian teachings about Peace (v/a) c. Appreciate the struggle for peace as a way of promoting self sacrifice, civility and patriotism (v/a) **4.3 Justice** Periods: 24 Page: 33 a. Understand the concept of justice in order to encourage self control, love, fairness and respect for others (u) b. Know the correct ways

Christian Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	1.3 Christianity and Values in Islam and African Religions **Periods: 24 Page: 23** a. Know the characteristics of Islam and African traditional religions, for purposes of harmonious living (k) b. Appreciate the values of Islam and African traditional religions (v/a) c. Form opinions about other religions to promote tolerance (v/a) d. Understand that religion is ancient, diverse and dynamic (u) e. Respect religious beliefs of others (v/a) f. Live in harmony with people of other religious beliefs (s)		**2.3 Human Dignity** **Periods: 24 Page: 27** a. Understand human dignity to promote love, respect and justice (u) b. Appreciate life as a special gift from God that should be respected and protected (v/a) c. Understand human differences in gender, religion and race, as a way of promoting tolerance (u) d. Appreciates Christian teachings about human dignity (v/a)		(v/a) c. Appreciates the value of generosity (v/a) d. Knows the dangers associated with wealth to avoid greed and corruption (k) e. Appreciates wealth as a source of success to encourage commitment and hard work (v/a) f. Appreciates wealth as a source of happiness (v/a) g. Understand the challenges of development in order to protect human life and the environment (u)		of achieving justice to develop integrity, endurance and truthfulness (k) c. Appreciate the value of a just society in order to attain joy, friendship and gratitude (v/a) d. Appreciate Christian teachings about justice (v/a)

Islamic Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	Learners should:		*Learners should:*		*Learners should:*		*Learners should:*
	1.1 Worship **24 Periods** **Page: 34**		**2.1 Marriage** **Periods: 24** **Page: 38**		**3.1 Work** **Periods: 24** **Page: 41**		**4.1 Causes of conflicts** **Periods: 24** **Page: 45**
	a. Use various forms of worship in daily life to demonstrate faith, trust, commitment and obedience to Allah (v/a) b. Understand the significance of various forms of worship (u) c. Understand the significance of the articles of faith (u)		a. Understand the purpose of marriage as an instrument of the promotion of love, companionship and understanding between husband and wife (u) b. Understand the challenges in marriage (u) c. Understand the benefits of marriage (u) d. Know Islamic teachings about the responsibility of husband and wife (k)		a. Understand the value and purpose of work (u, v/a) b. Understand the Islamic ethics of work (u) c. Understand the challenges of work in contemporary life (u)		a. Understand the causes of conflict in order to promote values of self-control and patience (u) b. Know about conflicts where religion is an important factor (k) c. Understand the consequences of conflicts and how to counter that through developing empathy, kindness, generosity and love (u) d. Appreciate the need for unity, tolerance, reconciliation and forgiveness (k)
	1.2 Islamic Rituals and Celebrations **Periods: 24** **Page: 35** a. Understand the importance of symbolism in Islam (u)		**2.2 Family** **Periods: 24** **Page: 39**		**3.2 Leisure** **Periods: 24** **Page: 42** a. Appreciate the importance of leisure in human life (v/a) b. Understand the modern trends of leisure for purposes making correct choices and self-		

Islamic Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	b. Understand the value of sacrifice as a symbol of faith, dedication and commitment (u) c. Understand the spiritual and material benefits of Hajj (u) d. Exchange views about merits of Islamic rituals (v/a) e. Know the various forms of Islamic ceremonies (k) **1.3 Islam and Values in Christianity and African Religions** **Periods: 24 Page: 36** a. Know the characteristics of Christianity and African traditional religions for purposes of harmonious living (k) b. Appreciates the values of other religions (v/a) c. Form opinions about		a. Understand the importance of family as a basic unit of society (u) b. Know the various types of families (k) c. Understand the African concept of a family (u) d. Understand the role of different members of the family (u) e. Understand the values promoted by a family (u) f. Know the Islamic teachings about family (k) **2.3 Human dignity** **Periods: 24 Page: 40** a. Understands the Universal Declaration of Human Rights (u) b. Understand the importance of human		control (u) c. Understand Islamic teachings about leisure (u) **3.3 Wealth and Development** **Periods: 24 Page: 43** a. Understand the concept of wealth (u) b. Understand the concept of development (u) c. Understand the proper ways of acquiring wealth to promote honesty, integrity and self control (u) d. Understand the Islamic teachings about wealth (u) e. Appreciate the Islamic teachings of Sadaqah (alms giving) (v/a) f. Understand the principle of Islamic Banking (u)		**4.2 Peace** **Periods: 24 Page: 46** a. Appreciate the values of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility in regard to peace (v/a) b. Understand that Islam is built on the foundation of peace (salaam) (u) c. Understand the Islamic teachings on peace (salaam) (u) d. Appreciate the struggle for peace as a way of promoting self sacrifice and civility (v/a) **4.3 Justice** **Periods: 24 Page: 47** a. Understand the concept of justice in order to encourage self control, love, fairness and

Islamic Religious Education

Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	other religions to promote tolerance (v/a) d. understand that religion is ancient, diverse and dynamic (u) e. respect religious beliefs of others (v/a) f. live in harmony with people of other religious beliefs (s)		dignity (u) c. Understand the teachings of Islam on human dignity (u) d. Understand human differences in gender, religion and race (u) e. Appreciate Islamic teachings on brotherhood and equality (v/a)		g. Understand forms of Islamic Banking and their contribution to development (u)		respect for others (u) b. Know the correct ways of achieving justice to develop integrity, endurance and truthfulness (k) c. Appreciate the value of a just society in order to attain joy, friendship and gratitude (v/a) d. Appreciate Islamic teachings about justice (v/a)

4. Religious Education Sub-strands

This is the main section of the syllabus. It is organised as a series of sub-strand tables. Each sub-strand table has the same three columns, detailing the Learning Outcomes (Column 1), Evidence of Achievement statements (Column 2), Exemplar Assessment Activities (Column 3). The Learning Outcomes in Column 1 are an exact copy of those in the Scope and Sequence Table. The series of sub-strand tables are presented in learning order for each year of study.

The example below explains the function of each part of the table.

Brief statement of the intended learning in this sub-strand		
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
A Learning Outcome is a brief statement of what the learner knows, understands, is able to do, or of the attitude or value developed, as a result of a learning process. Learning Outcomes are expressed as one of: • Knowledge; • Understanding; • Skill; • Value or attitude; • Generic skill LOs start with the stem '**Learners should**...' *e.g. Learners should understand that an object may have energy due to its motion or its position*	An Evidence of Achievement statement is a statement of actual behaviour which would show that a learner has achieved a degree of success on a Learning Outcome. It describes the **product** or **process** which results from the learning experience. EAs start with the stem '**Learners can**...' *e.g. Learners can use a map to describe the migration patterns of the major ethnic groups in Uganda*	Exemplar Assessment Activities present **learning situations** that allow Learners to show what they have achieved. These situations give opportunities to assess and record learner behaviour. As the name suggests, they are only examples: teachers may choose to use these in addition to their own activities, or to not use them at all.

CRE 1.1: Worship

This sub-strand deals with worship and how forms of worship are derived from the Holy books. It also presents how believers express these forms of worship in their daily lives.		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand various forms of worship that demonstrate faith, trust, commitment and obedience to God (u)	1. Identify and record at least 5 of the following forms of worship: prayer, fellowship, fasting, meditation, offertory, reading scripture and singing. 2. Use Exodus 35:5, 21 and 22, 1 Chronicles 13:8, Daniel 9:3, 33:1-22; Psalms 47:1-9, Psalms 100:4, John 4:24, Ephesians 5:9, 1 Thessalonians 5:17, and Hebrews 13:15 to describe at least five forms of worship. 3. Demonstrate how various forms of worship are conducted. 4. Use Exodus 20:1-17 to identify the correct form of worship. 5. Use 1 Kings 8:22-53 to draw lessons on how to pray.	1. Write an essay reflecting the importance of worship to an individual and society. 2. Take part in a preparation and performance of a role play reflecting the one form of worship 3. Read the Bible and make a report on various forms worship as presents in selected texts in either the New or Old Testament
b. Appreciate the purpose of Worship (v/a)	1. Use examples to explain the importance of worship. 2. Express their opinions on the value and importance of the various forms of worship. 3. Use Psalms 23:1-6 to express the reasons why people pray. 4. Use Matthew 6:9-15 to draw lessons on how to pray. 5. Use Mark 14:32-42; James 5:13-18 to explain the importance of prayer in times of difficulty.	
c. Appreciate Christian teachings about Worship in daily life (v/a)	1. Use the Matthew 6:9-15 to identify the key values of praying as a form of worship 2. Use the Book of Acts to summarise the forms of worship of the apostles 3. Use Psalms 33:1-22; Psalms 47:1-9 to describe forms of worship 4. Compare the forms of worship of the apostles and those today.	

This sub-strand deals with worship and how forms of worship are derived from the Holy books. It also presents how believers express these forms of worship in their daily lives.		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
d. Know various ways to pray as an expression of respect to God (k)	1. Gather data on congregational and private prayers. 2. Use Matthew 14:23 to discuss the importance of private prayers 3. Locates biblical texts reflect Jesus engaging in both the congregational and private prayers 4. Use Jesus' prayer life to relate to what happens in the church today	
e. Be able to compose own prayers (s)	1. Use Matthew 6:14-15,Isaiah 43: 25-26, Numbers 14: 19-21, Mark 8:24-38, Luke 18:10-14, 2 Corinthians 7:9-11, Ezekiel 11:18-20, Ezekiel, 33:14-16 Psalms 51:1-19, Psalms 130:1-3 to prepare a simple prayer reflecting elements of repentance and forgiveness	

CRE 1.2 Christian Rituals and Celebrations

The sub-strand enables learners to appreciate religious rituals and celebrations as a means of promoting Unity, Love, Faith and Commitment to God		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Know the main rituals practiced by Christians in order to develop unity and love (k)	1. Identify Christian rituals and record rituals conducted in the Christian church 2. Demonstrate how some of the rituals are conducted 3. Use examples to explain how Christian rituals bring people together 4. Use examples to explain how Christian rituals create a bond of love amongst the participants	1. Choose a ritual and act a skit about how it is performed 2. Conduct a research and make a report about the values that are developed in through participating in specific rituals. 3. Prepare messages on the correct ways of celebrating Christian festivals.
b. Understands the importance of observing Christian rituals as a way of expressing commitment and love to God and fellow human beings (u)	1. Share ideas about Christian rituals observed today 2. Explain reasons why Christians observe rituals like baptism, Confirmation, Holy Communion 3. Use Matthew 3:13-17, Matthew 26:17-30, Acts 2:38; 19:4, 2:1-13 to trace the origin of the rituals observed 4. Explain the importance of the rituals in Christian life 5. Compare Christian rituals with other rituals practiced within their Community	
c. Appreciate Christian teachings about rituals (v/a)	1. Use the Bible to identify rituals practiced by Christians at that time 2. Share and record ideas about the importance of participating in Christian rituals 3. Share ideas and their experiences about rituals practiced by Christians	
d. Know the major Christian celebrations that promote fellowship, sharing and unity (k)	1. Identify and record celebrations observed by Christians 2. Demonstrate how Christian celebrations are conducted 3. Use the Bible to identify and record celebrations recorded there in 4. Explain how participating in Christian celebrations can promote Friendship, Love, Unity etc	
e. Participates in Christian celebrations (s)	1. Share stories about a Christian celebration they have participated in their life.	

