

SOCIAL AND RELIGIOUS STUDIES
SYLLABUS FOR UPPER PRIMARY
P4- P6

Kigali 2015

© 2015 Rwanda Education Board
All rights reserved

*This syllabus is the property of Rwanda Education Board.
Credit must be provided to the author and source of the document when the content is quoted*

FOREWORD

The Rwanda Education Board is honoured provide Syllabuses which serve as both official documents and as a guide to competence-based teaching and learning. These syllabuses ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated in society and afford employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competences they acquire, particularly the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly REB and its staff who organised the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution would be welcome for the improvement of this syllabus.

GASANA Janvier
Director General REB.

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of a range of education stakeholders and the financial support from different donors. For this, I would like to express my deep gratitude.

My thanks firstly go to the Rwanda Education leadership who supervised the curriculum review process and the Rwanda Education Board staff who were involved in the conception and writing of the syllabus. I wish to extend my appreciation to teachers from pre-primary to university level for their valuable efforts during conception of the syllabus.

I owe gratitude to the different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support. We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unit and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and Local and International consultants. Their respective initiatives, co-operation and support significantly contributed to the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

Dr. Joyce MUSABE,

Head of Curriculum and Pedagogical Material Production Department.

TABLE OF CONTENTS

FOREWORD.....	iii
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
GENERAL INTRODUCTION OF SOCIAL STUDIES AND RELIGIOUS STUDIES	xi
LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS.....	3
1. INTRODUCTION	5
1.1 Background to curriculum review	5
1.2 Rationale for learning Social studies:	5
1.2.1 Social Studies and society.....	6
1.2.2 Social Studies and learner	6
1.2.3. Competences	6
2. PEDAGOGICAL APPROACHES IN TEACHING SOCIAL STUDIES	10
2.1. Role of the teacher	10
2.2 Role of the learner	11
2.3. Special needs education and inclusive approach	12
3. ASSESSMENT APPROACHES.....	13
3.1 Types of assessment.....	13
3.2. Record Keeping.....	15
3.3. Item writing in summative assessment.....	15

3.4. Reporting to parents	16
4. RESOURCES.....	17
4.1. Materials needed for implementation	17
Other resources.....	18
4.2. Teachers skills and qualification required to teach social studies.	19
5. SYLLABUS UNITS.	20
5.1. Presentation of the structure of this syllabus	20
5.2 Social studies Syllabus for Grade 4.....	22
5.2.1 Key competences of the subject at the end of grade 4	22
5.2.2. Social Studies Units for grade 4.....	23
5.3 Syllabus Unit for grade 5	42
5.3.1. General competences of the subject at the end of a grade 5:.....	42
5.4 Social Studies syllabus for grade 6.....	61
5.4.1 Key competences at the end of a grade 6:.....	61
5.4.2 Social studies Units for grade 6.....	62
6. REFERENCES.....	80
PART TWO: RELIGIOUS STUDIES.....	83
LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS.....	84
1. INTRODUCTION	85
1.1 Religious education review background.....	85

1.2 Rationale of teaching and learning Religious Education.	85
1.2.1 Religious education and the society.....	85
1.2.2 Religious education and the learner.	86
1.2.3 Competences.	87
2. PEDAGOGICAL APPROACHES.....	91
2.1 The role of the teacher.....	91
2.2 The role of the learners.....	93
2.3 Special needs education and inclusive approach.....	94
3. ASSESSMENT APPROACHES.....	95
3.1 Types of assessment.....	95
3.2 . Record keeping.....	97
3.3 Item writing in summative assessment.....	97
3.4 Structure and format of the examination	98
3.5 Reporting to parents	98
4. RESOURCES.....	100
4.1 Materials needed for implementation	100
4.2 Human resource	100
5. SYLLABUS UNITS.....	102
5.1 Presentation of the structure of the syllabus.....	102
CHRISTIAN RELIGION STUDIES.....	104

5.2 Christian Religious Education primary four syllabus	105
5.2.1 Key competences	105
5.3 Christian Religious Education primary 5 syllabus	113
5.3.1 Key competences	113
5.3.2 Christian Religious studies syllabus Units for Primary 5	113
5.4 Christian Religious studies primary 6 syllabus.....	120
5.4.1 Key competences	120
5.4.2 Christian Religion and Ethics syllabus Units for Primary 6	120
ISLAMIC RELIGIOUS STUDIES	125
5.5 . Islamic Religious Education primary 4 syllabus	126
5.5.1 Key competences	126
5.5.2 Islamic Religious studies syllabus Units for Primary	126
5.6 Islamic Religious Education primary 5 syllabus	133
5.6.1 Key competences	133
5.6.2 Islamic Religious studies syllabus Units for Primary	134
5.7 Islamic Religious Education primary 6 syllabus Units.....	140
5.7.1 Key competences	140
5.7.2 Islamic Religious studies syllabus Units for Primary	141
6. REFERENCES.....	149
7. APPENDIX.....	151

GENERAL INTRODUCTION OF SOCIAL STUDIES AND RELIGIOUS STUDIES

Social studies and religious studies form one syllabus. This syllabus has two important parts. Part one concentrates on social studies while part two deals with religious studies. They all aim at helping the learner to develop individual and social values that are needed in order to fit into the society. Social studies and religious studies have something in common:

They identify both the self and the nature of reality, issues of right and wrong and what it means to be human. They both help to develop the learner's sense of identity and belonging. They enable them to flourish individually within their communities and as citizens. They enable the learner to develop respect for and sensitivity to others by developing tolerance, justice, peace and unity. They play a tremendous role in preparing pupils for adult life, employment and life-long learning.

Social Studies is primarily concerned with the study of people and their activities and relationships, as they interact with one another and with their physical and socio-cultural environment in an effort to meet their needs to live and to make a living. It is essentially the study of human group experiences. Social Studies is inter/multi-disciplinary in nature and draws its subject matter from a variety of Social Science disciplines – History, Geography, Citizenship and Entrepreneurship.

The Social Studies syllabus has as its goal the preparation of students, to make and act on rational decisions, both as individuals and as group members. These decisions should be based on knowledge and on personal values. The entire syllabus is examinable. In the national examinations questions of social studies and religious studies will be placed together but in

separate parts. Social studies questions will make up $\frac{3}{4}$ of the paper while religious studies will make $\frac{1}{4}$. Everything in the syllabus is very important.

PART 1 SOCIAL STUDIES SYLLABUS
UPPER PRIMARY P4- P6

LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS

Rwanda Education Board

1. Dr. Joyce Musabe; Head of Curriculum and Pedagogical Materials Department as facilitator
2. GATERA Augustin: Director of languages and humanities Unit
3. BACUMUWENDA Nehemiah: Pedagogical norms specialist
4. MUKAYIREGE Julienne : Social Studies specialist

Teachers and Lecturers

1. BUZAALE Gershom (Kigali Parents School)
2. HATANGIMANA Jean Baptiste (GS Shyogo)
3. MANIRAFASHA François Xavier (GS Rugando)
4. NSABIMANA Benjamin (Ecole Internationale de Kigali)

Other Resource Persons

MURENZI Emmanuel (International Education Exchange)

Quality Assurer

MUSABYIMANA Thacien (UR , College of Education)

1. INTRODUCTION

1.1 Background to curriculum review

The rationale of the Social Studies syllabus review process is to ensure that the syllabus is responsive to the needs of the learner and to shift from objective and knowledge based learning to competence-based learning. Emphasis in the review has been on building more on skills and competences as well as streamlining the coherence of the existing content by benchmarking against a number of best practice syllabi.

