



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FAMILY AND RELIGIOUS STUDIES SYLLABUS

FORM 1-4

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FAMILY AND RELIGIOUS STUDIES SYLLABUS (FORMS 1 – 4)

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1.0 PREAMBLE**1.1 INTRODUCTION**

The Family and Religious Studies (FRS) learning area is a four-year syllabus that provides learners with opportunities to harness cognitive, religious and moral experiences. These experiences help the learners understand, interpret and apply religious and moral concepts to their everyday life. It is a multi-faith approach to the study of religion, which makes learners to be aware of their respective religious identities in the context of Unhu/Ubuntu/Vumunhu, religious plurality, as well as both their horizontal and vertical relationships with their respective families, communities, nation, the global village and the natural environment.

The Family and Religious Studies syllabus seeks to develop critical reflection of socio-economic and political issues, religious tolerance, and initiative in terms of formulating ideologies that help in transforming the learners to contribute to sustainable development. The syllabus follows a spiral approach that will lead learners to grow into a mature relationship with religious and moral thinking and practice. The learning phase will see learners being assessed through both continuous assessment and summative examination.

1.2 RATIONALE

The Family and Religious Studies learning area focuses on the study of the respective historical backgrounds, beliefs and practices, practitioners, rites and rituals of selected religions in Zimbabwe and their impact on an individual, family, local, national and global communities respectively. The learning area facilitates the respect for human dignity and diversity. Family and Religious Studies is significant in the development of Unhu/Ubuntu/Vumunhu, social responsibility and a sense of sound ethical norms from other religions. The learning area also leads to the understanding of the role of religion in the formulation of appropriate ideologies that may help motivate, propel and sustain development.

The Family and Religious Studies syllabus enables learners to develop skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Communication
- Enterprise
- Technology

1.3 SUMMARY OF CONTENT

This syllabus covers the respective historical backgrounds, beliefs and practices, rituals, rites and fundamental themes of Indigenous Religion, Judaism, Christianity and Islam. The focus is to draw concepts from these religions that help learners to reflect on their lives in the context of socio-religious environment.

1.4 ASSUMPTIONS

It is assumed that learners:

- belong to a family
- are aware of diversity of religions and culture
- are conscious of some expectations of Unhu/Ubuntu/ Vumunhu and moral values of their respective religions
- are affected in some way by religion at family, community and national levels respectively
- interact with their peers from different religious backgrounds and the environment around them
- are aware of the existence of a supreme being
- are aware of the existence of spirits

1.5 CROSS-CUTTING THEMES

The Family and Religious Studies as a learning area encompasses the cross-cutting themes listed here-under:

- Gender
- Health
- Environmental management
- Enterprise
- Children's Rights and Responsibilities
- Human Rights
- Sexuality
- Heritage
- Good Citizenship, Social Responsibility and Governance
- Conflict Transformation, Tolerance and Peace-Building

2.0 PRESENTATION OF SYLLABUS

The Family and Religious Studies syllabus is presented as a single document, which covers Forms 1- 4. All forms have the same topics which are developmental.

3.0 AIMS

The aims of the syllabus are to:

- 3.1 promote the religious and moral development of the learner
- 3.2 foster an understanding of the importance of belonging to a family, religion and community as a whole

- 3.3 enable the learner to appreciate religious and cultural diversity in Zimbabwe
- 3.4 integrate the concept of Unhu/Ubuntu/Vumunhu with various religious beliefs in shaping the character and behaviour of the learner
- 3.5 promote national heritage and identity
- 3.6 develop the spirit of national consciousness and patriotism
- 3.7 enable the learner to appreciate the value and dignity of hard work and teamwork for sustainable development through their respective religions
- 3.8 enable the learner to appreciate the impact of technology on religion and moral values

4.0 SYLLABUS OBJECTIVES

By the end of the course learners should be able to:

- 4.1 outline various religions in Zimbabwe
- 4.2 describe the main features of a religion
- 4.3 identify heritage sites of religious importance in Zimbabwe
- 4.4 explain the significance of heritage sites and how they foster national identity
- 4.5 define the concept of Unhu/Ubuntu/Vumunhu
- 4.6 relate the concept of Unhu/Ubuntu/Vumunhu to the various religious beliefs in Zimbabwe
- 4.7 explain the role of religion in fostering teamwork, hard work and good citizenship
- 4.8 understand the importance of ICT in the study of religion
- 4.9 discuss the effects of ICT on religious and moral values
- 4.10 appreciate religious and cultural diversity in Zimbabwe
- 4.11 understand the importance of belonging to a family

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 METHODOLOGY

This syllabus is based upon a learner-centred, hands-on, multi-faith, non-proselytising and non-confessional problem posing approach. This approach encourages initiative, self-motivation, reflective thinking and practical application of concepts to everyday life. The methodology comprises the following teaching and learning methods:

- Lesson delivery and note taking
- Discussion
- Drama, Role-play and Simulation
- Video and Film Show
- E-learning
- Group Work
- Research
- Case Studies
- Educational Tours

The above-suggested methods are enhanced by the application of methods that employ multi-sensory approaches to teaching such as individualization, totality, concreteness, factility, stimulation and self-activity.

5.2 TIME ALLOCATION

Four periods of 40 minutes per week should be allocated for adequate coverage of the syllabus. Students will go on educational tours.

6.0 Topics

Note: For each of one of the religions below it is important to cover the historical background, key beliefs and practices. When studying these religions, one needs to focus on the contemporary issues in 5.2

6.1 RELIGIONS

- Concept of religion
- Indigenous Religion
- Judaism
- Christianity
- Islam

6.2 CONTEMPORARY ISSUES

- Religion, Family and Identity
- Religion and Education
- Religion and Gender Roles
- Religion, Ethics, Health and Sexuality
- Religion and Disability
- Religion and the Natural Environment
- Religion, Technology and Enterprise
- Religion and the Liberation Struggle-Chimurenga/Umvukela
- Religion, Rights and Social Responsibility
- Religion and Conflict management

7.0 SCOPE AND SEQUENCE
7.1 TOPIC 1: RELIGION

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Concept of Religion	<ul style="list-style-type: none"> • Definition, types and characteristics of religion 	<ul style="list-style-type: none"> • Different religions in Zimbabwe 	<ul style="list-style-type: none"> • National distribution of the religions 	<ul style="list-style-type: none"> • Global distribution of the religions
Indigenous Religion	<ul style="list-style-type: none"> • Historical background • Names of the Supreme Being • Beliefs in the Supreme Being 	<ul style="list-style-type: none"> • Key beliefs • Symbols • Totems and taboos 	<ul style="list-style-type: none"> • Rites and rituals • Religious practitioners • Sacred places 	<ul style="list-style-type: none"> • Rites of passage • Sacred Days • Attire
Judaism	<ul style="list-style-type: none"> • Historical background • Beliefs in the Supreme Being 	<ul style="list-style-type: none"> • Key beliefs • Scripture • Symbols 	<ul style="list-style-type: none"> • Rites and rituals • Religious practitioners • Sacred places 	<ul style="list-style-type: none"> • Rites of passage • Attire • Feasts • Sacred Days
Christianity	<ul style="list-style-type: none"> • Historical background • Beliefs in the Supreme Being 	<ul style="list-style-type: none"> • Key beliefs • Scripture • Symbols 	<ul style="list-style-type: none"> • Rites and rituals • Religious practitioners • Sacred places 	<ul style="list-style-type: none"> • Rites of passage • Attire • Feasts • Sacred Days
Islam	<ul style="list-style-type: none"> • Historical background • Beliefs in the Supreme Being 	<ul style="list-style-type: none"> • Key beliefs • Scripture • Symbols 	<ul style="list-style-type: none"> • Rites and rituals • Religious practitioners • Sacred places 	<ul style="list-style-type: none"> • Rites of passage • Attire • Feasts • Sacred Days