CRE 1.3 Christianity and Values in Islam and African Traditional Religion

This sub-strand explains the religious beliefs and practices of Christianity. The beliefs of other religions are presented in the context of these two. Learners will understand the beliefs and moral practices in other religions, develop tolerance to these faiths, and live in harmony with them in a diverse world.		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Know the characteristics of religions other than their own for purposes of harmonious living (k)	1. Identify and record the similarities across Christianity, Islam and African traditional Religion 2. Identify and record the differences across Christianity, Islam and African Traditional Religion 3. Identify and records the good practices across Christianity, Islam and African Traditional Religion	1. Hold a discussion about the similarities and differences across Christianity, Islam and African Traditional religion and record the findings 2. Participate in a role about reflecting how people of different Religious beliefs can harmoniously live together
b. Appreciate the values of other religions (v/a)	1. Records the good practices in Islam 2. Identify and record values in Islam 3. Records the good practices in African traditional Religion 4. Identify and record values in African traditional Religion	
c. Form opinions about other religions to promote tolerance (v/a)	1. Express own opinions about Islam and African Traditional Religion without prejudice	
d. Understand that religion is ancient, diverse and dynamic (u)	1. Research and record the origin of religion 2. Record the developments in religions to date	
e. Respect religious beliefs of others (v/a)	1. Use to show Luke 9:49-50 how Jesus related with the Jewish tradition	
f. Live in harmony with people of other religious beliefs (s)	1. Use examples to explain how people can live with others regardless of the differences in religious beliefs. 2. Use John 4:7-27 to show how Jesus lived in harmony with others. 3. Use Acts 28:30-31, Romans 14:1-23 and 1 Corinthians 10:31-32 to explain the teachings about harmonious living in the New testament	

CRE 2.1 Marriage

The sub-strand with the religious teachings about marriage. It enables them appreciate how marriage fosters the values of love, honesty, respect, harmony and generosity		**Strand: Marriage, Family and Human Dignity. 24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the purpose of marriage in the promotion of love and honesty (u)	1. Explain the purpose of marriage 2. Give examples, which reflect marriage as a custodian of the values of love and honesty. 3. Use the Bible text in Genesis 2:18-25 to discover the value of unity	1. Make a research and report about the importance of courtship before marriage. 2. Draw a table showing the types of marriages acceptable in Uganda reflecting the similarities and differences across. 3. Use the book of Hosea 2 and 3 to show the vices and values in that marriage relationship.
b. Know the different types of marriage in Uganda to promote respect for the law of the land and culture (k)	1. Identify and record the different types of marriage recognized in Uganda 2. Use a table to give the similarities and differences across the different marriages. 3. Give reasons why people choose a particular type of marriage 4. Write the values promoted by each type of marriage	
c. Appreciate the value of preparation for before making a commitment to marriage (v/a)	1. Use examples to give the importance of courtship 2. Give the problems associated with failure to have courtship period 3. Use the Bible to identify and record the value in preparation for marriage	
d. Appreciate the importance of children in marriage and society (v/a)	1. Use example to illustrate the importance of children in a marriage relationship 2. Use the Genesis 1:28, 2:1-7, 1 Samuel1:ff to appreciate the value of children in a marriage relationship 3. Suggest ways to keep a childless marriage happy	
e. Appreciate Christian teaching about marriage (v/a)	1. Use Hosea 2 and 3 to identify the values of love, patience and forgiveness 2. Use 1Peter 3:1-7 to establish the conduct of husbands and wives in a marriage relationship. 3. Use the John 2:1-12 to recognise the importance of a marriage ceremony 4. Use the Mark 10:1-12 to promote stability in the marriage 5. Use 1 Corinthians to explain the expected Christian behaviour in a marriage relationship	

CRE 2.2: Family

The sub-strand enables learners to appreciate the importance of family as a unit of society. They understand how the family promotes the values of responsibility, unity, loyalty, generosity and harmony. Learners appreciate how important values derive from the holy books.		**Strand: Marriage, Family and Human Dignity.** **24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understands the importance of family to society to promote unity (u)	1. Write down the members who constitute a family 2. Share ideas about the importance of family in society	1. Learners plan and participate in a skit reflecting misunderstandings in families: causes, effects and possible solutions.
b. Know the various types of family to develop unity, empathy, loyalty and generosity (k)	1. Explain the two major types of family 2. Share ideas and experiences about the advantages and disadvantages of each them. 3. Records the values that are promoted by each of the type of families	2. Write an essay about the ideal relationship in a family as expressed in Paul's letter to the Ephesians.
c. Understands the roles of the different members of the family to promote the value of individual responsibility (u, v/a)	1. Records the roles played by different members of the family 2. Write down the responsibilities of each of the family members 3. Use the Bible to identify the roles of the different members of the family.	3. Participate in a discussion about the challenges of the modern family setting and share the outcome of the discussion with the class.
d. Appreciates the value of harmony within the family relationship (v/a)	1. Share ideas about the misunderstandings between children and their parents 2. Write down the causes of misunderstandings between husbands and wives 3. Summarise the dangers of family instability on family members and society in general 4. Suggest and record possible ways of resolving misunderstanding within the families. 5. Explain importance of harmony in the family	
e. Understands current family trends (u)	1. Discuss the current family trends 2. Share ideas about the challenges brought about by the new family trends 3. Suggest ways of promoting right attitudes to family	
f. Appreciate Christian teachings about family (v/a)	1. Use the Bible to identify teachings about family 2. Use the Bible to identify and record	

	teachings about the family 3. Use the example of Abraham's family in Genesis 12: 1-5 and 21: 1-7 to identify the values expressed therein. 4. Use Ephesians 5:21-33 to describe the relationship within in a family setting. 5. Use Ephesians 6:1-4 to explain the ideal relationship between relationship between children and parents.	

CRE 2.3 Human Dignity

The sub-strand presents life as gift from God. This is recognised by society in international agreements. Learners will develop respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence		**Strand: Worship, Rituals, Celebrations and Ceremonies.** **24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand human dignity to promote love, respect and justice (u)	1. Use examples to explain the term justice. 2. Identify and record examples of injustices in society 3. Describe elements of human dignity 4. Use Genesis 1:27 to explain the origin of human dignity	1. Read a scenario about mob justice and write elements that show elements that do not promote human dignity. 2. Act a skit reflecting Jesus' attitude to respect for human dignity
b. Appreciate life as a special gift from God that should be respected and protected (v/a)	1. Use the Bible texts to extract teachings about the sanctity of life 2. Research and record ways through which life should respected and protected 3. Research and record on ways through people abuse the gift of life 4. State reasons why life should respected and protected	
c. Understand human differences in gender, religion and race, as a way of promoting tolerance (u)	1. Construct a table reflecting human differences 2. Share ideas about the various roles played by the different sexes 3. Demonstrate the importance of interdependence in the family 4. Suggest ways through which human differences should be treated	
d. Appreciates Christian teachings about human dignity (v/a)	1. Use Exodus 20:1 FF to identify ways through which human dignity should be promoted and protected. 2. Use Exodus 21:1-27, Mark 2:1-12, Mark 1:40-45 to identify ways through which human dignity of the underprivileged should be protected 3. Use Mark 10:13-16, John 4:1-9, Luke 7: 36-39; Luke 10: 38-42 to appreciate how Jesus promoted the human dignity of children and women 4. Use the Mathew 9:9-13. Luke 19:1-10 to identify ways through which Jesus promoted human dignity of sinners	

CRE 3.1 Work

The sub-strand explains the value of work. It also covers the biblical context of work and importance of integrity in work so that learners develop a positive attitude to work.		**Strand: Work, Leisure, Wealth and Development. 24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the purpose of work	1. Use examples to illustrate the different types of work in society 2. Justifies why people should work 3. Share ideas about the importance of responsibility, honesty and cooperation in work 4. Express opinions about role o f work in promoting honesty, responsibility and cooperation in society.	1. Hold a discussion about and make suggestions about how people can develop a positive attitude to work 2. Participate in a role play demonstrating the challenges of work in the modern society 3. Write an essay showing reflecting how the demand s of work can be balanced with the demands of worship
b. Understand the Christian ideals about work (u)	1. Use Genesis 1 and 2 to discover and record the aspect of work therein 2. Use Proverbs 6:1-10 to summarize the importance of work 3. Share ideas on how to apply the teachings about work to daily life 4. Prepare messages that reflect the value of work	
c. Develop acceptable workplace behaviour (gs)	1. Draw a table showing acceptable and unacceptable workplace behaviour 2. Share ideas about a the qualities of a good employer 3. Share ideas about a the qualities of a good employee	
d. Appreciate work ethics (v/a)	1. Research and records about professional ethics for teachers, medical workers and legal practitioners 2. Justifies the need for professional ethics 3. Shares experiences or stories of case where the professional ethics have not been observed 4. Suggest ways through which professional should be advised to observe their ethics	
e. Appreciate own talents in making career choices (v/a)	1. Identifies and records personal talents 2. Categorizes talents in making responsible career choices 3. Develops a sample plan of how to use personal talents to earn a living	

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CRE 3.2 Leisure

The sub-strand explains the importance of leisure to an individual and society. It enables learners choose the right from wrong forms of leisure activities		Strand: Work, Leisure, Wealth and Development. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Know the types of leisure in order to make right choices (k)	1. Use examples of activities to define leisure 2. Identify the various leisure activities in their society 3. Categorize leisure activities into passive and active leisure	1. Draw a table showing your personal hobbies giving a reason for the choice of each one of them and problems associated with a personal who lacks any hobbies 2. Take part in a debate about the disadvantages of gambling as a leisure activity 3. Discuss the merits and demerits of the school programme for leisure activities
b. Understand the purpose of leisure (u)	1. Share ideas about the importance of leisure to an individual and to Society 2. Explain five leisure activities that can promote friendship and Unity, and Civility 3. Give examples of other acceptable ways of spending leisure time 4. Suggest ways how a Christian can help the poor and needy people in their Society to enjoy leisure	
c. Appreciates the Christian ideals of leisure (v/a)	1. Use the Bible to identify Christian teachings about the acceptable use of leisure 2. Use Genesis 2: 1-4; to show how God instated leisure. 3. Use Ecclesiastes 3:1ff; to show the teaching that there is time for everything; 4. Use Deuteronomy 5:12-15, Mark 2:23-28 John 2: 1-12,Luke 10:38-48to show the value of leisure and show Jesus' participation in leisure activities	
d. Understands the modern trends of leisure in order to make correct choices (u)	1. Explain the changes in the patterns of leisure in the modern society. 2. Describe how leisure has evolved into an industry 3. Compare the Christian teachings about leisure with the modern understanding of leisure 4. Identify examples of how leisure is abused today 5. Share ideas on possible solutions to abuse of leisure	

CRE 3.3 Wealth and Development

The sub-strand discusses how wealth can be acquired. It further gives the learners ways to explore how the church has contributed to development		**Strand: Work, Leisure, Wealth and Development.** **24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understands the acceptable ways of acquiring wealth honestly (u)	1. Give examples of acceptable ways of acquiring wealth 2. Identify examples of unacceptable ways of acquiring wealth 3. Share ideas on appropriate use and abuse of wealth 4. Use the Bible to identify teachings about wealth 5. Give examples of how wealth promotes contentment and happiness	1. Use case studies from Uganda to explain their perspective of wealth 2. Participate in a discussion regarding the causes and how to overcome corruption
b. Appreciates the contribution made by Christians in the development of Society (v/a)	1. Research on different Christian projects that have influenced development in Uganda 6. Identify the contribution made by Christianity in the development of Uganda	
c. Appreciates the value of generosity (v/a)	1. Use examples to explain the importance of generosity	
d. Knows the dangers associated with wealth to avoid greed and corruption (k)	1. Explain the terms 'greed' and 'corruption' 7. Uses examples to explain the dangers of corruption.	
e. Appreciates wealth as a source of success to encourage commitment and hard work (v/a)	1. Describe ways through which hard work leads to wealth acquisition 2. Use examples to explain how wealth can be a source of success	
f. Appreciates wealth as a source of happiness (v/a)	1. Use examples to show how money and other forms of wealth can contribute to happiness 3. Use examples to show how money and other forms of wealth can reduce happiness	
g. Understand the challenges of development in order to protect human life and the environment (u)	1. Explain the effect of development on the environment.	