The new Social Studies syllabus guides the interaction between the teacher and the learner in the learning processes and highlights the essential practical skills and competences a learner should acquire during and at the end of each learning unit.

1.2 Rationale for learning Social studies:

Social Studies is the study of people in their physical and social environment. It is a key learning area for understanding the development of society and the mechanisms of globalization. The subject focuses on the development of personal values as a responsible and productive citizen. Social Studies is an integrated subject composed of humanity and life skills subjects. It is taught at primary level.

1.2.1 Social Studies and society

Social Studies like other disciplines focuses on national cross cutting issues such as: “Ndi umunyarwanda”, “Itorero ry’igihugu” Reproductive health and family planning, Environmental conservation, Financial education, Gender issues, HIV/AIDS, Nutrition, Peace education and Genocide, Inclusive education and information and communication technology

1.2.2 Social Studies and learner

This competence based Social studies syllabus aims at developing the learner’s curiosity about the understanding of people and their social and physical environment. It differs from the old curriculum, which was more focussed on what the learner should know.

It focuses on offering learners knowledge, skills, values and attitudes that will empower them to participate harmoniously and productively in developing themselves and their society. In this regard, the learner should learn to critically analyse, argue, work autonomously and co-operate with others.

1.2.3. Competences

A competence is an ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour, to accomplish a particular task successfully. That means the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences, and in objectives highlighted on a yearly basis and in each unit of learning. The generic competences and the basic competences that must be emphasized and reflected in the

learning process are briefly described below. The teachers will ensure that the learners are exposed to tasks that help the learners acquire the skills.

The selection of the types of learning activities must focus on what the learners are able to demonstrate such competences throughout and at the end of the learning process.

Generic Competences

Critical and problem solving skills: The acquisition of such skills will help learners think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of such skills will help learners to take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and use it to explain phenomena from the gathered information.

Communication: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively both in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help learners cooperate as a team in whatever task is assigned and to practice positive ethical moral values whilst respecting the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge for personal fulfilment in areas that are relevant to their improvement and development.

Broad social studies competences

The syllabus has highlighted a set of general objectives as indicated below:

- Educate a full citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism.
- Contribute to the promotion of a culture of peace and emphasize Rwandan and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy.
- Development in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness,
- Develop responsible behaviours in addressing social challenges such as HIV/AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights.
- Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability, and geographical or social
- Demonstrate respect for the cultural identity, heritage and values of themselves and others.
- Prepare themselves as productive, responsible citizens and confident lifelong learners.

Social studies and developing Competences

Generic competences help students deepen their understanding of subjects and apply their subject learning in a range of situations. As students develop these generic competences they also acquire a set of skills that employers look for in their employees. The competences help prepare students for the world of work. The generic competences are also vital for enabling students to become life-long learners who can adapt to our fast-changing world and the uncertain future.

The generic student competences that will be developed within social studies are:

- Critical thinking (e.g. The role of women in the development of the country, etc.)
- Research and problem solving (e.g. collecting historical information, family beliefs etc.)
- Creativity and innovation (starting income generating activities, home and school made materials)
- Communication (debates, short speeches)
- Cooperation interpersonal management and life skills.

2. PEDAGOGICAL APPROACHES IN TEACHING SOCIAL STUDIES

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. Each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within a well-structured sequence of lessons. Learner-centred education does not mean that the teacher no longer has the responsibility of facilitating and guiding so that learning takes place.

2.1. Role of the teacher

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. Lessons should be engaging and stimulate students curiosity, critical thinking and problem solving abilities.

The teachers must shift from the traditional method of instruction to become facilitators, in order to value learner's individual needs and expectations. The teacher must identify the needs of each individual learner, the nature of the learning to be done and the means to shape learning experiences accordingly.

The teacher's role is to organise the learners in or outside the classroom, engaging them through participatory and interactive methods. Learning processes are engaged as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and co-operative.

The teacher will design and introduce tasks for the entire class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge. Learners are taught how to use textbooks and other

resource materials in different ways. Learners are encouraged to search for and make use of information in writing their own notes.

The teacher must select and develop appropriate materials like teaching models and charts for the learners to use in their work.

The teacher must devise remedial strategies in and outside the classroom to address the issue of low achievers and those with learning difficulties to ensure they keep pace with other students in acquiring the required competences.

To make learning relevant, real life examples should be given for learners to make connections between social studies and their environment. The examples should emphasise the application of social studies in problem solving and decision making in the world.

Some methods are recommended for Social Studies such as discussion , project method, dramatization, exhibition, representation, group method, problem solving, inquiry and discovery.

2.2 Role of the learner

The activities to engage the learner are indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process. The teaching learning processes will be tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests of the learner.

The learning activities will be organized in a way that encourages learners to construct knowledge either individually or in groups in an active way. Learners work on one competence at a time in the form of a concrete unit with specific learning

outcomes broken down into knowledge, skills and attitude. In practical lessons learners will work in groups or individually depending on the nature, intended objective of the activity and the availability of the teaching materials.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in nearby ordinary/mainstream schools. Therefore, the schools obligation is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed information for each category of learners with special education needs is provided in the guidance for teacher's section.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes by collecting and interpreting evidence of an individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned. Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus. From this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. This assessment is used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

It can be an internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6

3.2. Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standards. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy, and for feed back to the learner and to the parents to check the learning progress and to advise accordingly, and also to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but are also a record of the activities undertaken over time as part of student learning. It will also serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan, or specification of what is to be tested or examined, it must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question

In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension levels. Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested, from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only, but test broad competences as stated in the syllabus.

Structure and format of the examination:

Social studies and religious education examination consists into two main parts: part one of Social Studies out of 80 and part two of Religious Studies out of 20

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learner's progress with parents. A single mark is not sufficient to convey the different expectations of learning that are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4. RESOURCES

4.1. Materials needed for implementation

Teaching aids from the environment may include the following: resource persons, animals, plants, crops, homes, churches, hospitals and dispensaries, markets, rivers, lakes ,hills, factories, administrative headquarters and weather stations.

Below also are some resources available in a variety of forms for the teaching of Social Studies.

a) Textbooks.

Textbooks are a traditional instrument of instruction. Textbooks represent a series of lessons that demand the teacher's initiative. Textbooks are among the most common instructional materials readily available for the use in the classroom for the implementation of Social Studies syllabus.

b) Pictures and Charts.

Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. When pictures and charts are used to stress important facts, they should be clear and large enough to be seen from any part of the classroom.

c) Maps.

Studying, drawing and the interpretation of maps are activities essential in the teaching of Social Studies. Maps indicate physical features, location of places, political boundaries, occupational zones etc. The teacher should expose students to the use of maps so that correct interpretations can be given to the maps used in Social Studies.

d) Real Objects.