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Religion, Family and Identity	<ul style="list-style-type: none"> • The concept of family • Structure of a family • IR and Family Identity 	<ul style="list-style-type: none"> • Names and Totems • IR and Community Identity • Family values • Community values 	<ul style="list-style-type: none"> • Inter-dependency of families • IR and Zimbabwean Identity 	<ul style="list-style-type: none"> • Changing culture and different types of families • Family and the national values • IR and African Identity
Religion and Education	<ul style="list-style-type: none"> • The concept of education • Types of Education • Examples of Formal and Informal Education • Characteristics of Formal Education • Characteristics of Informal Education 	<ul style="list-style-type: none"> • Formal Education • Informal Education 	<ul style="list-style-type: none"> • Religion in formal education • IR in informal education 	<ul style="list-style-type: none"> • Religion and Education • Religion and establishment of educational institutions and capacity building • Negative impact of religion on education
Religion and Gender	<ul style="list-style-type: none"> • Background • Gender • Gender roles 	<ul style="list-style-type: none"> • Gender roles • Religion and Gender Development 	<ul style="list-style-type: none"> • Gender in various religions • Religion and Women Empowerment 	<ul style="list-style-type: none"> • Gender in various religions • Gender based violence
Religion, Ethics, Health and Sexuality.	<ul style="list-style-type: none"> • Ethics • Values • Unhu/Ubuntu and Family Identity • Health • Chronic conditions • Sexuality 	<ul style="list-style-type: none"> • Unhu/Ubuntu and Community Identity • Religion and sexuality • Causes of selected chronic conditions • Religious beliefs and chronic conditions 	<ul style="list-style-type: none"> • Unhu/Ubuntu and Zimbabwean Identity • Religious beliefs, sexuality and behaviour change • Religious beliefs and chronic conditions 	<ul style="list-style-type: none"> • Unhu/Ubuntu and African Identity in I.R • Religious beliefs, sexuality and behaviour change • Faith-healing and chronic conditions
Religion and Disability	<ul style="list-style-type: none"> • Disability defined • Forms of disability 	<ul style="list-style-type: none"> • Possible causes of disability • Religious perception on disability 	<ul style="list-style-type: none"> • Religion and perceptions about disability • Religion and marginalisation of persons with disability 	<ul style="list-style-type: none"> • Disability and Religious Intervention measures

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Religion and the Natural Environment	<ul style="list-style-type: none"> Environment defined Environmental issues 	<ul style="list-style-type: none"> Christianity and the natural environment 	<ul style="list-style-type: none"> Judaism and the natural environment Islam and the natural environment 	
Religion, Technology and Enterprise	Definitions of: <ul style="list-style-type: none"> Technology Enterprise 	<ul style="list-style-type: none"> Forms of enterprise 	<ul style="list-style-type: none"> Religion and use of technology 	<ul style="list-style-type: none"> Religion and technology Role of technology and enterprise
Religion and the Liberation Struggle	<ul style="list-style-type: none"> Background to the Liberation Struggle Causes of the Liberation Struggle 	<ul style="list-style-type: none"> Religion and the Liberation struggle 	<ul style="list-style-type: none"> Role of Christianity in Chimurenga/Umvukela 1 and 2 	<ul style="list-style-type: none"> Role of IR in Chimurenga/Umvukela 1 and 2 Role of Christianity in the liberation struggle
Religion, Rights and Social Responsibility	Religion and: <ul style="list-style-type: none"> Right to life Right to Human Dignity Right to education Right to Freedom of Worship Social responsibility 	Religion and: <ul style="list-style-type: none"> Right to health care Right to Personal Liberty Right to language and culture 	Religion and: <ul style="list-style-type: none"> Rights of the elderly Rights of persons with disabilities Right to Freedom of Worship 	<ul style="list-style-type: none"> Right to freedom of Conscience and Worship Leadership, rights and social responsibility
Religion and Conflict Management	<ul style="list-style-type: none"> Conflict defined Causes of conflict Levels of conflict interpersonal 	<ul style="list-style-type: none"> Levels of conflict family Conflict Management 	<ul style="list-style-type: none"> Levels of conflict community Religious causes of conflict Impact of conflict Role of religion in conflict Management 	<ul style="list-style-type: none"> Levels of conflict national and global Impact of conflict Religion and Conflict Management

8.0 COMPETENCY MATRIX

FORM 1

TOPIC 1: RELIGIONS

SUB-TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Definition, types and characteristics of religion	<ul style="list-style-type: none"> define religion identify the types of religion list characteristics of religion 	<ul style="list-style-type: none"> Definition Types Characteristics 	<ul style="list-style-type: none"> Explaining the meaning of religion Naming the types of religion Identifying the characteristics of religion 	<ul style="list-style-type: none"> ICT tools Text books Braille books

TOPIC: RELIGION SUB-TOPIC: INDIGENOUS RELIGION (IR)

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical Background	<ul style="list-style-type: none"> define IR trace the historical background of IR 	<ul style="list-style-type: none"> Definition History 	<ul style="list-style-type: none"> Explaining the term IR Discussing the history and development of IR 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person
Names of the Supreme Being	<ul style="list-style-type: none"> list names of the Supreme Being identify the attributes of the Supreme Being 	<ul style="list-style-type: none"> Names Attributes 	<ul style="list-style-type: none"> Stating the names of the Supreme Being Describing the attributes of the Supreme Being 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person

TOPIC: RELIGIONS
SUB-TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical background	<ul style="list-style-type: none"> define Judaism narrate the historical background of Judaism 	<ul style="list-style-type: none"> Definition History 	<ul style="list-style-type: none"> Explaining the term Judaism Tracing the history and development of Judaism 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person
Names of the Supreme Being	<ul style="list-style-type: none"> list names of the Supreme Being identify the attributes of the Supreme Being 	<ul style="list-style-type: none"> Names Attributes 	<ul style="list-style-type: none"> Stating the names of the Supreme Being Describing the attributes of the Supreme Being 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person

TOPIC: RELIGION
SUB-TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES: learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical Background	<ul style="list-style-type: none"> define Christianity narrate the historical background of Christianity 	<ul style="list-style-type: none"> Definition History 	<ul style="list-style-type: none"> Explaining the term Christianity Tracing the history and development of Christianity 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person
Names of the Supreme Being	<ul style="list-style-type: none"> list names of the Supreme Being identify the attributes of the Supreme Being 	<ul style="list-style-type: none"> Names Attributes 	<ul style="list-style-type: none"> Stating the names of the Supreme Being Describing the attributes of the Supreme Being 	<ul style="list-style-type: none"> ICT tools Text books Braille Books Resource person

**TOPIC: RELIGION
SUB-TOPIC: ISLAM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical background	<ul style="list-style-type: none"> define Islam narrate the historical background of Islam 	<ul style="list-style-type: none"> Definition History 	<ul style="list-style-type: none"> Explaining the term Islam Tracing the history and development of Islam 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person
Names of the Supreme Being	<ul style="list-style-type: none"> list names of the Supreme Being identify the attributes of the Supreme Being 	<ul style="list-style-type: none"> Names Attributes 	<ul style="list-style-type: none"> Stating the names of the Supreme Being Describing the attributes of the Supreme Being 	<ul style="list-style-type: none"> ICT tools Text books Braille books Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, FAMILY AND IDENTITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	SUGGESTED RESOURCES
<ul style="list-style-type: none"> Concept of the Family Structure of a family IR and Family Identity 	<ul style="list-style-type: none"> define a family, family structure and identity describe the structure of a family explain the role of IR in shaping family identity 	<ul style="list-style-type: none"> Family Structure Identity 	<ul style="list-style-type: none"> Describing a family structure and identity Narrating the origin of their own family Discussing the role of IR in shaping family identity 		<ul style="list-style-type: none"> ICT tools Text books Braille books Family pictures