CRE 4.1   Conflict Resolution

The sub-strand discusses the value of resolving conflicts in order maintain peace in society. Further, it explains the value of tolerance in order to avoid conflicts in society.		**Strand: Conflict Resolution, Peace and Justice.** **24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the causes of conflict in order to promote values of self control and patience (u)	1. Identify and record types of conflicts in society 2. Describe the causes of conflict in society 3. Use examples of religious conflicts that led to the persecution of Christians 4. Identify factors 5. Share opinions about how tolerance can help prevent conflicts in society	1. Hold a debate about the role of the Church in conflict resolution. 2. Write an essay reflecting an example of a current conflict and how to find a solution to it.
b. Know about conflicts where religion is an important factor (k)	1. Describes the nature of conflicts in the contemporary world 2. Uses examples to explain the causes of conflicts in the contemporary world 3. Suggests ways in which religion could help resolve a current conflict 4. Identify a conflict where religion contributed to the problem	
c. Understand consequences of conflicts to develop empathy, kindness, generosity and love (u)	1. Describe the effects of the current conflicts to individuals and society 2. Suggest ways how to help individuals affected by conflicts as a way of promoting peace and reconciliation 3. Propose a process for conflict management	
d. Appreciate the role of Christianity in conflict resolution (v/a)	1. Explain the contribution of the Church in the conflicts in Northern Uganda 2. Identify key Christian personalities who have played an important role in conflict resolution 3. Use the Bible to identify teachings about conflict resolution 4. Suggest ways on how people can live in harmony in order to promote peace	
e. Appreciate the need for unity, tolerance, forgiveness and reconciliation (k)	1. Use examples to describe the importance of unity, tolerance, forgiveness and reconciliation in their own lives 2. Explain how John 8:1-11 and Luke 15:11-32 show Jesus' views on resolving conflict	

CRE 4.2 Peace

The sub-strand lays emphasis on peaceful methods of resolving conflict and maintaining harmony in society		Strand: Conflict Resolution, Peace and Justice. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Know correct ways of attaining peace to promote love, dialogue, friendship and harmony (k)	1. Use example to explain the concept of peace 2. Describe a peaceful community 3. Suggest acceptable ways of attaining and maintaining peace	1. Give learners a scenario where there is conflict so that they can offer solutions
b. Appreciate the Christian teachings about Peace (v/a)	1. Use the Bible to identify teachings about peace Proverbs 25:21, Matthew 5: Exodus 20 2. Record ways through which Jesus promoted peace 3. Use Biblical teachings that can be used to promote peace in the in schools, families and society 4. Use Matthew 5:3-12; 5:38-39 (Jesus discourages revenge) Isaiah 2: 1-5 Everlasting peace, Proverbs 25:21-22 love for enemies	2. Engage learners in a research project where they have to find out about the role of specific personalities in promoting peace in society using non-violent methods.
c. Appreciate the struggle for peace as a way of promoting self sacrifice, civility and patriotism (v/a)	1. Research about personalities who used non violent methods to promote peace in society 2. Explain the importance of promoting peace in society through non violent methods 3. Identify the dangers of using violent means to resolve conflicts	

CRE 4.3 Justice

The sub-strand explains the value of a just society and how fairness should be maintained in society		Strand: Conflict Resolution, Peace and Justice. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the concept of justice in order to encourage self control, love, fairness and respect for others (u)	1. Use examples from daily life to explain the meaning of Justice 2. Evaluate the need for justice 3. Identify and record examples of injustices in society 4. Explain the dangers of injustices in society 5. Explain the need for laws in society in order to attain justice	1. Give two steps that the government of Uganda has taken to reduce incidents of domestic violence 2. Suggest three ways of solving land conflict in Uganda 3. Discuss the way power struggle and influence has caused social instability 4. Give three effects of tribal conflict in western Uganda 5. Mention three objectives of inter- religion council in Uganda (ICRC)
b. Know the correct ways of achieving justice to develop integrity, endurance and truthfulness (k)	1. Demonstrate respect for others so as to promote justice 2. Explain the acceptable ways of achieving justice 3. Describe unacceptable ways of promoting justice 4. Explain the role of government in upholding justice in society	
c. Appreciate the value of a just society in order to attain joy, friendship and gratitude (v/a)	1. Use examples to explain how people can treat others fairly 2. Write 2 case studies of people who have struggled to create justice in society 3. Identify factor that that undermine the attainment of justice 4. Suggest ways of overcoming injustices in society	
d. Appreciate Christian teachings about justice (v/a)	1. Use Exodus 20:1 and Kings 3:16-28 to identify explain the importance of justice 2. Use the book of Amos to show the injustices that existed during his time 3. Use Luke 3:10-14 explain the importance of upholding stress	

IRE 1.1 Worship

This sub-strand deals with worship and how forms of worship are derived from Qur'an and Hadith. It also presents how believers express these forms of worship in their daily lives.		**Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Use various forms of worship in daily life to demonstrate faith, trust, commitment and obedience to Allah (v/a)	1. Use Surat Al- Baqarah 2:163 and 7:158 to explain the meaning of "Shahada" 2. Pronounce the two testimonies of Shahada 3. Explain the implication of shahada 4. Use the Surat Al-Israe 17:78 to explain the meaning and value of Swallah 5. Use examples to give the practical value of Swallah 6. Exchange views about the relevance of fasting	1. Take part in preparation and perform a role play which involves an Imam and a new convert who should recite shahada after the Imam. 2. The rest of the learners write in own words the meaning of the two statements recited by the two. 3. Draw a table indicating the pillars of faith and fill in the values that are developed by observing each one of them
b. Understand the significance of various forms of worship (u)	1. Use Surah Al-A'araaf 7:158, Al- Baqara 2:163, and Al- Imran 3: 18 to explain the way the testimonies in Shahada bring about recognition of and obedience to authority 2. Use Surah Al- Tawbah 9:61 to explain how faith promotes a sense of belonging and commitment 3. Use Surat Al- Ankabut 29:45 to explain how the swallah prevents evil 4. Justify the value of sharing and generosity as presented in the in Surat Al- Mujadalah 158:13 and Al- Maidah 5:12 5. Us Surat Al- hajj 22:27 to explain the spiritual and material benefits of Hajj	
c. Understand the significance of the articles of faith (u)	1. Write the six articles of faith 2. Explain the importance of the six articles in consolidating faith 3. Use Surat Al- to explain the events of the day of judgement 4. Use Surat Al-Anbiyaah 21:25 to explain the oneness of Allah 5. Use Surat Al-An-'am 4: 112 to describe the role of angels 6. Use Surat Al-Imran 3:81 to express the value of divine scriptures. 7. Use Surat Al-Anbiyaah 21:7 to explain existence of God's messengers. 8. Use Surat Al-Qaari'ah 101:1-11 to explain the events of the day of judgement 9. Use Surat Al- An-'am 5: 120 to describe the Islamic concept pre- destination.	

IRE 1.2 Islamic Rituals and Ceremonies

The sub-strand enables learners to appreciate religious rituals and celebrations as a means of promoting Unity, Love, Faith and Commitment to Allah		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the importance of symbolism in Islam (u)	1. Use Surat Al –hajj 22:30-32 to explain the meaning Islamic symbols 2. Use Surat Al- Rum 30:21-24 to explain the importance of divine symbols	1. Learners should draw the common Islamic symbols like the K'abah, Blackstone, Jamaarat Aqabah etc 2. Participate in a role plays involving Islamic rituals 3. Write an essay about the celebration of Idd al- Adhuha and Idd al- Fitr citing reasons why the former is more popular than the later.
b. Understand the value of sacrifice as a symbol of faith, dedication and commitment (u)	1. Use Surat Al- Hajj 22:37 to explain the meaning of sacrifice 2. Use Surat Al –hajj 22:27 to explain the importance of the response to Abraham's call of believers to per from pilgrimage to Ka' bah	
c. Understand the spiritual and material benefits of Hajj (u)	1. Describe the material gains of Hajj 2. Use Surat Al- Hajj 22: 28 to explain the material benefits of Hajj 3. Use Surat Al-Hajj 22:34 to express the spiritual benefits of Hajj 4. Use Surat Al-Hajj (22:37) to explain rituals of Hajj and their benefits	
d. Exchange views about merits of Islamic rituals (v/a)	1. Share views about Aqiiqah as an act of appreciation for Allah's gift of Life. 2. Explain the impact of naming on the character of a child. 3. Describe experiences about circumcision	
e. Know the various forms of Islamic ceremonies (k)	1. Share experiences about the celebration of the two Idds. 2. Exchange views of the merits of other Muslim ceremonies. 3. Use Surat Al-Kawthar (108:2) and Surat al-Hajji to explain the purpose and importance of Idd Al-Adhuha.	

IRE 1.3 Islam and Values in Christianity and African Religion

This sub-strand explains the religious beliefs and practices of Islam. The beliefs of other religions are presented in the context of these two. Learners will understand the beliefs and moral practices in other religions, develop tolerance to these faiths, and live in harmony with them in a diverse world.		**Strand: Worship, Rituals, Celebrations and Ceremonies.** **24 periods.**
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Know the characteristics of Christianity and African traditional religions for purposes of harmonious living (k)	1. Identify and record the similarities across Islam, Christianity and African traditional Religion 2. Identify and record the differences across Religion Islam, Christianity and African Traditional Religion 3. Identify and records the good practices across Islam , Christianity and African Traditional Religion	1. Hold a discussion about the similarities and differences across Christianity, Islam and African Traditional religion and record the findings 2. Draw a table reflecting similarities and differences in initiation between Islamic and Christian beliefs 3. Make research and report about similarities and differences between Islamic and African traditional beliefs about life after death 4. Write an essay reflecting the ways through which prophet Mohammad (PBHU) exhibited respect for people of other religions
b. Appreciate the values of other religions (v/a)	1. Identify and record values across Islam Christianity and African Traditional Religion 2. Use Surat Al-Maidah (5:69) and Al-Baqarah (2:69) to explain the values of Religious other than Islam. 3. With examples from Prophet Muhammad's life show the way he respected members of other religion.	
c. Form opinions about other religions to promote tolerance (v/a)	1. Express own opinions about Islam and African Traditional Religion without prejudice arising from stereotypes 2. Express own opinions about the practicability of co-existence among members of different faiths 3. List organisations that are working to establish dialogue between different faiths (e.g. inter-religious council of Uganda)	
d. Understand that religion is ancient, diverse and dynamic (u)	1. Research and record the origin of religion 2. Identify and record the developments in the established religions in Uganda 3. Explain the origin of religion as a taught in Surat Al-Hajj (22:78) and Surat Al-Imran (3:10) 4. Justify the views that man is religious by nature 5. Explain the characteristics of established religions in Uganda. 6. Identify and record challenges across Islam, Christianity and African traditional	

	religion in the contemporary world.	
e. Respect religious beliefs of others (v/a)	1. Use Surat Imran (3:19) to explain ways of respect for other religion 2. Use Surat Imran (3:64) to show that the principle of dialogue is anchored in the Qur'an and in the practice of the prophet.	
f. Live in harmony with people of other religious beliefs (s)	1. Use examples from the Qur'an to explain how people can live with others regardless of the differences in religious beliefs.	