The category of material resources that can be valuable for teaching Social Studies is the use of actual or real objects in the classroom. These things are called REALIA and can have a powerful impact on student's interest and motivate them to learn. Examples of these items include, clothes, utensils, foods etc. These things bring the real outer world into the classroom.

e) Resource Centres.

Major resource centres of educational value to Social Studies are libraries, the immediate environment, museums and national archives. The provision of a school library with adequate supply of books should be a priority item for schools. It is the major resource centre for learning activity.

f) Audio-Visual Devices.

Another variety of instructional tools are known as audiovisual devices.

These include: televisions, cameras, video tape recorders, radio, computers, projectors, telephones.

Other resources.

Since Social Studies is the study of society and its physical environment, the immediate and most practical teaching aid for this subject are people and their environment. Teachers and learners therefore are called upon to use their environment, including people, as an important source of teaching and learning.

4.2. Teachers skills and qualification required to teach social studies.

A teacher of social studies has to be abreast (act in accordance with) of the innovations in teaching methods they must possess the following skills:

- Ability to create learning environments where students are active participants as individuals and as members of collaborative groups.
- Ability to motivate students and nurture their desire to learn in a safe, healthy and supportive environment, which develops compassion and a mutual respect and tolerance for others.
- Ability to encourage students to accept responsibility for their own learning and accommodate the diverse learning needs of all students.
- Ability to use differentiated instruction that caters for the individual (special needs like, visual impairments, deaf, dumb, physically handicapped, slow learners, gifted children).
- A Social studies' teacher must be a graduate in social sciences or hold a diploma in primary teaching preferably in social studies.

5. SYLLABUS UNITS.

5.1. Presentation of the structure of this syllabus

The subject of Social Studies is taught and learned in primary education from P1-P6.

At every grade it is taught, the syllabus of social studies is structured in Topic Areas. Topic Areas are broken down into Sub-Topic Areas while Sub-Topic Areas are made up of Units. Units are characterised by the following features.

1. Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - Type II and Type III: These Learning Objectives relate to acquisition of Skills, Attitudes and Values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
4. Each Unit has content which indicates the scope of coverage of what a teacher should teach and learner should learn, in line with stated learning objectives.

5. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible. (Learner-centred and participatory approach).
6. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) are expected to be used in the teaching and learning process.

The syllabus of Social Studies has 11 Topic Areas. There are 11 Units in P4, 10 Units in P5 and 13 Units in P6.

5.2 Social studies Syllabus for Grade 4

5.2.1 Key competences of the subject at the end of grade 4

- Describe his /her district.
- Demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others.
- Describe main elements of traditional Rwanda.

5.2.2. Social Studies Units for grade 4

TOPIC AREA: COMMUNITY		SUB-TOPIC AREA: OUR DISTRICT		
P4 SOCIAL STUDIES		Unit 1: Socio economic activities in our District		No. of periods6
Key unit competence: Compare socio economic activities of his/her district with those of the neighbouring districts and recognize their importance in the development of the District.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Locate his/her District on the provincial and Rwandan maps. – Identify social – economic activities of his/her district. 	<ul style="list-style-type: none"> – Describe the location of his/her district on the provincial and Rwandan maps – Analyse different economic activities carried out in his/her district in comparison with her/his neighbouring districts. – State how Socio- 	<ul style="list-style-type: none"> – Acknowledge the importance of social economic activities in his/her district. – Respect work as a source of income. 	<ul style="list-style-type: none"> – Identification of our District and its location on the map of Rwanda. – District map: size and position on the provincial map. – Socio- economic activities in our district (Agriculture, Fishing, crafts, pottery Tourism, Trade, Employment etc.) – Socio- economic activities in their neighbouring 	<ul style="list-style-type: none"> – Draw individually the map of his/her district and interpret it to fellow pupils. – Pupils in groups will discuss social economic activities and share their findings to the whole class. – Pupils in groups investigate why social economic activities carried out may vary or not from district to

	<p>economic activities contribute to the development of the district</p> <ul style="list-style-type: none"> – Explain the importance of Socio- economic activities in the development of the district. 		<p>Districts.</p> <ul style="list-style-type: none"> – Comparison of economic activities in our district and neighbouring districts – Importance of Socio- economic activities in our District. 	<p>district.</p> <ul style="list-style-type: none"> – Then present their findings to the class.
<p>Links to other subjects: <i>Map work (geography), economic activities (Economy).</i></p>				
<p>Assessment criteria: <i>Ability to compare socio economic activities of his/her district with those of the neighbouring districts and recognize their importance in the development of the District.</i></p>				
<p>Materials: <i>Map of Rwanda, illustrations of socio economic activities, pictures, internet.</i></p>				

TOPIC AREA: PEACE EDUCATION AND HUMAN RIGHTS				
P4 SOCIAL STUDIES	Unit 2: Basic Human and children's rights.		No. of periods 10	
Key unit competence: recognize basic human and children's rights and fight for them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify basic human and children's rights. - State forms of child abuse and ways of preventing them. - Give the meaning of equality and equity. - State different forms of abuse. 	<ul style="list-style-type: none"> - Respect principles of human and children's rights. - Analyse how equity and equality is carried out in our district. - Identify ways of promoting equity and equality in our district. - Identify elements of gender-based violence. - Describe elements of gender based violence and sexual 	<ul style="list-style-type: none"> - Show self-respect, respect and tolerance of the other. - Report child abuse practices and cases to parents, guardians, teachers and police. - Appreciate the importance of basic human rights and children's rights. - Exhibit behaviours that promote equity and equality. - Show concern on 	<ul style="list-style-type: none"> - Human rights - Basic human rights and children's rights. - Child abuse - Importance of respecting basic human and children's rights. - Need for self-respect, respect and tolerance of the Equity and Equality in our District - Definition of equity and equality. - Ways of promoting equity and equality in our District. - Importance of equity and equality in our district and 	<ul style="list-style-type: none"> - Drawing different forms of child abuse and interpret them to fellow children. - Carry out individual investigations on child abuse and ways of preventing child abuse, then sampled individuals present their findings to the class followed by questions and answers. - Discuss in groups reasons for respecting basic human and children's rights and make presentations to the class followed by questions and answers. - Role-play behaviour that

	<p>abuse.</p> <ul style="list-style-type: none"> Find out different ways of preventing gender based violence and sexual abuse. 	<p>gender based violence and sexual abuse.</p> <ul style="list-style-type: none"> Communicate willingly in matters concerning sexual abuse. 	<p>in society.</p> <ul style="list-style-type: none"> Gender based violence and sexual abuse Gender based violence. Sexual abuse Effects of gender based violence and sexual abuse Ways of preventing gender based violence and sexual abuse. 	<p>exhibit equity and equality in our District.</p> <ul style="list-style-type: none"> In groups discuss the importance of equity and equality in our District then make class presentation followed by questions and answers. Discuss in groups, elements of gender based violence and sexual abuse and make class presentations followed by questions and answers. Work in groups to determine different ways of preventing gender based violence and sexual abuse.
<p>Links to other subjects: <i>Human rights and freedoms, peace education, democracy (political education)</i></p>				
<p>Assessment criteria: <i>Ability to recognize basic human and children's rights and fight for them.</i></p>				
<p>Materials: <i>illustrations, pictures, films, videos showing basic human and children's rights.</i></p>				