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND EDUCATION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Education	<ul style="list-style-type: none"> define Education 	<ul style="list-style-type: none"> Education 	<ul style="list-style-type: none"> Outlining the definition of education 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book
Types of Education	<ul style="list-style-type: none"> list types of education outline characteristics of formal education state characteristics of informal education 	<ul style="list-style-type: none"> Types Characteristics 	<ul style="list-style-type: none"> Stating types of education characteristics Identifying characteristics of formal and informal education 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND GENDER ROLES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender	<ul style="list-style-type: none"> define gender outline the characteristics associated with a particular gender 	<ul style="list-style-type: none"> Gender Gender characteristics 	<ul style="list-style-type: none"> Discussing the meaning of gender Identifying the characteristics associated with femininity and masculinity 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Ethics and Values	<ul style="list-style-type: none"> define ethics, values, health, chronic conditions and sexuality give examples of values 	<ul style="list-style-type: none"> Ethics Values 	<ul style="list-style-type: none"> Explaining the meaning of ethics, values, health, chronic conditions and sexuality Identifying ethics and values they uphold in their respective families and communities 	<ul style="list-style-type: none"> ICT tools Text books Braille books Video clips

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, HEALTH, ETHICS AND SEXUALITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Health and Sexuality	<ul style="list-style-type: none"> give the meaning of health and sexuality 	<ul style="list-style-type: none"> Health Sexuality 	<ul style="list-style-type: none"> Discussing the meaning of health and sexuality 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book Pictures
Chronic conditions	<ul style="list-style-type: none"> state examples of chronic conditions 	<ul style="list-style-type: none"> Examples of chronic conditions 	<ul style="list-style-type: none"> Listing chronic conditions common in their society 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND DISABILITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Disability	<ul style="list-style-type: none"> define disability identify the causes of disability 	<ul style="list-style-type: none"> Disability Causes 	<ul style="list-style-type: none"> Explaining the meaning of disability Outlining causes of disability 	<ul style="list-style-type: none"> ICT tools Text books Resource person Charts
Forms of disability	<ul style="list-style-type: none"> identify forms of disability explain forms of disability state perceptions to forms of disability 	<ul style="list-style-type: none"> Forms Perceptions 	<ul style="list-style-type: none"> Listing forms of disability Describing forms of disability Discussing perceptions to forms of disability 	<ul style="list-style-type: none"> Braille books Talking book Charts Video clips

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE NATURAL ENVIRONMENT**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Natural Environment	<ul style="list-style-type: none"> define natural environment identify some components of the natural environment 	<ul style="list-style-type: none"> Natural Environment Components <ul style="list-style-type: none"> -water -vegetation -wildlife 	<ul style="list-style-type: none"> Explaining the meaning of environment Stating components of the environment 	<ul style="list-style-type: none"> ICT tools Text books Resource person Picture Large print books Video clips Braille books
Environmental issues	<ul style="list-style-type: none"> show how different religions use some components of the natural environment list causes of environmental damage 	<ul style="list-style-type: none"> Use of the environment Causes 	<ul style="list-style-type: none"> Relating how different religions use some components of the natural environment Stating causes of environmental damage 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person Picture Large print books Video clips Braille books

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rights	<ul style="list-style-type: none"> define rights identify types of rights 	<ul style="list-style-type: none"> Rights Types of Rights 	<ul style="list-style-type: none"> Explaining the meaning of rights Listing the types of rights 	<ul style="list-style-type: none"> Textbooks ICT tools
Social Responsibility	<ul style="list-style-type: none"> define social responsibility give different social responsibilities displayed at various levels 	<ul style="list-style-type: none"> Social responsibility Types of social responsibilities. 	<ul style="list-style-type: none"> Explaining social responsibility Identifying social responsibilities displayed at different levels 	<ul style="list-style-type: none"> Text books ICT tools

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Enterprise	<ul style="list-style-type: none"> define enterprise give types of enterprises 	<ul style="list-style-type: none"> Enterprise Types 	<ul style="list-style-type: none"> Stating types of enterprises common in various religious institutions 	<ul style="list-style-type: none"> Text books ICT tools
Technology	<ul style="list-style-type: none"> define technology 	<ul style="list-style-type: none"> Technology 		

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE**

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
Background to the Liberation Struggle	<ul style="list-style-type: none"> narrate the background of the Liberation Struggle identify forms of Liberation 	<ul style="list-style-type: none"> Chimurenga 1 Background Forms 	<ul style="list-style-type: none"> Relating the background of the Liberation Struggle Discussing forms of the liberation struggle 	<ul style="list-style-type: none"> Text books ICT tools
Causes of the Liberation Struggle	<ul style="list-style-type: none"> identify the causes of the Liberation Struggle explain the causes of the Liberation Struggle 	<ul style="list-style-type: none"> causes 	<ul style="list-style-type: none"> Listing the causes Discussing the causes 	<ul style="list-style-type: none"> Text books ICT tools Documentaries Films
Religious groups involved	<ul style="list-style-type: none"> identify religious groups involved in the Liberation Struggle explain their involvement 	<ul style="list-style-type: none"> Religious groups - IR - Christianity 	<ul style="list-style-type: none"> Stating the religious groups involved Discussing the role played by the religious groups 	<ul style="list-style-type: none"> Text books ICT tools Documentaries Resource person/s

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND CONFLICT MANAGEMENT**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Conflict	<ul style="list-style-type: none"> define conflict 	<ul style="list-style-type: none"> Conflict 	<ul style="list-style-type: none"> Explaining the meaning of conflict 	<ul style="list-style-type: none"> Text books ICT tools
Causes of conflict	<ul style="list-style-type: none"> identify causes of conflict 	<ul style="list-style-type: none"> Causes of conflict 	<ul style="list-style-type: none"> Stating causes of conflict 	<ul style="list-style-type: none"> Text books ICT tools

FORM 2

TOPIC 1: RELIGION SUB-TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Different Religions	<ul style="list-style-type: none"> identify the different religions in Zimbabwe describe the characteristics of religions in Zimbabwe 	<ul style="list-style-type: none"> Religions Characteristics 	<ul style="list-style-type: none"> Discussing the different religions in Zimbabwe Explaining the key characteristics of religions 	<ul style="list-style-type: none"> ICT tools Resource person Text books Braille books Talking book

TOPIC: RELIGION SUB-TOPIC: INDIGENOUS RELIGION (IR)

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs	<ul style="list-style-type: none"> identify key beliefs of IR describe the characteristics of IR 	<ul style="list-style-type: none"> Beliefs <ul style="list-style-type: none"> Existence of ancestral spirits Existence of other spirits 	<ul style="list-style-type: none"> Stating key beliefs Explaining the key characteristics of IR 	<ul style="list-style-type: none"> ICT tools Resource person Text books Braille books Talking book
Symbols	<ul style="list-style-type: none"> identify various symbols in IR 	<ul style="list-style-type: none"> Symbols 	<ul style="list-style-type: none"> Drawing symbols 	<ul style="list-style-type: none"> Text books ICT tools Pictures Talking book
Totems and taboos	<ul style="list-style-type: none"> list totems identify various taboos outline the purpose of taboos 	<ul style="list-style-type: none"> Totems Taboos purpose 	<ul style="list-style-type: none"> Stating totems Discussing the importance of totems Explaining the importance of taboos 	<ul style="list-style-type: none"> Text books ICT tools Resource person

**TOPIC: RELIGION
SUB-TOPIC: JUDAISM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs	<ul style="list-style-type: none"> list the key beliefs in Judaism 	<ul style="list-style-type: none"> Key beliefs 	<ul style="list-style-type: none"> Stating the key beliefs in Judaism 	<ul style="list-style-type: none"> ICT tools
Scriptures	<ul style="list-style-type: none"> identify scriptures in Judaism 	<ul style="list-style-type: none"> scriptures 	<ul style="list-style-type: none"> Explaining scriptures in Judaism 	<ul style="list-style-type: none"> Text books Resource Person
Symbols	<ul style="list-style-type: none"> identify symbols of Judaism 	<ul style="list-style-type: none"> Symbols 	<ul style="list-style-type: none"> Drawing some symbols of Judaism Describing the meaning the meaning of Judaism 	<ul style="list-style-type: none"> ICT tools Text books