IRE 2.1 Marriage

The sub-strand with the religious teachings about marriage. It enables them appreciate how marriage fosters the values of love, honesty, respect, harmony and generosity		Strand: Marriage, Family and Human Dignity. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the purpose of marriage as an instrument of the promotion of love, companionship and understanding between husband and wife	1. Give examples that reflect marriage as a custodian of value of companionship. 2. Use Surat Al-Nisai (4:3) (4:25 Al- Bagarah (2:229) 2:232),Surat Al-Talaq (65:61),Surat Al-Nisai (45:61) to explain the way companionship and co-operation can be established between the husband and wife.	1. Draw a table showing the benefits, challenges of marriage 2. Write an essay reflecting the values that are developed in a marriage relationship. 3. Write a skit indicating the responsibilities of a husband and wife in a marriage relationship
b. Understand the challenges in marriage	1. Exchange ideas about the challenges of marriage in the modern world 2. Share ideas about the causes of marriage breakup 3. Use Surat al-Nisai (4:35) to explain the way reconciliation can be reached in a troubled marriage.	
c. Understand the benefits of marriage	1. Use Surat al-Nisai (4:3) to explain the way patience forgiveness and kindness can bring about happiness in marriage	
d. Know Islamic teachings about the responsibility of husband and wife	1. Use Surat Al-Nisai (4:35) and Al-Talaq (65:6 – 7) to explain responsibilities of a married couple towards one another. 2. Use Surat Al-Baqarah (2:187), 2:223) to explain the benefits of marriage	

IRE 2.2 Family

The sub-strand enables learners to appreciate the importance of family as a unit of society. They understand how the family promotes the values of responsibility, unity, loyalty, generosity and harmony. Learners appreciate how important values derive from the Qur'an.		Strand: Marriage, Family and Human Dignity. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the importance of family as a basic unit of society (u)	1. Explain the meaning of family 2. Write down the members who constitute a family. 3. Share ideas about the importance of family to society	1. Hold a discussion and make a report about values that are developed in a family
b. Know the various types of families (k)	1. Describe the major types of a family 2. Use examples to explain advantages and disadvantages of each them. 3. Record the values that are promoted by each type of family.	2. Learners plan and participate in a skit reflecting misunderstandings in families; causes, effects and possible solutions.
c. Understand the African concept of a family (u)	1. Use examples to differentiate between core and extended family 2. Give reasons in support for and against an extended family system 3. Share ideas on the boundaries of an extended family	3. Act a skit where learners give the responsibilities of each member of the family
d. Understand the role of different members of the family (u)	1. Describe the role of each family member 2. Use Surat luquman (31:12-19), Al-Israe (17:23-25) and Al-Ah'qaaf (49:15) to explain duties of children towards parents and parents towards children. 3. Use Surat Al-Nisae (4:35) and Al-Talaq (65:6-7) to explain responsibilities of a husband towards a wife and a wife towards husband. 4. Use Surat Al-Ah'zaab (33:29) and Al-Ruum (30:21) to explain responsibilities of a wife towards husband.	4. Research and report about the advantages of the African extended family system over the nuclear family system. 5. Refer to the Qur'an to write a essay on how the values of respect and kindness are demonstrated by Prophet Muhammad (PBBUH)
e. Understand the values promoted by a family (u)	1. Use examples to describe the values that are promoted by the family 3. Share ideas about the use of Surat Al-Hujiraat (49-11), Al-Ruum (30:21), Al-Mum'tahina (60:70), Al-Nah'l (16:90) and Al-Nisae (4:98) to show how values such as love, tolerance, respect, justice, kindness should be promoted by a Muslim family as provided	
f. Know the Islamic teachings about family (k)	1. Use Surat Al- Baqarah 2:83, 2:177, Surat Al- Nisai 4:8, $:36 to explain one's responsibility towards the extended family	

IRE 2.3 Human dignity

The sub-strand presents life as gift from Allah. This is recognised by society in international agreements. Learners will develop respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence		Strand: Worship, Rituals, Celebrations and Ceremonies. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understands the Universal Declaration of Human Rights (u)	1. Give ways through which the Human Rights Declarations promote human dignity	1. Basing on the human rights declaration, write three basic elements that promote human dignity
b. Understand the importance of human dignity (u)	1. Use examples to describe human dignity 2. Give the importance of observing human dignity 3. Use surat Al-Maidah (5:32) to explain the essence of human dignity 4. Use Surat Al-Ruum (30:41) to identify the forms of injustices in your society. 5. Identify and record examples of injustices in societies basing on Surat Al-Baqarah (2:49). 6. Describe elements of human dignity.	2. Read a scenario about mob justice and write elements that show elements that do not promote human dignity 3. Read the Qur'an and write an essay giving the reasons why the angels bowed down to Adam as a sign of respect.
c. Understand the teachings of Islam on human dignity (u)	1. Use Surat Al-A'araaf (7:29), Surat (16:90) surat Nisai (4:58), surat (28:78) surat Tin (95:5-6) to explain the dignity Allah gave to man.	
d. Understand human differences in gender, religion and race (u)	1. Identify and record human differences 2. Use Surat Al-hujirat (49:13) and Surat Al-asr (17:22) to explain ways through which human differences such as gender, religion and races can be accommodated.	
e. Appreciate Islamic teachings on brotherhood and equality (v/a)	1. Use examples to explain Islamic brotherhood 2. Use examples to describe the equality in Islam 3. Use surat Al-hujirat (49:) to explain the brotherhood and equality among Muslims.	

IRE 3.1 Work

The sub-strand explains the value of work. It also covers the Islamic context of work and importance of integrity in work so that learners develop a positive attitude to work.		Strand: Work, Leisure, Wealth and Development. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the value and purpose of work (u, v/a)	1. Use examples to explain the concept of work 2. Share ideas about reasons why people engage in work 3. Use examples to explain the virtues related to any kind of work 4. Use examples of the works of Prophets Dauda and Sulaiman in Surat Al-Al-An'biyaa (21:73-81) to illustrate the different types of work done by people in their societies. 5. Use Surat Saba'a (34:10-13) to explain the benefits of hard work. 6. Use Surat Al-Ah'zab (33:21) and Surat Al-Furqan 21:7 to describe Prophet Muhammad as a worker. 7. Use Surat Al-Baqarah (2:23) to explain the way begging is discouraged.	1. Hold a discussion about and make suggestions about how people can develop a positive attitude to work 2. Use Prophet Muhammad's model to show ways through which beggars can be helped out of their situation. 3. Participate in a role play demonstrating the challenges of work in the modern society 4. Write an essay showing reflecting how the demand s of work can be balanced with the demands of worship
b. Understand the Islamic ethics of work (u)	1. Construct the meaning of work Ethics 2. Take part in a discussion about the discussion about work ethics of different professions 3. Use Surat Al-Baqarah (2:275, 276 and 278) Al-Imran (3:130) to explain the prohibition of usury (ribah). 4. Use surat Al-israe (17:35) to explain Qur'an prohibition of cheating in weights and measurements. 5. Use Surat Al-Nisae (4:29) to explain the recommended methods of commercial transactions.	
c. Understand the challenges of work in contemporary life (u)	1. Share experiences and challenges of work in the 2. Suggest ways of overcoming challenges in work 3. Use Surat Al-Juma (62:10) and Al-Najim (53:39) outline the challenges of work. 4. Use Surat Al-Jumah to explain ways through which challenges of wok can be overcome	

IRE 3.2 Leisure

The sub-strand explains the need for rest and recreation in daily life. It further provides guidance on the proper ways of utilising leisure time basing on the Islamic teachings		Strand: Work, Leisure, Wealth and Development. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Appreciate the importance of leisure in human life (v/a)	1. Use examples to define leisure and recreation. 2. Share views on different activities that can be done in leisure time. 3. Share views on different activities that constitute recreation. 4. Explain the importance of leisure and recreation	1. Draw a table showing your personal hobbies giving a reason for the choice of each one of them and problems associated with a personal who lacks any hobbies 2. Take part in a debate about the disadvantages of gambling as a leisure activity 3. Discuss the merits and demerits of the school programme for leisure activities
b. Understand the modern trends of leisure for purposes making correct choices and self-control (u)	1. List ways the different leisure activities people engage in 2. Use examples to explain ways through which people abuse leisure 3. Share views on proper ways of utilizing leisure time. 4. Identify forms of leisure that conform to the teachings of Islam. 5. Use Surat Al-Maedah (5:96) to identify forms of leisure that contradict the teachings of Islam.	
c. Understand Islamic teachings about leisure (u)	1. Use Surat Al-In'shirah to show the need for leisure. 2. Use the example of prophet Muhammad (PBUH) as a model on how to spend leisure time.	

IRE 3.3 Wealth and Development

The sub-strand discusses the concept of wealth and development. It provides learners with aspects of honest ways of acquiring wealth and how it leads to development.		Strand: Work, Leisure, Wealth and Development. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the concept of wealth (u)	1. Use examples to explain the concept of wealth. 2. Identify the different forms of wealth.	1. Use case studies from Uganda to explain their perspective of wealth 2. Hold a debate on ways through which Swalah and Zakah can contribute to development 3. Participate in a discussion regarding the causes and how to overcome corruption
b. Understand the concept of development (u)	1. Use examples to explain the concept of development 2. Use examples to explain that wealth is not only restricted to money but covers all aspects which bring about personal fulfilment. 3. Relate wealth to development 4. Use examples to explain how wealth leads to development 5. Describe the contribution of Islam to development	
c. Understand the proper ways of acquiring wealth to promote honesty, integrity and self control (u)	1. Record the ways through which people acquire wealth 2. Use examples to explain the proper ways of acquiring wealth 3. Uses examples to give the meaning and types of corruption 4. Explain the ways through which corruption can be overcome	
d. Understand the Islamic teachings about wealth (u)	1. Use Surat Al-Israe 17: 100 to illustrate the Islamic concept of wealth. 2. Use Surat Al-Nisae (4:32) to show proper ways of acquiring wealth. 3. Use Surat Al-Nisae to (4:1-14), (4:32) and (4:176) to explain the contribution of women to development.	
e. Appreciate the Islamic teachings of Sadaqah (alms giving) (v/a)	1. Identify the various forms of Sadaqah. 2. Use Surat Al-Baqarah (2;220) to identify the sorts of favour from people that are forms Sadaqah. 3. Use Surat Aal Imran (3:92), (3:176), Al-Baqarah (2:268), Al-Humazah (104:2-5) to explain the concept of Sadaqah.	
f. Understand the principle of Islamic Banking (u)	1. Use Surat Aal Imran (3:130-133) , Al-Nisae (4:29), Al-Baqarah (2:276279 & 281-282) to explain the principle of Islamic banking.	

g. Understand forms of Islamic Banking and their contribution to development (u)	1. Use Surat Al-Baqarah (2:275) to explain theories of Mudharabah, Musharakah, and Murabahah, etc. 2. Share views about the contribution Islamic Banking to development. 3. Identify and record the contribution of Muslim NGOs to development.	