TOPIC AREA: HEALTH AND WELLBEING.				
P4 SOCIAL STUDIES		Unit 3: Hygiene	No. of periods: 5	
Key unit competence: Demonstrate proper hygiene practices and environment cleanliness.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify basic hygiene practices and their importance to the environment. – Identify water born diseases. – Identify signs, symptoms and treatment of malaria 	<ul style="list-style-type: none"> – Carry out activities that promote good hygiene of their surrounding environment. – Explain the importance of proper hygiene and problems caused by lack of proper hygiene to the environment. – Explain water born diseases, causes, effects and prevention. – Suggest different 	<ul style="list-style-type: none"> – Appreciate and practice proper environmental hygiene. – Show respect towards keeping environment clean. – Show concern about water born diseases and malaria. – Contribute to prevention of water born diseases and malaria. 	<ul style="list-style-type: none"> – Hygiene – Hygiene definition and hygiene practices. – Problems caused by lack of proper hygiene. – Importance of cleanliness of the environment. – Diseases – Water born diseases (causes, effects and prevention). – Malaria (causes, signs effects, 	<ul style="list-style-type: none"> – Discuss in groups reasons for keeping the environment clean and make group presentations followed by questions and answers. – Carry out a cleaning exercise around their school compound and make a record of places each group cleaned. – Discuss in groups causes, effects and prevention of water born diseases and make class presentations followed by questions and answers. – Find out causes and effects of malaria and conduct group presentations followed by questions and answers. – Carry out general cleaning exercise in destroying mosquito-breeding places.

	ways of preventing malaria.		treatment, prevention).	
Links to other subjects: <i>Hygiene and sanitation, environmental conservation.(EST.)</i>				
Assessment criteria: <i>Ability to demonstrate proper hygiene practices and environment cleanliness.</i>				
Materials: <i>illustrations of clean people and environment, brooms, slashers , water buckets, mops.</i>				

TOPIC AREA: WEALTH				
P4 SOCIAL STUDIES		Unit 4: Economy		No. of periods: 5
Key unit competence: develop culture of making priorities and savings.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define needs and wants. - Identify needs and wants in society. - Identify different activities that generate income. - Give examples of circumstances that affect people spending. 	<ul style="list-style-type: none"> - Explain how the environment helps to meet human needs. - Prioritize between needs and wants. - Make a list of things that people spend money on. - Explain importance of saving. - Create a saving means (bank, money box or giving it to the elders). 	<ul style="list-style-type: none"> - Use environment properly to meet his /her needs. - Be devoted to work. (Hard working). - Use available resources properly. - Develop culture of saving. 	<ul style="list-style-type: none"> - Needs and Wants - Needs and wants. - How the environment helps people to meet their needs. - Money. - Activities that increase income. - Things people spend money on. - Circumstances that affect people spending. - Importance of saving and where to save money. 	<ul style="list-style-type: none"> - In groups children will make - A list of needs and wants in society and present to the whole class followed by questions and answers. - Role-play on how the environment helps to meet needs and wants and make presentations followed by questions and answers. - Group discussion on activities that increase income for the family and make class presentations followed by questions and answers. - Group discussion on things

				<p>people spend money on, circumstances that affect people spending and make class presentation followed by questions and answers.</p> <ul style="list-style-type: none"> – Individually children will make a shopping list and share it to the class then make comments. – Role-play buying and selling in classroom using our shop. – Group discussion on different ways of saving, importance of saving and make class presentations followed by questions and answers.
<p>Links to other subjects: <i>money, trade, economic activities (economics).</i></p>				
<p>Assessment criteria: <i>Ability to make priorities and savings.</i></p>				
<p>Materials: <i>Money, food items, clothes, medicines, textbooks, illustrations of people buying and selling.</i></p>				

TOPIC AREA: CIVIC EDUCATION				
P4 SOCIAL STUDIES		Unit 5. Civics and Governance.		No. of periods: 7
Key unit competence: Describe the Rwandan coat of arms, acceptable behaviour and District leadership.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different elements of Rwanda coat of arms. - Define harmony and disharmony. - Define a leader and leadership. - Name the main district leaders and their roles. 	<ul style="list-style-type: none"> - Describe the Rwandan coat of arms. - Draw the national coat of arms. - Explain causes, consequences of disharmony and ways of promoting harmony. - Describe qualities of a good leader. - Draw a district organ gram. 	<ul style="list-style-type: none"> - Acknowledge the importance Rwanda coat of arms. - Show respect for national symbols. - Acknowledge the importance of harmony among peers. - Show concern about bad behaviour and report to elders. - Practice acceptable behaviours. - Imitate good behaviours from peers and adults. 	<ul style="list-style-type: none"> - National symbols - Rwandan coat of arms. - Acceptable behaviour - Harmony and disharmony among peers. - Factors that can cause disharmony. - Consequences of disharmony. - Ways of promoting harmony. - Leadership. - Leadership and qualities of a good leader. - Main leaders of our district, their respective positions and roles. 	<ul style="list-style-type: none"> - Class observation of Rwanda coat of arms and description of its elements. - Individually pupils will draw national symbols and then display their drawings in class. - Discuss in groups factors that cause disharmony and make class presentations followed by questions and answers. - Discuss in groups consequences and make class presentations followed by questions and answers. Role-play various

		<ul style="list-style-type: none"> – Acknowledge the importance of leaders in our district. – Show respect and collaborate with leaders. 	– How leaders are elected.	acceptable and how they contribute to harmony among peers.

Links to other subjects: *Citizenship (Political education).*

Assessment criteria: *Able to describe Rwandan coat of arms and District leadership.*

Materials: *national coat of arm, illustrations of voting session , photos, audio-material.*

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: DIRECTION AND LOCATION		
P4 SOCIAL STUDIES		Unit 6: Important places and public assets in our district		No. of periods: 6
Key unit competence: Recognize the importance of public places and assets in the District and how to preserve them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify important places in our district. – Mention the problems facing important places in our district. – Identify main public assets in our district. 	<ul style="list-style-type: none"> – Describe important places in our district. – Find out ways of preserving important places. – Explain the importance of these places. – Differentiating public assets from private assets. – Explain the importance of public assets. – Describe different ways of preserving 	<ul style="list-style-type: none"> – Of public places in our district. – Show concern on how important places must be preserved. – Acknowledge the importance of public assets. – Show concern on preserving public assets. 	<ul style="list-style-type: none"> – Important places in our district. – Important places in our District (Museums, Genocide memorial sites, Game parks, public gardens) and their importance. – Preserving important places. – Public assets. – Main public assets in our district. – Importance of public assets in our district. – Ways of preserving and protecting public assets. 	<ul style="list-style-type: none"> – In groups, pupils will discuss important places in the district and their use then make presentation to the class followed by questions and answers. – Pupils will go for a field visit to a nearby important place and do a cleaning exercise. – Children will do a study tour to public assets near the school then make a summary of what they observed. – Children will do an

	public assets.			activity of cleaning public assets nearby the school (water sources, market places, police stations, hospitals) then make a discussion on the activity done followed by a summary.