**TOPIC: RELIGION
SUB-TOPIC: CHRISTIANITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs	<ul style="list-style-type: none"> list key beliefs in Christianity 	<ul style="list-style-type: none"> Key beliefs 	<ul style="list-style-type: none"> Stating key beliefs in Christianity 	<ul style="list-style-type: none"> ICT tools Text books Resource Person
Symbols	<ul style="list-style-type: none"> Identify the symbol of Christianity 	<ul style="list-style-type: none"> Symbols 	<ul style="list-style-type: none"> Drawing the symbol of Christianity Describing the meaning of Christianity 	<ul style="list-style-type: none"> ICT tools Text books

**TOPIC: RELIGION
SUB-TOPIC: ISLAM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs in Islam	<ul style="list-style-type: none"> outline the beliefs of Islam 	<ul style="list-style-type: none"> Key beliefs 	<ul style="list-style-type: none"> Stating key beliefs in Islam 	<ul style="list-style-type: none"> ICT tools Text books Resource Person
Symbols	<ul style="list-style-type: none"> identify the symbol of Islam 	<ul style="list-style-type: none"> Symbol 	<ul style="list-style-type: none"> Drawing some symbol of Islam Describing the meaning of the symbol 	<ul style="list-style-type: none"> ICT tools Text books Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, FAMILY AND IDENTITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	SUGGESTED RESOURCES
Names and Totems	<ul style="list-style-type: none"> describe the role of names and totems in family relationships outline the meanings of names and totems 	<ul style="list-style-type: none"> Names and Totems 	<ul style="list-style-type: none"> Explaining the role of names and totems in family relationships Discussing meanings of names and totems 	<ul style="list-style-type: none"> Tracing the origins of certain surnames and totems 	<ul style="list-style-type: none"> Text books ICT tools Pictures of some totems
IR and Community Identity	<ul style="list-style-type: none"> explain the role of IR in shaping community identity 	<ul style="list-style-type: none"> Role of IR 	<ul style="list-style-type: none"> Discussing the role of IR in shaping community identity 		<ul style="list-style-type: none"> Text books ICT tools Braille books
Family and Community values	<ul style="list-style-type: none"> state family and community values associated with various religious 	<ul style="list-style-type: none"> Values 	<ul style="list-style-type: none"> Explaining the importance of family and community values 		<ul style="list-style-type: none"> Textbooks ICT tools Braille books

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND EDUCATION**

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Formal Education	<ul style="list-style-type: none"> define formal education outline the role of various religions in formal education 	<ul style="list-style-type: none"> Formal Education Role 	<ul style="list-style-type: none"> Explaining formal education Giving examples of formal educational institutions Identifying the role of various religions in formal education 	<ul style="list-style-type: none"> Formal education 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book
Informal Education	<ul style="list-style-type: none"> define informal education identify the role of various religions in informal education 	<ul style="list-style-type: none"> Informal Education Role 	<ul style="list-style-type: none"> Explaining informal education Identifying forms of informal education Discussing the role of various religions in informal education 	<ul style="list-style-type: none"> Informal education 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND GENDER ROLES**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Gender roles	<ul style="list-style-type: none"> explain gender roles 	<ul style="list-style-type: none"> Roles 	<ul style="list-style-type: none"> Identifying roles as assigned in their respective homes 	<ul style="list-style-type: none"> Identifying roles as assigned in their respective homes 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book
Religion and Gender Roles	<ul style="list-style-type: none"> describe the impact of religion on gender roles 	<ul style="list-style-type: none"> Impact of religion 	<ul style="list-style-type: none"> Discussing the impact of religion on gender roles 	<ul style="list-style-type: none"> Impact of religion 	<ul style="list-style-type: none"> Textbooks ICT tools Braille books Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Unhu/Ubuntu, Right and Wrong Conduct	<ul style="list-style-type: none"> define ethics identify right and wrong conduct 	<ul style="list-style-type: none"> Unhu/Ubuntu Right and wrong conduct 	<ul style="list-style-type: none"> Explaining the meaning of ethics Stating examples of right and wrong conduct. 	<ul style="list-style-type: none"> Textbooks ICT tools Braille books Talking book
Religion and Sexuality	<ul style="list-style-type: none"> give the meaning of sexuality outline the role of IR in shaping sexual conduct 	<ul style="list-style-type: none"> Sexuality Sexual conduct 	<ul style="list-style-type: none"> Explaining the meaning of sexuality Discussing the role of IR in shaping sexual conduct 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book
Religious beliefs and Health	<ul style="list-style-type: none"> define Health give examples of health conditions give examples of religious beliefs associated with health 	<ul style="list-style-type: none"> Health Health conditions Health-related religious beliefs 	<ul style="list-style-type: none"> Stating examples of chronic conditions Discussing religious beliefs associated with selected health conditions 	<ul style="list-style-type: none"> Text books ICT tools Braille books Talking book Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND DISABILITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Possible causes of disability	<ul style="list-style-type: none"> identify causes of disability explain causes of disability 	<ul style="list-style-type: none"> Causes 	<ul style="list-style-type: none"> Stating causes of disability Discussing causes of disability 		<ul style="list-style-type: none"> ICT tools Resource person Textbooks Pictures Talking book Braille books
Religious perceptions about disability	<ul style="list-style-type: none"> discuss religious perceptions about disability 	<ul style="list-style-type: none"> Religious perceptions 	<ul style="list-style-type: none"> Explaining religious perceptions about disability 		<ul style="list-style-type: none"> ICT tools Resource person Textbooks Pictures Talking book Braille books

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE NATURAL ENVIRONMENT**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
IR and the natural environment	<ul style="list-style-type: none"> explain IR beliefs about the natural environment explain ways IR preserves the natural environment 	<ul style="list-style-type: none"> Preservation of the natural environment through <ul style="list-style-type: none"> - totems - sacred places - Sacred trees 	<ul style="list-style-type: none"> Outlining IR beliefs about the natural environment Stating totems associated with animal species Identifying sacred places and trees in Zimbabwe 		<ul style="list-style-type: none"> ICT tools Text books Resource person Large print books Talking books Braille books
Christianity and the natural environment	<ul style="list-style-type: none"> identify environmental problems in society 	<ul style="list-style-type: none"> Environmental problems Preservation of the 	<ul style="list-style-type: none"> Listing environmental problems in society 		<ul style="list-style-type: none"> ICT tools Text books

	<ul style="list-style-type: none"> explain how Christianity takes care of the natural environment 	natural environment	<ul style="list-style-type: none"> Searching scriptures that take care of the natural environment Outlining ways in which Christians preserve the natural environment 	<ul style="list-style-type: none"> Resource person Large print books
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TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> Basic human rights 	<ul style="list-style-type: none"> identify basic human rights explain basic human rights 	<ul style="list-style-type: none"> Rights 	<ul style="list-style-type: none"> Listing basic human rights Discussing basic human rights 	<ul style="list-style-type: none"> Text books ICT tools The Zimbabwean Constitution Resource person

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
Religion and Chimurenga 2	identify religious groups involved in Chimurenga 2	<ul style="list-style-type: none"> Religious groups History of Chimurenga 2 	<ul style="list-style-type: none"> Listing the Religious groups involved in Chimurenga 2 Discussing roles of the above Religious groups 	<ul style="list-style-type: none"> Text books ICT tools Resource person/s

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND ENTERPRISE

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Nature of Enterprise	<ul style="list-style-type: none"> explain the nature of enterprise identify various forms of enterprise 	<ul style="list-style-type: none"> Enterprise Forms 	<ul style="list-style-type: none"> Defining enterprise Outlining forms of enterprise 		<ul style="list-style-type: none"> ICT tools Text books Large print books Talking books Braille books

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Family Conflicts	<ul style="list-style-type: none"> identify various conflicts at family level 	<ul style="list-style-type: none"> Family Conflicts 	<ul style="list-style-type: none"> Discussing various conflicts at family level 		<ul style="list-style-type: none"> ICT tools Text books Large print books Talking book Braille books
Causes of conflict	<ul style="list-style-type: none"> explain causes of conflicts at family level 	<ul style="list-style-type: none"> Causes 	<ul style="list-style-type: none"> Listing religious causes of conflicts at family level 		<ul style="list-style-type: none"> ICT tools Text books Large print books Talking book Braille books
Family and conflict management	<ul style="list-style-type: none"> discuss religious ways of managing conflict at family level 	<ul style="list-style-type: none"> Religious ways of conflict management 	<ul style="list-style-type: none"> Explaining religious ways any one of the conflicts above may be managed 		<ul style="list-style-type: none"> ICT tools Textbooks Large print books Talking book Braille books