IRE 4.1: Conflict Resolution

The sub-strand discusses the value of resolving conflicts in order maintain peace in society. Further, it explains the value of tolerance in order to avoid conflicts in society.		Strand: Conflict Resolution, Peace and Justice. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the causes of conflict in order to promote values of self control and patience (u)	1. Identify and record types of conflicts in society 2. Describe the causes of conflict in society 3. Give examples of religious conflicts that led to the persecution of Muslims 4. Identify factors necessary to bring about peace 5. Share opinions about how tolerance can help prevent conflicts in society.	1. Give two steps that the government of Uganda has taken to reduce incidents of domestic violence 2. Suggest three ways of solving land conflict in Uganda 3. Discuss the way power struggle and influence has caused social instability 4. Give three effects of tribal conflict in western Uganda 5. mention three objectives of inter-religion council in Uganda (ICRC) 6. Explain two teachings of Islam for conflict resolution 7. Discuss the role of prince Nuhu Mbogo in negotiated peace between Muslim and captain Lugard 8. Give two reasons why Islam so far has made little impact in northern Uganda.
b. Know about conflicts where religion is an important factor (k)	1. Describes the nature of conflicts in the contemporary world 2. Uses examples to explain the causes of conflicts in the contemporary world 3. Suggests ways in which religion could help resolve a current conflict 4. Identify a conflict where religion contributed to the problem	
c. Understand the consequences of conflicts and how to counter that through developing empathy, kindness, generosity and love (u)	1. Describe the effects of the current conflicts to individuals and society 2. Suggest ways of helping individuals affected by conflicts as a way of promoting peace and reconciliation 3. Propose a process for conflict management	
d. Appreciate the need for unity, tolerance, reconciliation and forgiveness (k)	1. Use Surat Al-Mumtahnah 60:9, Surat Imran 3:78, Surat Al-Hadiid 57:9 and Al-Nahl 16:92-96 to explain the role of Islam in conflict resolution 2. Identify key Muslim personalities who have played an important role in conflict resolutions 3. Explain the lack of Muslim contribution to the settlement of Northern Uganda conflict	

IRE 4.2 Peace

The sub-strand lays emphasis on peaceful methods of resolving conflict and maintaining harmony in society		Strand: Conflict Resolution, Peace and Justice. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Appreciate the values of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility in regard to peace (v/a)	1. Use Surat Nisai 4:97-99 to explain the way the vulnerable in society should be helped, Surat Hijarat 49:9-10to explain the ways of reconciling the fighting groups.	1. 'There can be no development without peace.' Give three examples from the history of Uganda to support this hypothesis
b. Understand that Islam is built on the foundation of peace (salaam) (u)	1. Give an example of Muslims greeting of peace 2. Explain the implication of Allah's name (Al-salam) 3. Basing on surat Al-Raad explain the greeting in paradise	2. Give three examples of prophet Muhammad's struggle to bring about peace in Arabia
c. Understand the Islamic teachings on peace (salaam) (u)	1. Use surat Al-Zuhruf to explain the way one responds with peace and forgiveness to an aggressor 2. Use Surat Maryam to explain that in paradise there will be no noise only salaam. 3. Use surat Al- Furqan to explain that righteous people do not quarrel with those who insult them, they only say salam(let there be peace)	3. Eliminate the evil is a pre-requisite for prevalence of peace. Give two examples to illustrate this Qur'anic teaching.
d. Appreciate the struggle for peace as a way of promoting self sacrifice and civility (v/a)	1. Share views on various methods of the struggle to attain peace	4. Participate in a discussion on the role of negation in attaining peace.

IRE 4.3 Justice

The sub-strand explains the value of a just society and how fairness should be maintained in society		Strand: Conflict Resolution, Peace and Justice. 24 periods.
Learning Outcomes *Learners should:*	**Evidence of Achievement statements** *Learners can:*	**Exemplar assessment activities**
a. Understand the concept of justice in order to encourage self control, love, fairness and respect for others (u)	1. Use examples from daily life to explain the meaning of Justice 2. Evaluate the need for justice 3. Identify and record examples of injustices in society 4. Explain the dangers of injustices in society 5. Explain the need for laws in society in order to attain justice	1. The learners will use flash cards to identify forms of injustice from a list of daily activities and practices read by a teacher in class 2. Give three non-violence ways of achieving justice 3. Give three duties of each of the following: a) Ministry of Justice b) Human Rights Commission 4. Give the number of times the word justice has been mentioned in at least three surahs in the Quran.
b. Know the correct ways of achieving justice to develop integrity, endurance and truthfulness (k)	1. Demonstrate respect for others so as to promote justice 2. Explain the acceptable ways of achieving justice 3. Describe unacceptable ways of promoting justice 4. Explain the role of government in upholding justice in society	
c. Appreciate the value of a just society in order to attain joy, friendship and gratitude (v/a)	1. Use examples to explain how people can treat others fairly 2. Write 2 case studies of people who have struggled to create justice in society 3. Identify factor that that undermine the attainment of justice 4. Suggest ways of overcoming injustices in society	
d. Appreciate Islamic teachings about justice (v/a)	1. Use Surat Al-Nah(16:90) to explain Allah's command of justice and fairness 2. Use Surat Al-An'am to explain the way Allah sealed His word with Truth and Justice 3. Use Surat Nisai (4:3)to explain the way justice is the main element of domestic relationships(6:152) 4. Use Surat Al-An'am to explain that justice must prevail even when ones interest will be affected	

5. Religious Education Programme Planner

The programme planner presents the order in which learners study the sub-strands. It presents the sequence of the sub-strands for each term of each year, for the entire four-year programme of study. It shows the number of periods allocated to each sub-strand. The strands are also indicated.

Senior 1

T	Wk	Sub-strand	Strand & Periods
Term 1	1–12	1.1 Worship	24
		Term 1 Total: 24 periods	
Term 2	1–12	1.2 Rituals and Celebrations	24
		Term 2 Total: 24 periods	
Term 3	1–12	1.3 African Traditional Religions, Christianity, and Islam	24
		Term 3 Total: 24 periods	
		Senior 1 Total: 72 periods	

Senior 2

T	Wk	Sub-strand	Strand & Periods
Term 1	1–12	2.1 Marriage	24
		Term 1 Total: 24 periods	
Term 2	1–12	2.2 Family	24
		Term 2 Total: 24 periods	
Term 3	1–12	2.3 Human Dignity	24
		Term 3 Total: 24 periods	
		Senior 2 Total: 72 periods	

Senior 3

T	Wk	Sub-strand	Strand & Periods
Term 1	1–12	3.1 Work	24
		Term 1 Total: 24 periods	
Term 2	1–12	3.2 Leisure	24
		Term 2 Total: 24 periods	
Term 3	1–12	3.3 Wealth and Development	24
		Term 3 Total: 24 periods	
		Senior 3 Total: 72 periods	

Senior 4

T	Wk	Sub-strand	Strand & Periods
Term 1	1–12	4.1 Conflict Resolution	24
		Term 1 Total: 24 periods	
Term 2	1–12	4.2 Peace	24
		Term 2 Total: 24 periods	
Term 3	1–12	4.3 Justice	10
		Examination preparation and examinations	12
		Term 3 Total: 24 periods	
		Senior 4 Total: 72 periods	

Key:

- Worship, Rituals and Celebrations/Ceremonies
- Marriage, Family and Human Dignity
- Work, Leisure, Wealth and Development
- Conflict Resolution, Peace and Justice

6. Contribution of Religious Education to Skills Development

6.1 What does it mean to be 'skilled' in Religious Education?

The labour market is increasingly demanding school leavers who are more literate and numerate, with better problem-solving skills[1]. Developing learners' skills is of central importance in the reformed Lower Secondary curriculum. The Lower Secondary Curriculum Framework Document[2] sets out the structure of the reformed curriculum. It identifies two types of skills: generic skills and process skills.

Generic skills enable an individual to function well in life and to make his or her living effectively. These skills are developed in all Learning Areas.

Process skills are unique to each Learning Area. A learner who has developed good generic skills can apply their education in general. A learner with good process skills can apply their education in a specific discipline.

Many of the Learning Area process skills are themselves generic. An example is the skill of estimation. This is a basic process skill in Mathematics. It is also a fundamental generic skill.
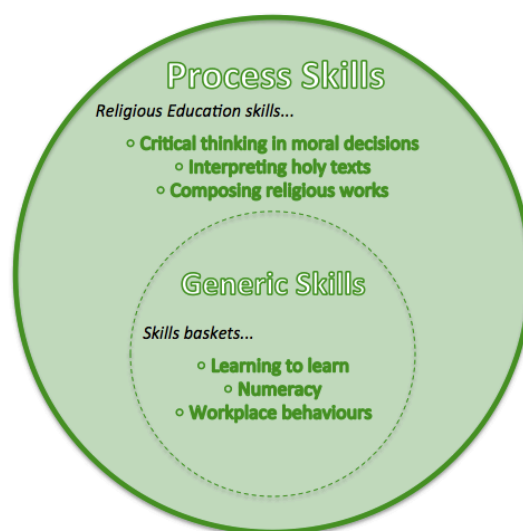
The graphic illustrates how generic skills can be viewed as a subset of process skills.

6.2 Religious Education Process Skills

The list below highlights some of the key skills developed within the sub-strands. Its purpose is to illustrate how skills are applied throughout the Learning Area. The skills are grouped by strand. Many of these skills are developed over a range of sub-strands, often spanning two or more years. These skills have been woven into the Evidence of Achievement statements. This promotes continuity and progression of skill development.

Learners should be able to:
- Apply critical thinking skills when making moral decisions
- Use religious values to make ethical decisions
- Support mental, emotional and spiritual wellbeing by drawing on religious values
- Read texts from the Holy Books
- Interpret texts and relate them to daily life

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[1] NCDC (2012) Labour Market Survey

[2] NCDC (2012) Lower Secondary Curriculum Framework Document, Chapter 7

- Use what is learnt to compose a prayer or religious song
- Use shared forms of worship to participate in religious services
- Live in harmony with others
- Use acceptable workplace behaviour
- Exchange ideas and opinions effectively

6.3   Contribution of Religious Education to the Generic Skills

Generic skills are the skills that are considered necessary to function effectively as an educated person in today's world. They ought to be acquired by all learners as part of a functional education experience. Generic Skills are organised into eight 'baskets', as set out on page 47 of the Lower Secondary Curriculum Framework Document.

Skill Basket	Generic Skill	How Religious Education contributes to the acquisition and application of GS
Communication	Is literate	Religious Education gives opportunities to improve reading and writing and vocabulary skills.
	Communicates clearly	Learners are required to make presentations in Religious Education. In addition to written reports, they are also required to engage in discussions with other learners. This will provide them with an opportunity to express themselves well both orally and in written form. Learners engage in complex debates on moral issues. They will form new ideas and encouraged to express those clearly.
Social and inter-personal skills	Interacts effectively with others	Through working with others in the classroom, learners will have an opportunity to interact with others especially during group work discussions.
	Works effectively across diverse teams	Many of the tasks that learners engage in will be done in teams. Each individual learner will be exposed to planning and working with other learners towards achieving a common goal.
	Guides and leads others	As learners work together, each individual is expected to contribute to the overall goal. Individual learners will have to take lead or even provide guidance to others.
	Is responsible towards others	As learners work together, they will develop values that will enable them develop responsible attitudes towards one another
Creativity and	Thinks creatively	The skill is not directly developed through Religious Education.