Links to other subjects :*Importance of Environmental components (Geography)*

Assessment criteria: *Ability to recognize the importance of public places and assets in the District and how to preserve them.*

Materials: *illustrations of public places and assets, (wells, markets, hospitals, police station, magistrate courts.)*

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: ENVIRONMENTAL GEOGRAPHY		
P4 SOCIAL STUDIES		Unit 7: Weather, Flora and Fauna.		No. of periods: 14
Key unit competence: recognize the importance of weather, flora and fauna in the District and how to preserve them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – State main – Elements of weather. – Suggest ways of preventing effects of bad weather. – Define flora. – Define fauna. – Identify different ways of preserving fauna. 	<ul style="list-style-type: none"> – Design simple weather instruments (rain gauge, thermometer). – Differentiate between bad weather and good weather. – Describe how weather affect human beings and vegetation. – Explain the importance of flora. – Discuss ways of preserving flora. – Explain the 	<ul style="list-style-type: none"> – Acknowledge the importance of weather. – Recognize man’s role in contributing to good weather. – Acknowledge the importance of flora. – Show respect to flora. – Contribute to community practices that protect vegetation. – Acknowledge the importance of fauna. – Show respect to fauna. Participate in 	<ul style="list-style-type: none"> – Weather – Weather and its elements. – Simple instruments used to measure and record elements of weather. – Effects of weather to human activities and vegetation. – Problems caused by weather. – Measures to overcome problems caused by weather. – Flora – Flora and its importance in our district. – Ways of preserving flora. 	<ul style="list-style-type: none"> – In groups, Pupils will discuss different elements of weather and ways of preserving effects of bad weather and make presentation to the class followed by questions and answers. – Pupils in groups will make simple weather instruments. – Pupils will make a nursery bed and plant seeds for future use. – Pupils will water the plants in the school compound. – Field tour to a nearby

	importance of fauna.	community practices that protect fauna.	<ul style="list-style-type: none"> - Fauna - Fauna and its importance. - Ways of preserving fauna 	<p>swamp, forest, mountain, lake and note down everything observed and present to the class. Then do a summary. Field tour to nearby game parks and note down everything observed and present a summary to the class.</p> <ul style="list-style-type: none"> - In groups, Pupils will discuss different ways of preserving fauna and make presentations to the class followed by questions and answers.
Links to other subjects: <i>Vegetation (Biology)</i>				
Assessment criteria: <i>Ability to recognize the importance of weather, flora and fauna in the district and how to preserve them.</i>				
Materials: <i>illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: DEMOGRAPHY & POPULATION		
P4 SOCIAL STUDIES		Unit 8: Population census		No. of periods: 6
Key unit competence: discuss the population census and its importance.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define population, population Census. - Identify effects of over population. 	<ul style="list-style-type: none"> - Describe population census, its importance and how it is conducted. - Find out some measures of controlling population. 	<ul style="list-style-type: none"> - Acknowledge the importance of population census and cooperate in giving information. - Show concern about population. 	<ul style="list-style-type: none"> - Population census - Definition of population, Population census and its importance - How is population census conducted? - Factors of population increase/ decrease. - Effects of population - Increase/decrease and measures to control high/low population increase in our district. 	<ul style="list-style-type: none"> - Pupils will act a scene in class conducting a population census. - Discuss in groups effects and measures of controlling over/under population then make presentations to the class followed by questions and answers.
Links to other subjects: <i>Statistics (Maths)</i>				
Assessment criteria: <i>Ability to discuss the population census and its importance.</i>				
Materials: <i>Illustrations related to population distribution, photos, and videos.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: ECONOMIC GEOGRAPHY		
P4 SOCIAL STUDIES		Unit 9: Infrastructure.		No. of periods : 6
Key unit competence: recognize the importance of types and means of transport and communication and how to preserve them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Give different types and means of transport. - Give different types and means of communication. 	<ul style="list-style-type: none"> - Explain different forms of transport and their importance. - Find out dangers and difficulties of transport and measures to overcome them. - Explain different forms of communication and their importance. - Find out dangers and difficulties of communication and measures to 	<ul style="list-style-type: none"> - Acknowledge the importance of transport in our district. - Show concern about proper use of roads. - Acknowledge the importance of communication in our district. - Show concern about proper public communication. 	<ul style="list-style-type: none"> - Transport - Types and means of transport in our District. - Importance of transport - Difficulties and dangers related to transport in our district. - Measures to overcome those difficulties in our district. - Communication - Types and means of communication in our district. - Importance of communication in our district. 	<ul style="list-style-type: none"> - In groups, pupils will draw different means of transport display their drawings in the class. - Discuss in groups difficulties and dangers related to transport and measures to overcome them. - Then make a presentation to the class followed by questions and answers. - Pupils will work in a group to identify acceptable behaviours in the road and make a presentation to whole class followed by questions and answers.

	overcome them.		<ul style="list-style-type: none"> - Difficulties and dangers related to communication in our district. - Measures to overcome those difficulties. 	<ul style="list-style-type: none"> - In groups pupils will draw different means of communication and display their drawings in the class. - Discuss in groups difficulties and dangers related to communication and measures to overcome them, then make a presentation to the class followed by questions and answers.
Links to other subjects: <i>Transport (Economics)</i>				
Assessment criteria: <i>-Ability to recognize the importance of types and means of transport and communication and how to preserve them.</i>				
Materials: <i>illustrations of different types and means of transport and communication.</i>				

TOPIC AREA: HISTORY		SUB-TOPIC AREA: MAIN ELEMENTS FOR HISTORY OF RWANDA AND THE REGION.		
P4 SOCIAL STUDIES		Unit 10: Traditional Rwanda		No. of periods: 6
Key unit competence: Explain political, economic and social organisation in pre-colonial Rwanda.				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe political, social and economic organization of pre-colonial Rwanda. 	<ul style="list-style-type: none"> - Explain how Rwanda was politically governed in the Pre-colonial era. - State the importance political, social and economic activities in the pre-colonial Rwanda. 	<ul style="list-style-type: none"> - Acknowledge the importance of political, social and economic organisation in pre-colonial Rwanda. 	<ul style="list-style-type: none"> - Pre-colonial Rwanda. - Rwandan political organization in the pre-colonial period. - Rwandan social organization in the pre-colonial period. (Rwanda traditional culture, beliefs, customs, norms and values). - Rwandan economic and commercial activities in the pre-colonial period. (Rwanda traditional crafts traditional agriculture). - Comparison between traditional and modern agriculture traditional and modern trade. 	<ul style="list-style-type: none"> - Individually pupils will do a research in their family about the political organization and administrative structure in the pre-colonial Rwanda and present their findings in class then make a summary. - Role-play in class how barter trade was carried out in pre-colonial Rwanda. - Discuss in groups - Traditional and modern economic activities then make a presentation to the class followed by questions and answers.

Links to other subjects :*Oral literature (Kinyarwanda), beliefs (religious education).*

Assessment criteria: *Ability to explain political, economic and social organisation in pre-colonial Rwanda.*

Materials: *Traditional crafts, illustrations of different political, social and economic activities in pre-colonial Rwanda, resourceful person.*

5.3 Syllabus Unit for grade 5

5.3.1. General competences of the subject at the end of a grade 5:

- Describe his /her Province.
- Demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others.
- Describe main elements of pre-colonial Rwanda and the arrival of foreigners.