FORM 3

TOPIC 1: RELIGION SUB-TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
National distribution of religions	<ul style="list-style-type: none"> show geographical distribution of religions in Zimbabwe discuss membership of religions in Zimbabwe 	<ul style="list-style-type: none"> Geographical distribution of religions Membership 	<ul style="list-style-type: none"> Discussing geographical distribution of religions Analysing membership 		<ul style="list-style-type: none"> ICT tools Text books Resource Person Braille books

TOPIC: RELIGION SUB-TOPIC: INDIGENOUS RELIGION (IR)

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Rituals	<ul style="list-style-type: none"> describe rituals in IR explain various myths in IR 	<ul style="list-style-type: none"> Rituals Myths 	<ul style="list-style-type: none"> Discussing rituals in IR Stating the importance of rituals and myths in IR 		<ul style="list-style-type: none"> Text books Resource person Braille books Resource person Talking book
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in IR state the roles of religious practitioners 	<ul style="list-style-type: none"> Religious practitioners Roles 	<ul style="list-style-type: none"> Naming religious practitioners in IR Explaining roles of religious practitioners in IR 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Sacred places	<ul style="list-style-type: none"> identify sacred places IR describe the importance of sacred places in IR 	<ul style="list-style-type: none"> Places of religious importance 	<ul style="list-style-type: none"> Listing sacred places in their locality Discussing the importance of sacred places in IR Visiting sacred places in IR 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

**TOPIC: RELIGION
SUB-TOPIC: JUDAISM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Rituals	<ul style="list-style-type: none"> describe rituals in Judaism 	<ul style="list-style-type: none"> Rituals 	<ul style="list-style-type: none"> Discussing rituals in Judaism Stating the importance of rituals in Judaism 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in Judaism state the roles of religious practitioners 	<ul style="list-style-type: none"> Religious practitioners Roles 	<ul style="list-style-type: none"> Naming religious practitioners Explaining roles of religious practitioners in Judaism 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Sacred places	<ul style="list-style-type: none"> identify sacred places describe the importance of sacred places in Judaism 	<ul style="list-style-type: none"> Places of religious importance 	<ul style="list-style-type: none"> Listing sacred places in Judaism Discussing the importance of sacred places in Judaism Visiting sacred places in Judaism 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

TOPIC: RELIGION

SUB-TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Rituals	<ul style="list-style-type: none"> describe religious rituals in Christianity 	<ul style="list-style-type: none"> Rituals 	<ul style="list-style-type: none"> Discussing rituals in Christianity Stating the importance of rituals in Christianity 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in Christianity state the roles of religious practitioners in Christianity 	<ul style="list-style-type: none"> Religious practitioners Roles 	<ul style="list-style-type: none"> Naming religious practitioners in Christianity Describing roles of religious practitioners in Christianity 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Sacred places	<ul style="list-style-type: none"> identify sacred places describe the importance of sacred places in Christianity 	<ul style="list-style-type: none"> Places of religious importance 	<ul style="list-style-type: none"> Listing sacred places in Christianity Discussing the importance of sacred places in Christianity 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

TOPIC: RELIGION
SUB-TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Rituals	<ul style="list-style-type: none"> describe religious rituals in Islam 	<ul style="list-style-type: none"> Rituals 	<ul style="list-style-type: none"> Discussing rituals in Islam Stating the importance of rituals in Islam 		<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

Religious practitioners	<ul style="list-style-type: none"> • identify religious practitioners in Islam • describe the roles of religious practitioners in Islam 	<ul style="list-style-type: none"> • Religious practitioners in Islam • Roles 	<ul style="list-style-type: none"> • Naming religious practitioners in Islam • Explaining roles of religious practitioners in Islam 	<ul style="list-style-type: none"> • Text books • Resource person • Braille books • Talking book
Sacred places	<ul style="list-style-type: none"> • identify sacred places • describe the importance of sacred places in Islam 	<ul style="list-style-type: none"> • Places of religious importance 	<ul style="list-style-type: none"> • Visiting sacred places in their locality • Discussing the importance of sacred places in Islam • Visiting sacred places in Islam 	<ul style="list-style-type: none"> • Text books • Resource person • Braille books • Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, FAMILY AND IDENTITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Inter-dependency of families	<ul style="list-style-type: none"> • illustrate ways in which religion encourages families to depend on each other 	<ul style="list-style-type: none"> • Family dependency 	<ul style="list-style-type: none"> • Dramatizing ways in which families depend on each other 	<ul style="list-style-type: none"> • Text books • Resource person • Braille books • Talking book
IR and Zimbabwean Identity	<ul style="list-style-type: none"> • show how IR through Unhu/Ubuntu/Vumunhu shapes Zimbabwean Identity 	<ul style="list-style-type: none"> • Zimbabwean Identity 	<ul style="list-style-type: none"> • Identifying aspects of IR which bring out Zimbabwean Identity 	<ul style="list-style-type: none"> • Resource person • Braille books • Talking book • Text books

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND EDUCATION**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion in formal education	<ul style="list-style-type: none"> assess the positive and negative impact of religion in formal education 	<ul style="list-style-type: none"> Impact of religion in formal education 	<ul style="list-style-type: none"> Discussing various religious-based educational institutions nationwide Explaining the negative impact of religion on education 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
IR in informal education	<ul style="list-style-type: none"> demonstrate the role of IR in informal education 	<ul style="list-style-type: none"> Role of IR in informal education 	<ul style="list-style-type: none"> Illustrating the contributions of IR in informal education 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND GENDER ROLES**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender in various religions	<ul style="list-style-type: none"> identify what various religions say on gender roles explain gender roles in the above religions 	<ul style="list-style-type: none"> Gender roles 	<ul style="list-style-type: none"> Citing gender roles in various religions Comparing and contrasting gender roles in different religions 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book
Religion and Women empowerment	<ul style="list-style-type: none"> demonstrate how religion enhances women empowerment 	<ul style="list-style-type: none"> Women empowerment 	<ul style="list-style-type: none"> Explaining how religion enhances women empowerment 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
IR and Unhu/Ubuntu/Vumunhu, values and sexuality	<ul style="list-style-type: none"> discussing morals and values from IR and how they shape Zimbabwean identity explain how IR beliefs help shape societal attitudes on femininity and masculinity 	<ul style="list-style-type: none"> IR as a source of morals and values in shaping Zimbabwean identity IR and Unhu/Ubuntu Religion, femininity and masculinity 	<ul style="list-style-type: none"> Describing morals and values in IR and how they shape Zimbabwean identity Discussing how religious beliefs help shape societal attitude of femininity and masculinity 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book 	
Religious beliefs, sexuality and behaviour change	<ul style="list-style-type: none"> assess the contributions of IR to Unhu/Ubuntu 	<ul style="list-style-type: none"> Religious beliefs and behaviour change 	<ul style="list-style-type: none"> Describe the contributions of IR to Unhu/Ubuntu Discussing ways in which various religions instil self-control 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book 	
Religious beliefs and chronic conditions	<ul style="list-style-type: none"> describe how religious beliefs influence people with chronic conditions 	<ul style="list-style-type: none"> Religious beliefs, rituals and chronic conditions 	<ul style="list-style-type: none"> Discussing some positive and negative religious influences on people with chronic conditions 	<ul style="list-style-type: none"> Text books Resource person Braille books Talking book 	

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND DISABILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Religion and perceptions about disability	<ul style="list-style-type: none"> identify religious perceptions about disability explain religious perceptions about disability 	<ul style="list-style-type: none"> Religious perceptions 	<ul style="list-style-type: none"> Discussing religious perceptions about disability Describing religious perceptions about disability 	<ul style="list-style-type: none"> ICT tools Text books Resource person Pictures 	