Skill Basket	Generic Skill	How Religious Education contributes to the acquisition and application of GS
innovation	Works creatively with others	There are many opportunities for individual learners creativity to be carrying into teamwork, and for members of a team to exchange and develop ideas together.
	Implements innovations	The skill is not directly developed through Religious Education.
Critical thinking and problem-solving	Processes data	The skill is not directly developed through Religious Education.
	Reasons effectively	Learners will engage in activities that promote reasoning.
	Thinks systematically	Learners are encouraged to research and think through ideas to make logical conclusions.
	Makes judgments and decisions	Religious Education provides learners with values which in turn give them an opportunity to develop the skill of making the right judgments and decisions
	Embraces innovation	The skill is not directly developed through Religious Education.
	Solves problems systematically and cooperatively	Through the working together on the tasks, learners develop problem-solving skills by either working alone or as part of a team.
Learning to learn	Uses study skills	The various research activities the learners engage in help them develop study skills.
	Knows oneself	Through exploring various social issues in relation to the Religious books, learners will be able to understand themselves better.
	Adapts learning strategies	The skill is not directly developed through Religious Education.
	Self-regulates	The values the learners acquire will enable them regulate themselves
	Takes responsibility for developing own skills	The skill is not directly developed through Religious Education.

Skill Basket	Generic Skill	How Religious Education contributes to the acquisition and application of GS
Workplace behaviours	Produces quality work within agreed timescales	Learners will learn the importance of time management. This may be completing a task within the agreed time frame that is within or outside the classroom.
	Works independently, without the need for close supervision	As part of taking on some responsibility for their own education, learners in Religious Education will be encouraged to think and work on their own without the need for constant supervision by the teacher.
	Can be relied upon to conform with workplace norms	Learners find out about work ethics and workplace behaviour.
	Adapts to change	The skill is not directly developed through Religious Education.
	Is flexible	Learners are encouraged to consider different ways of achieving the same goal.
	Manages goals and time	Learners are expected to organise themselves in such a way that they can achieve the objective of each lesson or activity in the time they have available.
	Manages discrete pieces of work and tasks	Learners are required to complete individual pieces of work and tasks, which relate to particular areas of knowledge and skills and appreciate how these relate to each other in building a scientific body of knowledge.
Numeracy	Uses functional Mathematics	The skill is not directly developed through Religious Education.
	Has personal finance skills	The skill is not directly developed through Religious Education.
	Has mathematical skills relevant to the workplace	The skill is not directly developed through Religious Education.
Information and Technology	Applies information and communication technology effectively	Lessons and activities encourage teachers and learners to use whatever ICT is available, such as digital cameras, radios, DVD players, computers thereby exposing learners to ICT skills.

Skill Basket	Generic Skill	How Religious Education contributes to the acquisition and application of GS
	Uses digital media	The skill is not directly developed through Religious Education.
	Enhances appropriate, locally available technologies	The skill is not directly developed through Religious Education.

7. Contribution of Religious Education to curriculum's Key Learning Outcomes

The lower secondary curriculum should contribute to learners becoming **self-assured individuals**. Learners should take pride in being **responsible and patriotic citizens**, who have a **passion for life-long learning**, and who have the abilities and willingness to make a **positive contribution to their own development, and to community and national development**. This table illustrates how the Religious Education programme of study contributes to the achievement of the Key Learning Outcomes.

Category	Key Learning Outcome	How Religious Education contributes to the acquisition of the KLO
Learner is a self-assured individual	Demonstrates self-motivation, self-management and self-esteem	Religious ideals and principles foster self-worth thereby assisting learners to have a sense of self worth
	Knows own preferences, strengths and limitations	Religious belief systems contribute to human traits and potential values
	Uses appropriate language and adjusts behaviour according to social situations	Religious Education provides learners with an opportunity to learn about the living with others in harmony.
	Is able to relate to a range of personality types	Religious principles include the notion that all individuals have worth regardless of differences.
Learner is a responsible and patriotic citizen	Cherishes the values promoted in the curriculum	The range of values expressed by Religious belief system includes love, peace, tolerance, respect, honesty.
	Promotes the development of indigenous cultures and languages and appreciates diversity, equity and inclusiveness	Some sub-strands encourage research into local area, especially in the study of African traditional religion
	Applies environmental and health awareness when making decisions for themselves and their community	
	Is positive in their own identity as individuals and global citizens	

Category	Key Learning Outcome	How Religious Education contributes to the acquisition of the KLO
Learner has a passion for life-long learning	Can plan, reflect and direct their own learning	Religious Education enables learners to think critically
	Actively seeks lifelong learning opportunities for personal and professional development	Religious Education encourages learners to consult religious texts throughout their life and benefit from them
Learner makes a positive contribution to national development	Has acquired and can apply the Generic Skills	The activities provided in the LA enable learners to: communicate effectively; works with others well; solve problems; develops social and interpersonal skills and can develop positive workplace behaviours
	Knows own abilities and makes future plans accordingly	Through themes related to work learners are exposed to knowledge and information that can influence future learners' choices
	Demonstrates knowledge and an understanding of the emerging needs of society and the economy	Religious Education provides learners with information and knowledge about emerging moral issues.
	Understands how to design, make and critically evaluate products and processes to address needs	Not directly applicable
	Appreciates the physical, biological and technological world and makes informed decisions about sustainable development and its impact on people and the environment	Not directly applicable
	Is motivated to contribute to the wellbeing of themselves, their community and the nation	Religious Education develops an individual's capacity to improve their own wellbeing and that of society.

8. Contribution of the Learning Area to the Curriculum Core Values

8.1   Religious Education Values

Learners should **appreciate and value**:
- people of different religions and show respect for their beliefs
- the mystery and beauty of creation and the interrelationships within it
- good human relationships and respect the differences between people
- participation in charity work
- a range of positive attitudes such as respect, patience, honesty, responsibility, tolerance, joy in life, co-operation, appreciation, sharing, endurance, perseverance, care for other people, and respect for other living things.

8.2   Religious Education and the Curriculum Core Values

This table presents how the Religious Education programme of study contributes to the acquisition of the values promoted in the lower secondary curriculum.

Value	How Religious Education LA contributes to the acquisition of values
Peace and harmony	Provides learners with moral guidelines on the importance of peaceful living and conflict resolution
Integrity and honesty	Provides learners with a belief that integrity and honesty are necessary in human interaction
Patriotism	The study of Religious Education exposes learners to the value of love which is not only restricted to human beings but also the nation
Positive attitude towards work	Themes relate to work are discussed in the LA and help learners to develop the value
Respect for human rights	Religious Education explores the aspect of human dignity which in is directly related to the respect of human rights
Tolerance of difference	The study of other religions other than their own provides the learners with an opportunity to develop the value of tolerance

9.   How learners will learn

This section gives guidelines for teachers on the learning and teaching approaches in Religious Education. It provides details on how to ensure the inclusion, participation and achievement of all learners. A table presents how Religious Education is linked to the other Learning Areas of the curriculum. Finally, it draws attention to any issues in Religious Education which might be controversial or sensitive to particular groups of learners. Such groups may be religious denominations, ethnic or cultural groups, people with disabilities. Sensitive issues could include sexuality; issues to do with religious beliefs; social tensions involving different groups; re-integrating soldiers or refugees into society after conflict.

9.1   Inclusive Education

Religious Education is a Learning Area in which the main concepts are accessible to all at different levels. Each Outcome has a number of Evidences of Achievement graded according to levels of difficulty. Less able learners should be able to achieve the earlier, simpler concepts. The later, more difficult, concepts may challenge the more able learners.

For instance, the sub-strand on conflict resolution starts by asking learners to list cases of misunderstandings in the school and at home, what causes them, and how they can be solved. It then introduces the concept of conflict resolution. Less able learners can probably answer the first parts and from these answers get some simple concept of conflict resolution. More able learners may find even the last parts challenging.

The learning activities are varied and involve many different types of skills. For example: reading texts; interpreting texts; group discussion activities by which learners can learn from each other and share ideas. The group discussions and other activities involve learners thinking about and reporting on their research findings.

9.2   Links with other learning areas

The Religious Education Learning Area forms part of the curriculum at Lower Secondary School. Learners should be helped to recognise relationships between the concepts of the Religious Education Learning Area. They are also enabled to perceive relationships across all eight Learning Areas.

This table illustrates how Religious Education is linked to the other seven Learning Areas. The examples give some of the important cross-curricular links. It does not attempt to show all the links.

Learning Area	Religious Education links with other learning areas
Creative Arts	Song and dance in the Ugandan folk links with the forms of worship in Religious Education Ethics in business has a link with the sub-strand of work. Exploring the cultural environment has a close link with some of the Religious objects under the sub-strand worship.
Languages	Reference to rituals, practices and celebrations in the African traditional religion. Use of discussion and role-play.
Life Education	Religious education emphasises the development of values which enable learners make the right decisions in life; this links to Life education where learners are expected to acquire similar values.
Science	Relationships and sexuality
Social Studies	Leadership, communities, family and culture beliefs are closely related to the sub-strands that reflect the same area s of study but in a religious perspective.
Technology and Enterprise	Emphasis is laid on developing skills through work which is a sub-strand in Religious Education

9.3   Controversial or sensitive issues

Controversial or sensitive issues are those that have a political, social or personal impact. They may arouse feelings and/or deal with questions of value or belief. Dealing with controversial issues can be complicated. People often have strong and heavily defined views. These views may have been arisen from:
   • previous experiences
   • values, beliefs, attitudes
   • family and friends
   • interests
   • societal views and expectations.

Sensitive or controversial issues include: ethnicity, traditions, and culture; gender; sex and sexuality; physical differences; substance use and abuse; population and birth control; politics; religion.

An example of such an issue is Evolution and Creationism. Although the majority of people probably accept the ideas of Evolution, there are groups who strongly disagree with it. Many people support the ideas of Creationism. Others strongly disagree with those. The concepts of

the theory of evolution are included in the Science programme of study. The ideas of Creationism are dealt with in Religious Education. Leaners interact with both sets of views. Eventually, they will make up their own minds.

Developing learners' skills
Dealing with controversial issues helps young people to develop a number of Generic Skills, including:
- inquiry
- critical thinking
- analytical skills

The Teacher's role
The teacher plays a key role when discussing controversial issues.
- Identify individuals or groups that might be affected by specific sensitive or controversial issues.
- Check the syllabus or textbook for issues that may cause problems to individuals or groups of learners.
- Consult fellow members of staff or the Head teacher and ask their opinions.
- Arrange with the Head teacher to consult the parents or even community representatives such as chiefs or religious leaders.

Teaching and learning strategies
Effective teaching and learning strategies for developing controversial issues include:
- debate
- class discussion
- drama
- role-play and simulation
- use of photos

More strategies can be found in Oxfam's 'Teaching Controversial Issues' (2006, available online).

Particular issues within Religious Education
These might include: values in other religions, narrow interpretation of texts, polygamy, bride price, divorce, homosexuality, corruption and the unequal distribution of wealth.