5.3.2. Social Studies Units for grade 5

TOPIC AREA: COMMUNITY.		SUB-TOPIC AREA: OUR PROVINCE.		
P5 SOCIAL STUDIES.		Unit 1: Our province and its location in Rwanda.		No. of periods:4
Key unit competence: Describe his/her province.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify the neighbouring provinces of his/her province.	– Describe the location of his/her province. – Draw a map of his/her province. – Explain the elements of a good map.	– Develop the culture of using a map to locate places.	– Our province and its location in Rwanda. – Location and neighbours of our provinces. – Elements of a map and their importance.	– Draw (individually) the map of his/her province and interpret it to fellow pupils. – In groups pupils will discuss the importance of a map and its elements then make a summary.
Links to other subjects: <i>Map work, demography (Geography)</i>				
Assessment criteria: <i>ability to describe his/her province.</i>				
Materials: <i>Map of Rwanda, provincial map.</i>				

TOPIC AREA: PEACE EDUCATION				
P5 SOCIAL STUDIES.	UNIT 2: Complementarity and social cohesion in the society		No. of periods:10	
Key unit competence: explain complementarity and social cohesion in the society and their importance.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Explain the term complementarity. – State different ways people complement each other in the society 	<ul style="list-style-type: none"> – Describe different roles and responsibilities of people in the society. – Explain the importance of complementarity of people in the society 	<ul style="list-style-type: none"> – Acknowledge the importance of complementarity in the society <ul style="list-style-type: none"> – respect for difference, and zero-tolerance of stigma, violence, discrimination and harassment 	<ul style="list-style-type: none"> – Complementarity in the society – People in society – Their roles and responsibilities – How they complement each other. – Indicators of complementarity among people in our province. – Importance of complementarity in our province 	<ul style="list-style-type: none"> – Pupils in groups will discuss different roles and responsibilities of people in society and display their findings in class for general discussion then highlight main ideas. – Pupils will do general cleaning around the school and evaluate how they complemented each other in that activity

<ul style="list-style-type: none"> - Identify the roles of the family in maintaining peace and harmony. - Give consequences of disharmony in the society. 	<ul style="list-style-type: none"> - Analyze basic human rights. - Explain the importance of human rights. - Differentiate between harmony and disharmony. - Analyse how conflicts can be managed. 	<ul style="list-style-type: none"> - Show respect for basic human rights. - Appreciate the importance of harmony in the society. - Practice conflict management whenever occasion arises. 	<ul style="list-style-type: none"> - Social cohesion and conflict management in our province. - Human rights and their importance in our society. - The importance of peace in society. - The role of the family in maintaining peace and harmony. - Harmony and disharmony in the society. - Consequences of disharmony in the society. - Conflict management in the society. - Definitions of the concepts of bias, prejudice, stigma, intolerance, harassment, rejection and bullying - stigma and discrimination on the grounds of difference are a violation of human rights & everybody has a 	<ul style="list-style-type: none"> - Pupils in groups will discuss how people can maintain peace in the society and make class presentations. - Pupils in groups will discuss the factors that cause disharmony in society and make class presentations. - Each group presentation will be followed by questions and answers. - Pupils in groups will role-play different ways of managing. Conflict.
---	--	--	---	---

			responsibility to speak out against intolerance and bias.	
Links to other subjects: <i>Gender, equality (General studies).</i>				
Assessment criteria: <i>Ability to explain complementarity and social cohesion in the society and their importance.</i>				
Materials: <i>illustrations, related to complementarity and social cohesion in the society.</i>				

TOPIC AREA: HEALTH AND WELLBEING.				
P5 SOCIAL STUDIES.		Unit 3: Hygiene and sanitation		No. of periods:10
Key unit competence: Recognize the importance of living in a health environment.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify the different ways of keeping our province clean. – State different ways of promoting personal hygiene. – Explain the following terms: – TB, HIV/AIDS and STI's. – Infection. – Differentiate between signs and symptoms. 	<ul style="list-style-type: none"> – Describe negative effects related to poor sanitation in our province. – Explain the Importance of keeping our province clean. – Analyse effects of poor hygiene to private parts. Describe how HIV/AIDS and STIs are spread. – Explain 	<ul style="list-style-type: none"> – Appreciate the importance of keeping our province clean. – Show concern about living in a health environment. – Show concern on the importance of proper hygiene of private parts. – Be aware of HIV/AIDS and STIs. 	<ul style="list-style-type: none"> – Sanitation – Different ways of keeping our province clean – Importance of keeping our province clean. – Negative effects related to poor hygiene in our province. – Hygiene. – Hygiene of the private parts. – Effects of poor hygiene to private parts. – Diseases – Ways how HIV/AIDS and STIs are spread. 	<ul style="list-style-type: none"> – Pupils in groups will discuss different ways of keeping their province clean and present their findings to the whole class then highlight main ideas. – Pupils in groups will discuss negative effects related to poor sanitation in our province and present their findings to the whole class. –Pupils will do an activity of cleaning the school compound and after discuss together the

	<p>preventive measures for HIV/AIDS and STIs.</p> <ul style="list-style-type: none"> - Describe the causes, signs and symptoms of TB. - Find out measures of preventing TB. 	<ul style="list-style-type: none"> - Contribute to prevention of HIV/AIDS,STIs and TB. - Tolerate and accept people affected and infected by HIV /AIDS. 	<ul style="list-style-type: none"> - Measures of preventing HIV/AIDS and STIs. - Causes, signs and symptoms of TB. - Measures of Preventing TB. 	<p>importance of the activity done.</p>
				<ul style="list-style-type: none"> - Pupils in groups will discuss different ways of promoting personal hygiene, effects of poor hygiene to private parts then present their findings to the whole class then highlight main ideas. - Pupils in groups will discuss causes and measures for preventing HIV/AIDS and STIs and make class presentation followed by questions and answers. - Pupils in groups will discuss causes, signs and symptoms and preventive measures of

				TB and make class presentation followed by questions and answers.
Links to other subjects: <i>Sanitation (Science).</i>				
Assessment criteria: <i>Ability recognises the importance of living in a health environment.</i>				
Materials: <i>Illustrations related to hygiene, sanitation and diseases, water, slashers, mops, hoes, panga.</i>				