<ul style="list-style-type: none"> Religion and marginalisation of Persons living with Disability 	<ul style="list-style-type: none"> explain the severity of different types of disabilities 	<ul style="list-style-type: none"> Different types of disabilities 	<ul style="list-style-type: none"> Stating different types of disabilities 	<ul style="list-style-type: none"> Charts ICT tools Braille books
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TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUBTOPIC: RELIGION AND THE NATURAL ENVIRONMENT

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Judaism and the natural environment	<ul style="list-style-type: none"> describe the attitudes of Judaism to the natural environment outline methods of preserving the environment in Judaism 	<ul style="list-style-type: none"> Attitudes Methods 	<ul style="list-style-type: none"> Outlining the attitudes of Judaism towards the natural environment Describing methods of preserving the natural environment in Judaism 	<ul style="list-style-type: none"> attitudes of Judaism towards the natural environment methods of preserving the natural environment in Judaism 	<ul style="list-style-type: none"> ICT tools Text books Resource person Computers with Jaws software Talking book
Islam and the natural environment	<ul style="list-style-type: none"> describe the attitudes of Islam to the natural environment outline methods of preserving the natural environment in Islam 	<ul style="list-style-type: none"> Attitudes Methods 	<ul style="list-style-type: none"> Outlining the attitudes of Islam to the natural environment Describing the methods of preserving the natural environment in Islam 	<ul style="list-style-type: none"> attitudes of Islam to the natural environment methods of preserving the natural environment in Islam 	<ul style="list-style-type: none"> ICT tools Text books Resource person Computers with Jaws software Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Rights of the elderly	<ul style="list-style-type: none"> recognise the rights of the elderly 	<ul style="list-style-type: none"> Rights 	<ul style="list-style-type: none"> Explaining the rights of the elderly 	<ul style="list-style-type: none"> ICT tools
Rights of persons with disabilities	<ul style="list-style-type: none"> identify the rights of persons with disabilities 	<ul style="list-style-type: none"> Benefits 	<ul style="list-style-type: none"> Outlining the rights of persons with disabilities 	<ul style="list-style-type: none"> Brail material Resource person Zimbabwean constitution
Rights of freedom of worship	<ul style="list-style-type: none"> identify the benefits associated with freedom of worship state the disadvantages associated with freedom of worship 	<ul style="list-style-type: none"> Disadvantages 	<ul style="list-style-type: none"> Discussing the benefits associated with freedom of worship Outlining the disadvantages associated with freedom of worship 	

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Levels of conflict	<ul style="list-style-type: none"> identify causes of conflict at community level 	<ul style="list-style-type: none"> Communal conflict 	<ul style="list-style-type: none"> Discussing causes of conflict at community level. 	<ul style="list-style-type: none"> ICT tools Resource person Computers with Jaws software Talking book
Religious causes of conflict	<ul style="list-style-type: none"> explain religious causes of conflicts at community level 	<ul style="list-style-type: none"> Religious conflict 	<ul style="list-style-type: none"> Discussing religious based conflict 	<ul style="list-style-type: none"> ICT tools Resource person Computers with Jaws software Talking book

Role of religion in conflict management	<ul style="list-style-type: none"> • identify religious efforts at managing conflict at community level 	<ul style="list-style-type: none"> • Religious management conflict 	<ul style="list-style-type: none"> • Stating efforts by religious people to manage conflict at community level 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person • Computers with Jaws software • Talking book
Impact of conflict	<ul style="list-style-type: none"> • identify the impact of conflict 	<ul style="list-style-type: none"> • Consequences of conflict 	<ul style="list-style-type: none"> • Outlining possible results of conflict 	<ul style="list-style-type: none"> • ICT tools • Text books • Resource person • Computers with Jaws software • Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND ENTERPRISE

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Religion and enterprise	<ul style="list-style-type: none"> • explain the various forms of enterprise • describe the positive impact of religion on technology use and enterprise 	<ul style="list-style-type: none"> • Forms of enterprise • Impact of religion 	<ul style="list-style-type: none"> • Discussing forms enterprise that are based on religion • Identifying religious teachings that encourage enterprise 		<ul style="list-style-type: none"> • Text books • ICT tools • Braille books • Resource person

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
Role of IR in Chimurenga 2	<ul style="list-style-type: none"> • identify the IR religious practitioners who participated in Chimurenga 2 • explain the roles IR practitioners who participated in Chimurenga 2 	<ul style="list-style-type: none"> • IR religious practitioners • Roles 	<ul style="list-style-type: none"> • Listing IR practitioners who participated in Chimurenga 2 • Discussing roles of IR practitioners who participated in Chimurenga 2 	<ul style="list-style-type: none"> • Text books • ICT tools • Braille books • Resource person
Role of Christianity in the Liberation Struggle	<ul style="list-style-type: none"> • identify the Christian religious practitioners who participated in Chimurenga 2 • explain the roles of Christian practitioners who participated in Chimurenga 2 	<ul style="list-style-type: none"> • Christian practitioners • Roles 	<ul style="list-style-type: none"> • Listing Christian practitioners who participated in Chimurenga 2 • Discussing roles of Christian practitioners who participated in Chimurenga 2 	<ul style="list-style-type: none"> • Text books • ICT tools • Resource person • Braille books

FORM 4

TOPIC1: RELIGIONS SUB-TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Global distribution of religions	<ul style="list-style-type: none"> explain how religions are globally distributed 	<ul style="list-style-type: none"> Distribution of religion 	<ul style="list-style-type: none"> Describing the global distribution of religions 	<ul style="list-style-type: none"> ICT tools Resource Person Text books

TOPIC: RELIGIONS SUB-TOPIC: INDIGENOUS RELIGION (IR)

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rites of passage in IR	<ul style="list-style-type: none"> identify the rites of passage in IR 	<ul style="list-style-type: none"> Rites of passage 	<ul style="list-style-type: none"> Explaining the rites of passage in IR Dramatizing various rites in IR 	<ul style="list-style-type: none"> ICT tools Resource Person Text books
Attire in IR	<ul style="list-style-type: none"> describe the regalia in IR 	<ul style="list-style-type: none"> Regalia 	<ul style="list-style-type: none"> Describing sacred attire in IR 	<ul style="list-style-type: none"> ICT tools Resource Person Text books IR regalia
Sacred Days	<ul style="list-style-type: none"> identify sacred days in IR describe the significance of sacred days in IR 	<ul style="list-style-type: none"> Sacred days Significance of sacred days 	<ul style="list-style-type: none"> Stating the sacred days in IR Explaining the significance of sacred days 	<ul style="list-style-type: none"> ICT tools Resource Person Text books

**TOPIC: RELIGIONS
SUB-TOPIC: JUDAISM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rites of passage in Judaism	<ul style="list-style-type: none"> identify the rites of passage in Judaism 	<ul style="list-style-type: none"> Rites of passage 	<ul style="list-style-type: none"> Explaining the rites of passage in Judaism Dramatizing various rites in Judaism 	<ul style="list-style-type: none"> ICT tools Resource Person Text books
Attire in Judaism	<ul style="list-style-type: none"> identify sacred attire in Judaism describe the significance of sacred attire in Judaism 	<ul style="list-style-type: none"> Attire or Regalia 	<ul style="list-style-type: none"> Describing sacred attire in Judaism 	<ul style="list-style-type: none"> ICT tools Resource Person Text books Jewish regalia
Sacred Days	<ul style="list-style-type: none"> state sacred days in Judaism describe the significance of sacred days in Judaism 	<ul style="list-style-type: none"> sacred days significance of sacred days 	<ul style="list-style-type: none"> Stating sacred days in Judaism Explaining the significance of sacred days in Judaism 	<ul style="list-style-type: none"> ICT tools Resource Person Text books