Learners may be encouraged to form their own opinions about other religious teachings, but they should guard against intolerance which may lead to conflict.

10. Assessment

This section presents an overview of the assessment approaches that measure learners' achievement of the Religious Education Learning Outcomes. It states the methods of formative assessment within Religious Education. It shows how the suggested assessment approaches differentiate between learners in a mixed ability context. It sets out the expected levels of achievement for average ability learners in Senior 1, 2 and 3. Finally, it includes details of the national assessment used for certification at the end of the lower secondary level in Religious Education (the Uganda Certificate of Lower Secondary Education - UCLSE).

10.1   Assessment Framework

There are two different purposes for the assessment of learners – formative and summative. Formative assessment is assessment *for* learning. Summative assessment is assessment *of* learning.

Formative assessment is embedded in everyday classroom activity. It takes place all the time and helps guide teachers and learners about progress being made in achieving the Outcomes. It is often of an informal kind. It enhances individual learning, and involves both learner and teacher. It shows strengths and weaknesses in the learning and teaching process and suggests what needs to be done to improve the weaknesses. The results are often shared between learners and teachers.

Summative assessment takes place at regular intervals, such as the end of a term. It assesses whether learners have achieved the Outcomes, and to what extent they have achieved them. It is usually of a formal kind. The results of summative assessment are often used to report on the progress of learners. They are also used to grade learners and to categorise them according to their grades.

Formative and summative assessment may use similar methods, but they are used to achieve different goals.

10.2   Formative assessment

Formative assessment should be a very important component in Religious Education as in all Learning areas. Formative Assessment can be used to assess all Outcomes of the syllabus including knowledge, understanding, skills attitudes and values. However attitudes and values are more difficult to assess through summative methods alone. Since the syllabus places considerable emphasis on values and attitudes, formative assessment has an important place. Formative assessment is also important because the Religious Education syllabus includes working through participation in group discussion, role-play and debates, which cannot easily be assessed in summative assessment.

The textbooks will include a large number of activities based on all of the above elements and these will automatically lead to formative assessment. Formative assessment, therefore, must be conducted through a variety of means, not just by written or oral questioning. The acquisition of values and attitudes are often best assessed by participation in group discussion, role-play and debates during which learners express their own opinions and values. The intention is that desired values would derive from the Holy books. For some aspects of the Outcomes, it may also be possible to produce a report on the actual conduct of learners to find out if they actually carry out the values and attitudes we want them to acquire e.g. whether they can live harmoniously with others at school; whether they respect all students and staff whatever their gender, ethnic background or religion; whether they can resolve conflicts amicably without ending up in fights etc. In Religious education we would also be judging whether their life in school reflects the values derived from the Holy books. Such assessment would be in the form of an end of term report related to the values in the Religious Education syllabus, which might form part of the school report, rather than an attempt to report on conduct related to each individual Learning Outcome.

Such skills, oral activities or even aspects of behaviour can be assessed through drawing up lists of criteria by which each learner can be judged. Examples of such criteria might include:
- contributions to a discussion
- empathy and understanding of a character when playing in a role play
- solving of problems in the school community
- mixing well with all people in the class.

Assessment can be based on ticking boxes in a table to show levels of achievement rather than grading by 'marks'.

This approach corresponds with the aims of the curriculum reform, which is based on the achievement of Outcomes rather than the accumulation of knowledge. This means judging a learner by what they can do and how they can use the knowledge and understanding they have learnt rather than just testing the extent of their knowledge.

The following table groups assessment into four types: assessment of written work; assessment of oral skills; assessment of group work and assessment of values. It gives some suggestions of criteria which may be used for assessment but these should be varied to suit particular assessments. The aim should be to do some form of assessment for each Learning Outcome either using the exemplar items suggested in the main syllabus section 4 or other items devised by the teacher. Note that the table below gives examples only and many other outcomes may be assessed. Each type of assessment suggested here should be related to the Learning Outcomes of the Religious Education syllabus.

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
Assessment of written work	• Do a written activity • Write answers to questions • Write a report • Write an essay • Sit for a written test or an examination	May include the ability to do the following: • interpret a question correctly • follow written instructions • plan written work • write a logical argument • select appropriate examples • draw conclusions
Assessment of oral work	• Answering Questions • Making a speech • Taking part in a seminar or tutorial • Making a verbal report • Interview	May include the ability to do the following: • understand a question correctly • answer a question correctly • speak clearly and fluently • use relevant information • answer or speak logically
Assessment of group work	• Participate in a group discussion • Participate in a role play and drama	May include the ability to do the following: • contribute positively in a group discussion • use logical arguments in a discussion • use of references from the Holy books • perform clearly a role in a drama or role play • show understanding of and empathy for other's points of view
Assessment of values and attitudes	• Monitoring behaviour for values deriving from the Religious Education programme of study	May include evidence of doing the following: • contributing towards solving the problems in the school community • treating people of other religious beliefs fairly • treating members of the opposite sex equally • showing respect for all human beings in the community • participating in work related activities in the school community • acting in a way which reflects values learnt from the Holy books

10.3 Expected Levels of Achievement on the Religious Education programme of study (summative assessment in the school)

A set of three expected achievement levels for Religious Education describes what the average learner is expected to attain by the end of each year of study, from S1 to S3. The expected achievements for these levels state the knowledge, understanding, skills, values and attitudes that define the required learning in the four Religious Education strands and the process skills that go with them. They support teachers as they use assessment methods to identify the progress of learners through the Religious Education programme of study.

The Achievement Levels are applied only in S1, S2 and S3. The end-of-Senior 4 UCLSE Religious Education examination, managed by UNEB, fulfils the assessment role at the end of the Lower Secondary cycle. The UCLSE Religious Education examination is presented at Sub-Section 11.4.

The Levels of Achievement can be assessed using valid measures of the Religious Education Learning Outcomes. Teachers assess the levels internally during the year. They may include teacher observations, class activities including participation in group discussion and role-play, project performance, learner portfolios, written tests and other methods suggested in the main syllabus. The exemplar assessment tasks listed in the syllabus can be used for this or the teacher can devise others. The Level statements provide a set of criteria that Religious Education teachers can use when preparing assessment tasks during the school year.

These levels also act as a measure of standards, which the system can use to determine how schools are performing.

The performance of learners against the expected Religious Education Achievement levels should be described on a continuum, such as this one:

 "not achieved", "achieved", "achieved with merit", "achieved with excellence".

Teachers should allocate one of these performance levels to learners, on the basis of performance on the assessment tasks. This should be done on the basis of all the activities listed above, not just by written tests.

The total summative assessment should be limited to that required by the end-of-year report. This will ensure that the Religious Education Learning Time is used for following the programme of study, and not swallowed up by over-testing. Over-testing drives a trend towards rote learning of information for regurgitation in tests.

The diagram below shows how the three Religious Education Levels of Achievement relate to the S1, S2 and S3 years. The graphic depicts the likely range of achievement at each level, in the multi-ability context. The central part of each bar represents the expected achievement of the average learner. Hence, there is clear overlap of expected achievement across S1, S2 and S3.

Senior 3			Lower S3	**Average S3 achievement**		higher S3
Senior 2		Lower S2	**Average S2 achievement**		higher S2	
Senior 1	Lower S1	**Average S1 achievement**		higher S1		

Figure 1: Range in Expected Achievement on the Religious Education Programme of Study

Some learners will not match these expected levels. For example, while more able S2 learners will tend to achieve at the S3 level, some S2 learners will achieve only at the S1 level. Those with special learning needs, those who are gifted, and those with other challenges will perform above or below the expected levels. Teachers should remember that these levels of achievement are used to guide them on how their learners can improve, what their weaknesses and strengths are and how the weaknesses can be overcome and strengths improved further. These are diagnostic tools, they are not meant to be judgments on learners, so teachers should be honest in their assessments, not try to over-assess them to suggest they are achieving more than they are.

The statements below describe the Religious Education achievement expected by learners performing at the average level for Year 1, Year 2, and Year 3. Within each Year, the statements are grouped according to the Learning Outcome competencies. The Religious Education Process Skills are represented. The statements are the criteria against which performance is judged. Learner achievement can be described using the points on the achievement continuum, shown above. The performances on all the level statements can be captured in this way.

Senior 1
KNOWLEDGE AND UNDERSTANDING
Learners are expected to have knowledge and understanding of:
- The importance of worship in the religious life of individuals
- The religious rituals in Christianity or Islam and why they are conducted
- The importance of ceremonies and celebrations in the Religious Traditions
- The values across other religious systems.

SKILLS
Learners are expected to be able to use the following skills:
- Reading the religious books and identifying the relevant texts
- Interpreting the religious texts
- Imagining and creating/ composing own prayers
- Using timelines
- Researching and recording
- Describing events chronologically.

ATTITUDES AND VALUES
Learners are expected to have formed opinions about:

- The value of worship
- Religious celebrations that promote fellowship, sharing and unity
- Ways through which religion promotes tolerance
- Respecting religious beliefs of others
- Living with others harmoniously
- The origins of religion.

Senior 2

KNOWLEDGE AND UNDERSTANDING

Learners are expected to have knowledge and understanding of:
- The purpose of marriage in promoting of love and honesty
- The different types of marriage in Uganda, having respect for cultural values
- The value of preparation before making a commitment to marriage
- The importance of children in marriage and society.

SKILLS

Learners are expected to be able to use the following skills:
- Read the Holy books
- Identify specified texts in the Holy books
- Interpret texts from the Holy books
- Use role plays to illustrate different social and religious aspects
- Interpret scenarios and provide the solutions
- Construct a family tree.

ATTITUDES AND VALUES

Learners are expected to have formed opinions about:
- The purpose of marriage in promoting of love and honesty
- The value of need for courtship before making a commitment to marriage
- The importance of children in marriage and society
- The role family in developing unity, empathy, loyalty and generosity
- The roles of the different members of the family to promote the value of individual responsibility
- The need for harmony within the family relationship
- Life as a special and precious gift from God that should be respected and protected
- Human differences in gender, religion and race, as a way of promoting tolerance
- Having respect for the law of the land and cultural values.

Senior 3

KNOWLEDGE AND UNDERSTANDING

Learners are expected to have knowledge and understanding of:
- The purpose of work
- Religious ideals about work
- The challenges related to work

- The purpose of leisure
- The types of leisure in order to make the right choices
- The modern trends of leisure for purposes of making the correct choices and promoting self control
- The proper ways of acquiring wealth to promote honesty, integrity and self control
- The religious ideals about wealth
- Appreciates the value of generosity
- The dangers associated with wealth to avoid greed and corruption
- The challenges of development in order to protect human life and the environment.

SKILLS

Learners are expected to be able to use the following skills:
- Take part in role play of acceptable work place behaviour
- Participate in charity work
- Organise others to take part in voluntary activities
- Hold a debate on acceptable and unacceptable leisure activities.

ATTITUDES AND VALUES

Learners are expected to have formed opinions about:
- Acceptable workplace behaviour
- The value of work ethics
- Personal talents in relation to making responsible career choices
- The challenges in work in order to be patient, endure and persevere
- The value of charity work in building the community
- Appreciates the value of leisure
- Uses leisure constructively
- Discerning destructive leisure activities
- Wealth as a source of success to encourage commitment and hard work
- Christian role in development of society.

10.4   Religious Education assessment in the Uganda Certificate of Lower Secondary Education

The UCLSE is based on a set of examinations at the end of Senior 4, the final year of the Lower Secondary cycle. Each learning area is assessed by an examination.