TOPIC AREA: CIVIC EDUCATION				
P5 SOCIAL STUDIES.		Unit 4: Civics and governance	No. of periods :8	
Key unit competence: - Explain how to manage peer pressure, - Explain the meaning of national symbols and relate leadership to development				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> -Identify different ways of avoiding peer pressure influence. -State the meaning of each colour of the national flag. -Identify elements of National Coat of Arms and their meanings. -Mention different styles of leadership. -Describe different roles of leaders in our province. -Outline factors that contribute to good 	<ul style="list-style-type: none"> - Imitate good behaviour from peers and adults. - Explain different elements of national flag and national coat of arms. - Explain different ways of becoming a leader. - Analyze how good governance contributes to development. 	<ul style="list-style-type: none"> - Appreciate the importance of acceptable behaviour in society. - Show concern about bad behaviour and report to a trusted adult or to authorities . - Appreciate and show respect to national symbols. - Develop sense of patriotism. - Acknowledge the importance of good governance. 	<ul style="list-style-type: none"> - Acceptable behaviour. - Influence of peer pressure and its consequences to people. - How to avoid peer pressure influence. - National symbols - Elements of National flag and their meaning. - Elements of the National Coat of Arms and their meaning. 	<ul style="list-style-type: none"> - Discuss in groups factors that cause bad behaviour and make class presentations. - Discuss in groups Influence of peer pressure its consequences to people how to avoid it then make class presentations. - Each class presentation will be followed by questions and answers. - Draw individually the National Flag and National Coat of Arms and interpret each element.

governance.		<ul style="list-style-type: none"> – Show respect and concern about leadership in his/her province. – Appreciate the importance of democracy in governance. 	<ul style="list-style-type: none"> – Leadership – Main leaders in our province and their roles. – Leadership styles and democracy in our province. – Factors that contribute to good governance. How good governance contributes to development. 	<ul style="list-style-type: none"> – Pupils in groups will discuss provincial leaders and their roles and make presentation to the class. – Pupils in groups will discuss the indicators of democracy and good governance and make a presentation. Each presentation will be followed by questions and answers.
<p>Links to other subjects: <i>Social cohesion (General studies, Political education).</i></p>				
<p>Assessment criteria: <i>Ability to - explain how to manage peer pressure. - Explain the meaning of national symbols and relate leadership to development.</i></p>				
<p>Materials : <i>illustrations and photos</i></p>				

TOPIC AREA: WEALTH				
P5 SOCIAL STUDIES.		Unit 5: Economy.		No. of periods: 6
Key unit competence: Make a simple family budget and develop culture of resource management				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Define budget and family budget. – Identify priorities in family budget. – Explain how to manage family resources. 	<ul style="list-style-type: none"> Find out how the resources help people to meet their needs. Demonstrate the importance of financial institutions and local markets 	<ul style="list-style-type: none"> – Use resources properly to meet their needs. – Acknowledge the importance of making a simple family budget. 	<ul style="list-style-type: none"> – Family budget – Making simple family Budget Resource management Importance of financial institutions and local markets. 	<ul style="list-style-type: none"> – Pupils in groups will make a simple family budget and present it to the whole class. – Act a role-play of buying and selling in their class. – Pupils will conduct a research on Mismanagement of resources in society then make a report and suggest solutions. – Pupils will do a study tour to the nearby financial institution or local market, make a report on its the importance and present it to the whole class.
Links to other subjects: <i>Money, trade, economic activities, resources (economics)</i>				
Assessment criteria: <i>Ability to make a simple family budget and develop culture of resource management.</i>				
Materials : <i>Illustrations of financial institutions and local markets, photos.</i>				

TOPIC AREA: WEALTH				
P5 SOCIAL STUDIES.		Unit 6: Social services and important places.	No. of lessons: 6	
Key unit competence: Explain the importance of social services and important places in our province and ways of preserving them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different sources of money that support provision of social services. - Identify important places in our province. - Mention the problems facing important places. 	<ul style="list-style-type: none"> - Categorise different social services and facilities in our province. - Explain how different institutions provide social services. - Justify different ways of protecting important places. - Explain the importance of these places. 	<ul style="list-style-type: none"> - Appreciate the importance of social services and facilities. - Acknowledge the importance of money in provision of social services. - Appreciate the importance of important places in his/her province. 	<ul style="list-style-type: none"> - Social services and facilities. - Institutions that provide Social services and their beneficiaries. - Functions of institutions, which provide social services. - Important places in our province. - Problems faced by important places and how to overcome them. 	<ul style="list-style-type: none"> - Study tour to a nearby social service facility and make a report about services provided at that facility. - Discuss in groups the functions of different institutions, which provide social services and make class presentation then make a summary. - Pupils in groups will draw a provincial map, locate the important places and discuss different ways of preserving them then make class presentation followed by questions and answers.
Links to other subjects: <i>NGOs, Banks (Economics, General studies).</i>				
Assessment criteria: <i>Ability to explain the importance of social services and important places in our province and ways of preserving them.</i>				
Materials: <i>Illustrations of social services and important places in our province, Pictures.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: ENVIRONMENT		
P5 SOCIAL STUDIES.		Unit 7: Environment and climate in our province.		No. of periods: 10
Key unit competence: Recognize environment components and climate in our province and their importance.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify different environmental components in our province. – Identify ways of preserving – Differentiate natural and man made environment. – Identify different human activities that pollute the environment. – State main aspects of climate. 	<ul style="list-style-type: none"> – Analyse the importance of environmental components. – Analyse the importance of natural and man-made environment. – Examine the consequences of polluting the environment. – Explain different ways of preserving environment. – Design simple 	<ul style="list-style-type: none"> – Participate willingly in practices that protect environment. – Appreciate the importance of environment. – Show concern about human activities that pollute the environment. – Advocate for good environment. – Appreciate the importance of climate to man. 	<p>Environment.</p> <ul style="list-style-type: none"> – Main environmental components and their importance in our province. – Human activities that affect environment in our province. – Consequences of polluting the environment. – Preservation of the main environmental components. – Climate in our province. – Climate and its major aspects. – Instruments used to measure and record weather. – Seasons in our province. – How weather and climate 	<ul style="list-style-type: none"> – Field tour to a nearby environmental components and pupils will be asked to note down everything they observed and they will present to class then make a summary. – Pupils in group will discuss the importance of environmental components and present to the whole class. – Pupils will carry out activities that preserve the environment in their province and explain the importance of the activity

<ul style="list-style-type: none"> - Explain the different types of seasons in our province. 	<ul style="list-style-type: none"> weather instruments (rain gauge, thermometer). - Differentiate between dry season and wet season. - Justify how climate affect people's activities. 	<ul style="list-style-type: none"> - Acknowledge man's role in contributing to good climate. 	<ul style="list-style-type: none"> affect people's activities in our province. 	<ul style="list-style-type: none"> done. - Pupils in groups will make simple weather instruments and explain their use. - Pupils in groups will discuss different activities done in different seasons and make a report to the class.
<p>Links to other subjects: <i>Environmental conservation (Geography)</i></p>				
<p>Assessment criteria: <i>Ability to recognise environmental components and climate in our province and their importance.</i></p>				
<p>Materials: <i>Illustrations related to environment components and climate , Watering cans, Seedlings, water, slashers.</i></p>				