**TOPIC: RELIGIONS
SUB-TOPIC: CHRISTIANITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rites of passage in Christianity	<ul style="list-style-type: none"> identify the rites of passage in Christianity 	<ul style="list-style-type: none"> Rites of passage 	<ul style="list-style-type: none"> Explaining the rites of passage in Christianity 	<ul style="list-style-type: none"> ICT tools Resource Person Text books
Sacred Days	<ul style="list-style-type: none"> identify sacred days in Christianity describe the significance of sacred days in Christianity 	<ul style="list-style-type: none"> Sacred days 	<ul style="list-style-type: none"> Stating sacred days in Christianity 	<ul style="list-style-type: none"> ICT tools Resource Person Text books

**TOPIC: RELIGIONS
SUB-TOPIC: ISLAM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rites of passage in Islam	<ul style="list-style-type: none"> identify the rites of passage in Islam 	<ul style="list-style-type: none"> Rites of passage 	<ul style="list-style-type: none"> Explaining the rites of passage in Islam Dramatizing various rites in Islam 	<ul style="list-style-type: none"> ICT tools Resource Person Text books
Attire in Islam	<ul style="list-style-type: none"> describe the regalia in Islam 	<ul style="list-style-type: none"> Regalia 	<ul style="list-style-type: none"> Describing sacred attire in Islam 	<ul style="list-style-type: none"> ICT tools Resource Person Text books Islamic regalia
Sacred Days	<ul style="list-style-type: none"> identify sacred days in Islam describe the significance of sacred days in Islam 	<ul style="list-style-type: none"> sacred days 	<ul style="list-style-type: none"> Stating sacred days in Islam Explaining the significance of sacred days in Islam 	<ul style="list-style-type: none"> ICT tools Resource Person Text books Braille books

**TOPIC: CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, FAMILY AND IDENTITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family and the changing culture	<ul style="list-style-type: none"> identify the various agents of cultural change explain how change in culture is affecting the nature of the family 	<ul style="list-style-type: none"> Family Culture change 	<ul style="list-style-type: none"> Listing various agents of cultural change Describing how change in culture is affecting the nature of family 	<ul style="list-style-type: none"> Text books Pictures ICT tools Braille books

Family, national values and good citizenship	<ul style="list-style-type: none"> describe the role of the family in promoting national values illustrate the significance of religion in promoting national values and good citizenship 	<ul style="list-style-type: none"> National values Good citizenship 	<ul style="list-style-type: none"> Explaining how the family promotes national values Describing the significance of religion in promoting national values and good citizenship 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person Braille books
IR and African Identity	<ul style="list-style-type: none"> explain the role of IR in fostering African identity 	<ul style="list-style-type: none"> African identity 	<ul style="list-style-type: none"> Discussing how IR fosters African identity 	<ul style="list-style-type: none"> Text books Picture ICT tools.

**TOPIC: CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND EDUCATION**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion and Education	<ul style="list-style-type: none"> assess the role of religion in nation building 	<ul style="list-style-type: none"> Religion and nation building Educational institutions 	<ul style="list-style-type: none"> Discussing the role of religious organisations in educational infrastructure development 	<ul style="list-style-type: none"> Text books ICT tools Braille materials
Religion and establishment of educational institutions and capacity building	<ul style="list-style-type: none"> explain the role played by various religions in the development of educational and human resource capacity building 	<ul style="list-style-type: none"> Religion and human resource building 	<ul style="list-style-type: none"> Illustrating the role of religious institutions in human resource capacity building 	<ul style="list-style-type: none"> Textbooks ICT tools Braille books
Negative impact of religion on education	<ul style="list-style-type: none"> examine the negative impact of religion on education 	<ul style="list-style-type: none"> Negative religious impact 	<ul style="list-style-type: none"> Identifying religious beliefs which discourage children from accessing formal education 	<ul style="list-style-type: none"> Text books ICT tools Braille books

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND GENDER ROLES**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender in various religions	<ul style="list-style-type: none"> • identify what various religions say on gender • explain gender roles in the various religions 	<ul style="list-style-type: none"> • Gender • Religious gender views 	<ul style="list-style-type: none"> • Citing gender roles in various religions • Comparing and contrasting gender roles in different religions 	<ul style="list-style-type: none"> • Textbooks • Resource person • Braille books • Talking book
Gender based violence	<ul style="list-style-type: none"> • identify forms of gender based violence • identify causes of gender based violence • state possible religious ways of solving gender based violence 	<ul style="list-style-type: none"> • Forms of gender based violence • Causes • Solutions 	<ul style="list-style-type: none"> • Role-playing forms of gender based violence • Listing causes of gender based violence • Suggesting possible solutions to gender based violence 	<ul style="list-style-type: none"> • ICT tools • Text books • Resource person • Pictures • Films • Charts

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IR and Unhu/Ubuntu	<ul style="list-style-type: none"> • summarize morals and values from IR • examine morals and values from the various religions • examine principles of Unhu/Ubuntu derived from IR 	<ul style="list-style-type: none"> • IR as a source of morals and values • IR and Unhu/Ubuntu 	<ul style="list-style-type: none"> • Identifying morals and values from IR • Identifying principles of Unhu/Ubuntu derived from IR 	<ul style="list-style-type: none"> • Textbooks • Resource person • Braille books • Talking book

Religious beliefs and sexuality	<ul style="list-style-type: none"> • assess the contributions of IR to Unhu/Ubuntu • explain how religious beliefs help shape societal attitudes on femininity and masculinity 	<ul style="list-style-type: none"> • Religious beliefs in IR • Religion, femininity and masculinity 	<ul style="list-style-type: none"> • Relating the contribution of IR to Unhu/Ubuntu • Discussing ways in which various religions shape societal attitudes on femininity and masculinity 	<ul style="list-style-type: none"> • Text books • Resource person • Braille books • Talking book
Religion and health	<ul style="list-style-type: none"> • describe how religious beliefs influence people with health conditions 	<ul style="list-style-type: none"> • Religious beliefs • Health conditions 	<ul style="list-style-type: none"> • Illustrating some positive and negative religious influences on people with health conditions 	<ul style="list-style-type: none"> • Text books • Resource person • Braille books • Talking book

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND DISABILITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Disability and religious intervention measures	<ul style="list-style-type: none"> • illustrate religious attitudes towards disability • explain religious intervention measures to disability 	<ul style="list-style-type: none"> • Religious attitudes • Religious intervention 	<ul style="list-style-type: none"> • Dramatizing relevant stories that illustrate religious attitude towards disability • Relating the role of religion in assisting people living with disability 	<ul style="list-style-type: none"> • ICT tools • Computer software • Text books • Talking book for learners who are blind • Resource person

TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Right to freedom of worship	<ul style="list-style-type: none"> identify advantages and disadvantages of freedom of worship 	<ul style="list-style-type: none"> Advantages and disadvantages 	<ul style="list-style-type: none"> Discussing advantages and disadvantages of freedom of worship 	<ul style="list-style-type: none"> ICT tools Text books Talking book Resource person Constitution of Zimbabwe
Leadership, rights and social responsibility	<ul style="list-style-type: none"> demonstrate the relationship between rights and social responsibilities 	<ul style="list-style-type: none"> Rights social responsibility 	<ul style="list-style-type: none"> Illustrating the relationship between rights and social responsibility 	<ul style="list-style-type: none"> ICT tools Text books Talking book Resource person
Religion and levels of leadership	<ul style="list-style-type: none"> explain the role of religion in shaping leadership styles 	<ul style="list-style-type: none"> Leadership styles 	<ul style="list-style-type: none"> Discussing the role of religion in shaping leadership styles 	<ul style="list-style-type: none"> ICT tools Text books Talking book Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE**

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Role of IR in the Liberation Struggle	<ul style="list-style-type: none"> state the IR religious practitioners who participated in the liberation struggle describe the roles of IR religious practitioners who participated in the liberation struggle 	<ul style="list-style-type: none"> IR religious practitioners Roles 	<ul style="list-style-type: none"> Naming the IR religious practitioners who participated in the liberation struggle. Discussing the roles of IR religious practitioners who participated in the liberation struggle 	<ul style="list-style-type: none"> Text books ICT tools Braille books Resource person
Role of Christianity in the Liberation Struggle	<ul style="list-style-type: none"> state the Christian practitioners who participated in the liberation struggle describe the roles of the religious practitioners who participated in the liberation struggle 	<ul style="list-style-type: none"> Christian practitioners Roles 	<ul style="list-style-type: none"> Listing Christian practitioners who participated in the liberation struggle Explaining the roles of Christian practitioners who participated in the liberation struggle 	<ul style="list-style-type: none"> Text books ICT tools Resource person

**TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION, TECHNOLOGY AND ENTERPRISE**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Religion and Technology	<ul style="list-style-type: none"> identify forms of technology Examine the forms of interaction between religion and technology 	<ul style="list-style-type: none"> Forms of technology Forms of interaction 	<ul style="list-style-type: none"> Stating forms of technology Discussing forms of interaction 		<ul style="list-style-type: none"> Text books ICT tools Resource person Braille books

Role of religion in enterprising	<ul style="list-style-type: none"> describe the positive impact of religion on enterprise assess the negative impact of religion on enterprise 	<ul style="list-style-type: none"> Role of religion <ul style="list-style-type: none"> Provision of work ethic Influencing fiscal discipline Religious tourism 	<ul style="list-style-type: none"> Demonstrating the role of religion in promoting enterprise Discussing the negative impact of religion on enterprise 	<ul style="list-style-type: none"> Text books ICT tools Resource person Braille books
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TOPIC: RELIGION AND CONTEMPORARY ISSUES
SUB-TOPIC: RELIGION AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Levels of conflict	<ul style="list-style-type: none"> identify causes of religious conflict at national level 	<ul style="list-style-type: none"> Causes Impact Role of religion 	<ul style="list-style-type: none"> Discussing causes of religious conflicts at national and global level. 	<ul style="list-style-type: none"> Text books ICT tools Braille books
Impact of conflict	<ul style="list-style-type: none"> discuss the impact of conflict at national level 		<ul style="list-style-type: none"> Listing the consequences of religious conflict nationally 	
Religion and conflict management	<ul style="list-style-type: none"> discuss the role religion in conflict management 		<ul style="list-style-type: none"> Researching the role of religion in conflict management 	

SCHEME OF ASSESSMENT

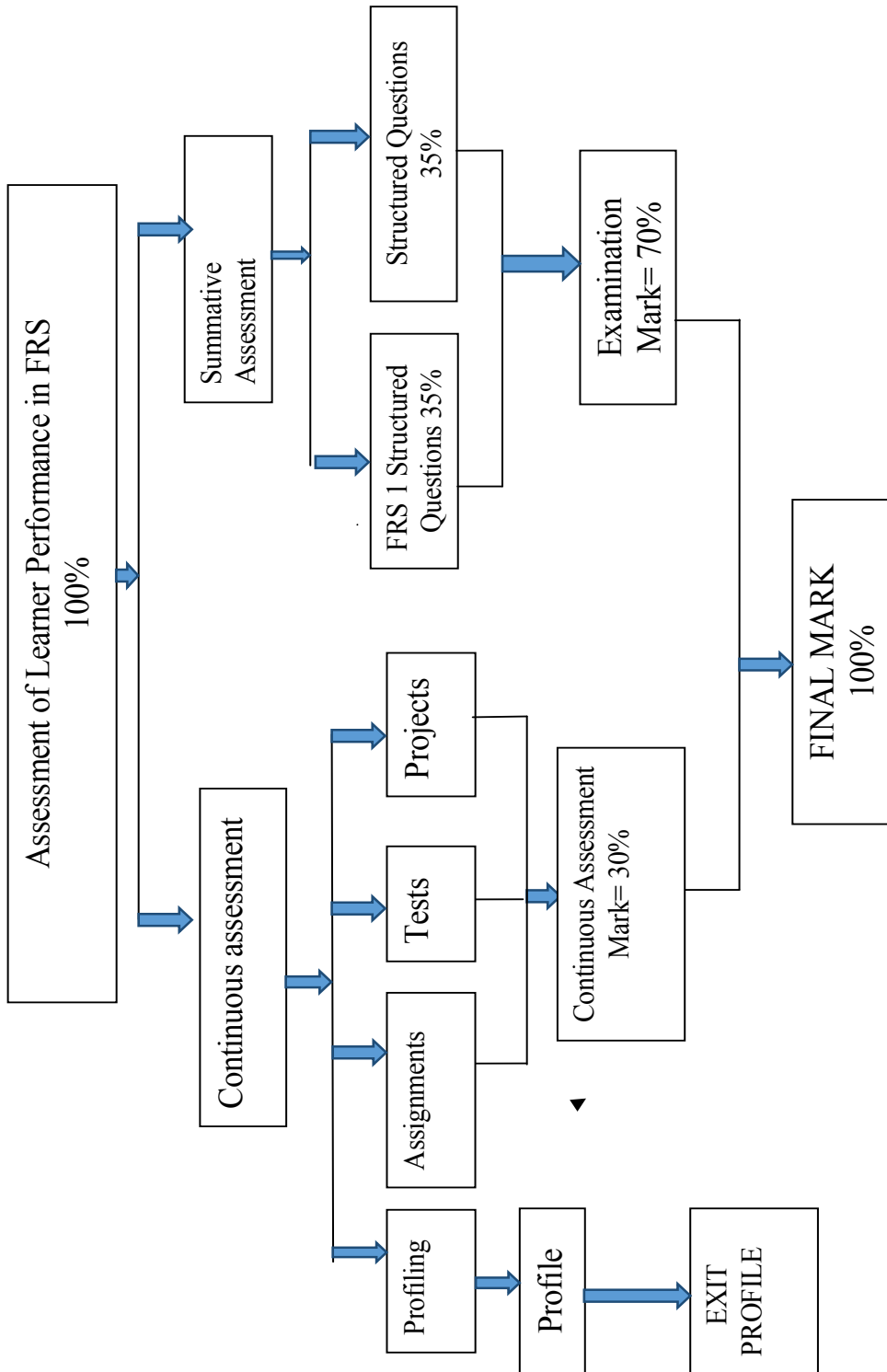
The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications should be visible in both the continuous and summative assessment to enable all learners to access assessments.

ASSESSMENT OBJECTIVES

By the end of the course learners should be able to:

- identify various religions in Zimbabwe
- identify the main features of a religion
- identify places of religious importance in Zimbabwe
- explain the significance of the heritage sites and how they foster national identity
- define the concept of unhu/Ubuntu
- relate the concept of unhu/Ubuntu to the various religious beliefs in Zimbabwe
- explain the role of religion in fostering team work, hard work and good citizenship

ASSESSMENT MODEL



Form of assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 1	Assignment Test	1 per term 1 per term	5
Form 2	Assignment Test	1 per term 1 per term	5
Form 3	Assignment Test	1 per term 1 per term	10
Form 4	Assignment Test	1 per term 1 per term	10
Total			30

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

The learners shall be assessed through both continuous assessment and summative examination. The summative examination consists of two component papers, which are FRS 1 and FRS 2.

SUMMATIVE ASSESSMENT

PAPER DESCRIPTION

FRS PAPER 1 (2 hours)

This component consists of four (4) sections covering Indigenous Religion in Section (A), Judaism (B), Christianity (C) and Islam in section D. Each section consists of three (3) structured questions carrying 25 marks each. Candidates must choose one question from each section.

FRS PAPER 2 (2 hours 30 minutes)

This component consists of four (4) sections covering Indigenous Religion in Section (A), Judaism (B), Christianity (C) and Islam in Section (D). Each section consists of three (3) structured questions. Candidates are expected to choose four (4) questions from any of the four sections. Each question carries [25 marks.

SPECIFICATION GRID

Skill	Paper 1	Paper 2
Knowledge and understanding	15	10
Comprehension	10	10
Application and analysis	5	20
Synthesis and Evaluation	-	-
Practical	-	-
Total	30	40



FAMILY AND RELIGIOUS STUDIES SYLLABUS (FORMS 1 – 4)





FAMILY AND RELIGIOUS STUDIES SYLLABUS (FORMS 1 – 4)





FAMILY AND RELIGIOUS STUDIES SYLLABUS (FORMS 1 – 4)