The table below, table 1, shows the overall Assessment Objectives of the examination. As indicated in the Scope and Sequence and the Main syllabus sections 3 and 4 above, Religious Education aims to achieve four kinds of Outcomes: Knowledge, Understanding, Skills, and Values and Attitudes. The examination, therefore, must test each of these types of Outcomes. These become the Assessment Objectives of the examination paper.

Although the syllabus puts an emphasis on Skills, Values and Attitudes, these can only be learnt through an underlying basis of Knowledge and Understanding. The examination, therefore, will place approximately equal value on Knowledge and Understanding and on Skills, Values and Attitudes.

Within these two groups of Objectives, Understanding should have a greater emphasis than Knowledge. Factual knowledge such as the names of places, people, practices, beliefs, dates, Biblical or Qua'ranic verses are a necessary background to Religious Education. However, the main emphasis should be on understanding the concepts of Religious Education. In the examination, therefore, more weighting should be given to understanding than to factual knowledge. We should test whether learners really understand the concepts of Religious Education, not just whether they can recall factual aspects.

It is easier to assess Skills than Values and Attitudes. Questions asking for learners' ideas on values and attitudes, however, can be answered without any proof that learners really believe in the attitudes and values they are expressing. For example, learner may write and essay or answer a question saying they believe in Christian or Muslim concepts of honesty or the need to worship God or Allah. However, at the same time, they may tell lies or not attend worship. The only way to assess values and attitudes in a written examination, therefore, is to ask questions involving opinions so that at least we can judge whether learners have thought about the values and attitudes we want them to acquire.

The Assessment Objectives of the Religious Education examination will derive from the categories of Learning Outcome: Knowledge, Skills, Understanding and Values/Attitudes.

	Assessment Objectives	Weighting	Total
AO1	**Knowledge** *Worship, Rituals, Celebrations/Ceremonies* *Marriage, Family and Human Dignity* *Work, Leisure, Wealth and Development* *Conflict Resolution, Peace and Justice*	5% 5% 5% 5%	**20%**
AO2	**Understanding** *Worship, Rituals, Celebrations/Ceremonies* *Marriage, Family and Human Dignity* *Work, Leisure, Wealth and Development* *Conflict Resolution, Peace and Justice*	8-9% 8-9% 8-9% 8-9%	**35%**
AO3	**Skills** *Worship, Rituals, Celebrations/Ceremonies* *Marriage, Family and Human Dignity* *Work, Leisure, Wealth and Development* *Conflict Resolution, Peace and Justice*	3-4% 3-4% 3-4% 3-4%	**15%**
AO4	**Values and Attitudes** *Worship, Rituals, Celebrations/Ceremonies* *Marriage, Family and Human Dignity*	7-8% 7-8%	**30%**

Assessment Objectives		Weighting	Total
	Work, Leisure, Wealth and Development	7-8%	
	Conflict Resolution, Peace and Justice	7-8%	
	Total	**100%**	**100%**

Table 1: Assessment Objectives

10.4.1 The examination

The examination will be based on one written paper. The questions on this paper will sample those Learning Outcomes of the syllabus which can be tested through written examinations.

Knowledge and Understanding will be assessed through structured and essay-type questions. Skills are best tested through structured question based on appropriate stimulus material such as scenarios, stories, pictures or cartoons. Essay-type questions, asking partly for opinions, are the best way to assess Values and Attitudes.

The examination paper will be divided into two sections. Section 1 will have structured questions assessing Knowledge, Understanding, Skills, and Values and Attitudes. Section 2 will have essay-type questions also assessing Knowledge, Understand, Skills, and Values and Attitudes. The emphasis of Section 2 will be on Understanding. The weighting of questions on Values and Attitudes will be the same in both sections. Table 2 shows these weightings.

	Question type	AO1 Knowledge	AO2 Understanding	AO3 Skills	AO4 Value/attitude	Total
Section 1	Structured	10%	10%	10%	15%	**45%**
Section 2	Essay	5%	25%	10%	15%	**55%**
Total		**15%**	**35%**	**20%**	**30%**	**100%**

Table 2: Structure of the examination

10.4.2 Grade descriptors

In a criterion-referenced assessment system the process of establishing the quality of candidate work meriting the award of specific grades on the scale, and the identification of grade boundaries within the scale, entails a range of judgmental procedures supported by statistical analysis of the live examination results. These procedures are the province of the examining body, UNEB. They are described in the draft paper, entitled 'Awarding grades in the UCLSE' (UNEB/NCDC 2013).

Following the procedures of the examining body, a candidate's performance on the examination will be assigned a grade on a 7-point scale, from Grade 1 (the highest) to Grade 7 (the lowest), or ungraded (U).

A candidate grade is derived from the marks attained. The following grade descriptors give a general indication of candidate performances that would merit the award of Grade 1, Grade 4 and Grade 7 respectively.

At **Grade 1** the candidate will be expected to:
- demonstrate a detailed knowledge and clear understanding of the syllabus content, a balanced grasp of the syllabus and the ability to select appropriate features of the information required; organise and present the information in a consistent and appropriate manner
- demonstrate a thorough understanding of the areas concerned with the study of religion, including: a thorough understanding of religious language and concepts; an understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs, and the ability to express them clearly and to show the relationship between belief and practice.
- demonstrate the ability to see the significance of specific issues and to express clearly a personal opinion supported with appropriate evidence and argument

At **Grade 4** the candidate will be expected to:
- demonstrate a reasonable knowledge of the syllabus content and the ability to select appropriate features of the information required; show some ability in organising and presenting the information.
- demonstrate a reasonable understanding of the areas concerned with the study of religion, including: some understanding of religious language and basic concepts; moderate understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs, and the ability to show the relationship between belief and practice.
- demonstrate the ability to see the significance of a specific issue and to express a personal opinion supported with some evidence and argument.

At **Grade 7** the candidate will be expected to:

- demonstrate basic knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information.
- demonstrate basic understanding of the areas concerned with the study of religion, including: a limited understanding of religious language; a simple understanding of the influence of particular individuals, writings etc. on religious communities; a limited understanding of some principal beliefs and the relationship between those beliefs and practice.
- express a personal opinion, supported by limited argument.

11. Learning time allocation

This table shows the proportion of learning time allocated to each Learning Area. The learning time is reflected in the Programme Planner in Section 5.

Learning Area	Periods per week	Length of lesson	Total minutes	Percentage Time
Creative Arts	4	40	160	10%
Languages	9	40	360	23%
Life Education	3	40	120	8%
Mathematics	6	40	240	15%
Religious Education	**2**	**40**	**80**	**5%**
Science	6	40	240	15%
Social Studies	5	40	200	13%
Technology & Enterprise	5	40	200	13%
Totals	**40**		**1600**	100%

Periods allocated to Learning Areas each week

Technology & Enterprise - 5
Creative Arts - 4
Languages - 9
Life Education - 3
Mathematics - 6
Religious Education - 2
Science - 6
Social Studies - 5
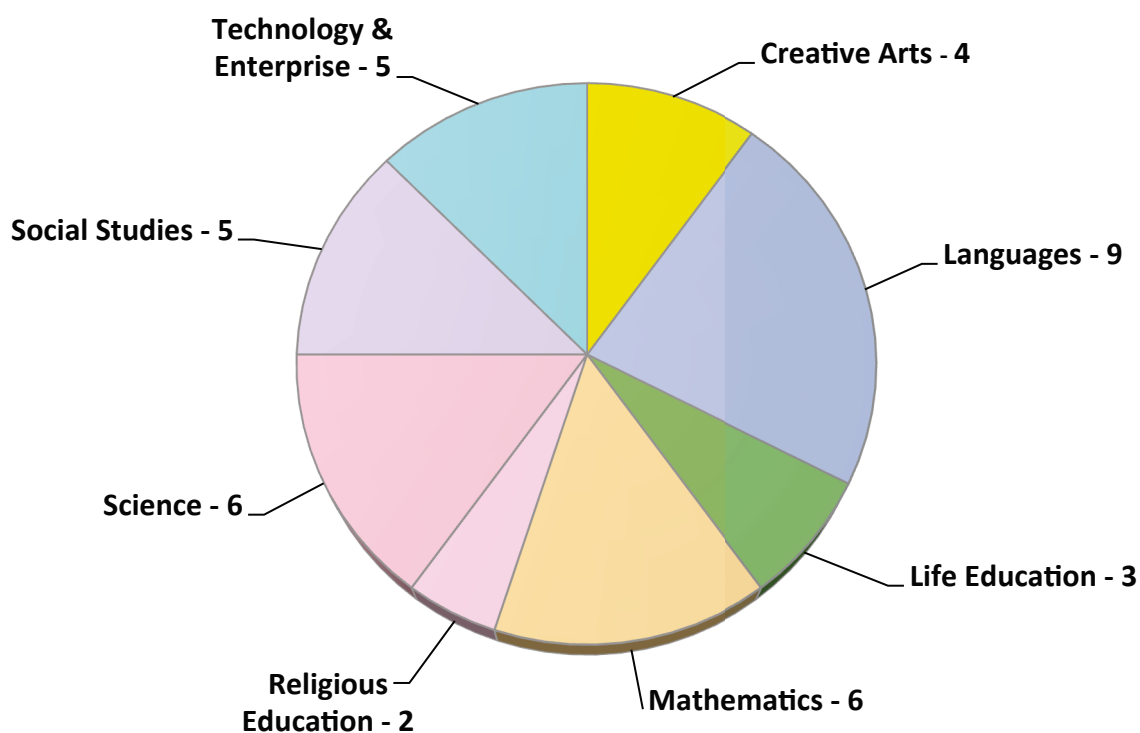
12. Teaching and Learning Resources

12.1 Textbooks & Teachers Guides

This section gives a list of the textbooks and Teacher's Guides that will support teaching and learning in Religious Education.

Textbooks
Uganda Lower Secondary Religious Education - Senior 1
Uganda Lower Secondary Religious Education - Senior 2
Uganda Lower Secondary Religious Education - Senior 3
Uganda Lower Secondary Religious Education - Senior 4

Teacher's guides
Uganda Lower Secondary Religious Education Senior 1 – Teacher's Guide
Uganda Lower Secondary Religious Education Senior 2 – Teacher's Guide
Uganda Lower Secondary Religious Education Senior 3 – Teacher's Guide
Uganda Lower Secondary Religious Education Senior 4 – Teacher's Guide

12.2 Other Resources

This section gives a list of textbooks and other learning and teaching materials necessary for effective learning in Religious Education.

Resource
Bible
Qur'an
Stationery to make choices/debate/knowledge board games: card, pens, dice, manila paper
Book on Christian history and doctrines
Book on Jewish history and doctrines
Book on Islamic history and doctrines
Book on African Traditional Religion history and doctrines

Resource
Book on Social and Ethical issues
Newspapers and magazines for current affairs stories as stimulus for discussions
Traditional religious objects (e.g. dress, jewellery) used in rites and rituals - Christian
Traditional religious objects (e.g. dress, jewellery) used in rites and rituals - Islamic
Traditional religious objects (e.g. dress, jewellery) used in rites and rituals - African Traditional Religion
Music on CD, DVD or flash - Christian (If no CDs, just sing!)
Music on CD, DVD or flash - Islamic (If no CDs, just sing!)
Music on CD, DVD or flash - African Traditional Religion (If no CDs, just sing!)

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