Topic Area: Geography.			
P5 SOCIAL STUDIES.		Unit 8: Population.	No. of periods:5
Key unit competence: Analyse consequences of over population and ways to control population growth.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
<ul style="list-style-type: none"> – Define : – Population distribution, – Overpopulation, – Population growth, – Population explosion. 	<ul style="list-style-type: none"> – Explain factors that influence population distribution. – Analyse problems associated with overpopulation and ways of controlling population growth. 	<ul style="list-style-type: none"> – Appreciate the importance of controlling population growth. – Show concern about over population and population growth. 	<ul style="list-style-type: none"> – Population. – Population distribution in our Province. (Sparsely populated, Over populated). – Factors that affect population distribution. – Problems associated with over population. – Importance of controlling population growth.
<ul style="list-style-type: none"> – Make an out classroom activity and observe how people are distributed in area and make a report about their findings to the class. – Pupils in groups will discuss measures of controlling population growth and make class presentation followed by questions and answers. 			
Links to other subjects: <i>Demography (General studies).</i>			
Assessment criteria: <i>Ability to Analyse consequences of over population and ways to control population growth.</i>			
Materials: <i>Illustrations on population distribution, Pictures, Films, Videos.</i>			

TOPIC AREA: GEOGRAPHY				
P5 SOCIAL STUDIES.		UNIT 9: Infrastructures.	No. of periods: 10	
Key unit competence: Justify the importance of transport and communication in our province.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Give different means and types of transport. – Give different types and means of communication. 	<ul style="list-style-type: none"> – Explain the importance of different means of transport. – Find out dangers, difficulties of transport and measures to overcome them. – Explain the importance of communication. – Find out dangers and difficulties of communication and measures to overcome them. 	<ul style="list-style-type: none"> – Appreciate the importance of transport in our province. – Show concern about proper use of roads. – Appreciate the importance of communication in our province. – Show awareness of dangers related to communication. 	<ul style="list-style-type: none"> – Transport. – Types and means of transport in our province. – Importance of transport in our province. – Difficulties and dangers related to transport in our province. – Ways of overcoming difficulties and dangers associated with transport in our province. – Communication. – Forms and means of communication in our 	<ul style="list-style-type: none"> – In groups pupils will draw different means of transport display their drawings in the class. – Pupils will work in group to identify: – Importance of transport in our province. – Difficulties and dangers related to transport and ways of overcoming them and make a presentation to the whole class. – Pupils will work in a group to identify acceptable behaviour on the road and make a presentation to the

			province – Importance of communication in our province – Difficulties and dangers associated with communication in our province. – Ways of overcoming difficulties and dangers associated with communication.	whole class. – In groups pupils will draw different – Means of communication display their drawings in the class. – Pupils will work in group to identify – Importance of communication in our province. – Difficulties and dangers related to communication and ways of overcoming them and make a presentation to the whole class followed by questions and answers.
Links to other subjects: <i>Infrastructure (Economics).</i>				
Assessment criteria: <i>Ability to describe the importance transport and communication in our Province.</i>				
Materials: <i>Illustrations of transport and communication items, pictures, films, video.</i>				

TOPIC AREA: HISTORY		SUB-TOPIC AREA: HISTORY OF RWANDA		
P5 SOCIAL STUDIES.		Unit 10: Colonial Rwanda.		No. of periods: 13
Key unit competence: Analyse important events of colonial Rwanda.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Define colonialism – State European countries that colonised Rwanda – State the causes of colonialism. – Identify different groups of foreigners who came to Rwanda. – Identify political parties that were formed in the struggle for Rwanda's independence. 	<ul style="list-style-type: none"> – Analyse effects of colonialism in Rwanda. – Analyse Rwanda's road to independence and political movements. – Describe the reactions of Rwandans towards colonial rule. – Analyse the impact of Rwanda resistance towards colonialism. – Explain the impact of foreigners who came to Rwanda and in the region. – Analyse problems faced by foreigners 	<ul style="list-style-type: none"> – Appreciate the role of Political movements in fighting for Rwanda's independence. – Express concern about the reactions of Africans towards colonialism. – Advocate for Africans freedom. – Develop the spirit of patriotism. – Acknowledge the contributions of foreigners in Rwanda and East African 	<p>Colonial Rwanda.</p> <ul style="list-style-type: none"> – Colonialism. – Causes of colonization. – Reactions of Rwandans towards colonial rule. – Ex Musinga's resistance, – Impact of Rwanda's resistance to colonial rule. – Influence of foreigners in Rwanda. – Explorers. – Missionaries. – Traders. – Colonialist. Rwanda's road to independence. – King Rudahigwa's Reforms. 	<ul style="list-style-type: none"> – Pupils in groups will discuss effects of colonialism in Rwanda and present their findings. – Pupils in groups will discuss different political movements in Rwanda and their contribution towards to independence and make presentation to the class followed by questions and answers. – Pupils in groups will discuss about Rwandan resistance and its impact to Africans towards colonization and make a report to the class.

	<p>who came to Rwanda and East African region.</p> <ul style="list-style-type: none"> - Explain Rudahigwa's reforms and its effects. - Recognize the roles of political parties in the struggle for Rwanda's independence. - Differentiate the types of government. 	<p>region.</p> <ul style="list-style-type: none"> - Acknowledge the reforms brought about by King Rudahigwa. 	<ul style="list-style-type: none"> - Roles of political parties. - Types of government. - Independence of Rwanda. 	<ul style="list-style-type: none"> - Pupils in groups will discuss about contribution of foreigners and present their findings to the class followed by questions and answers leading to a summary (emphasis will be put on socio economic and political organization change). Individually pupils will be asked to research about political parties that were formed in the struggle for Rwanda's independence and present their findings to whole class. - Pupils in groups will discuss different political movements in Rwanda and their contribution towards the independence and make presentation to the class followed by questions and answers.
<p>Links to other subjects: <i>General Studies.</i></p>				
<p>Assessment criteria: <i>Ability to analyse important events of colonial Rwanda.</i></p>				
<p>Materials: <i>Illustrations of some events of colonial Rwanda.</i></p>				

5.4 Social Studies syllabus for grade 6

5.4.1 Key competences at the end of a grade 6:

- Describe his /her country and the region (East Africa, Africa).
- Demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others.
- Describe main elements of colonial and Postcolonial Rwanda.

5.4.2 Social studies Units for grade 6

TOPIC AREA: COMMUNITY.		SUB-TOPIC AREA: OUR COUNTRY.		
P6 SOCIAL STUDIES.		Unit 1: Our Country		No. of periods : 4
Key unit competence: Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Locate Rwanda on East Africa on a map of Africa.	<ul style="list-style-type: none"> – To draw and interpret Rwanda administrative map. – Draw and interpret East Africa and African maps. 	<ul style="list-style-type: none"> – Show awareness of Rwanda’s boundaries with neighbouring countries. – Demonstrate a sense of cooperation. 	<ul style="list-style-type: none"> – Administrative map of Rwanda – Location of Rwanda on the map of East Africa and her neighbouring countries. – Location of Rwanda on Africa map. 	<ul style="list-style-type: none"> – Draw and interpret (individually) Rwanda administrative map and locate all provinces with their different districts. – Draw and interpret (individually) East African and African maps then locate Rwanda and neighbouring countries and display their drawings in class.
Links to other subjects: <i>Drawing techniques (Fine art).</i>				
Assessment criteria: <i>Ability to draw Rwanda administrative map, East Africa and African maps and interpret them.</i>				
Materials: <i>Maps, globes, compass.</i>				

TOPIC AREA: CIVIC EDUCATION				
P6 SOCIAL STUDIES.		Unit 2: Civics and governance		No. of periods : 16
Key unit competence: Demonstrate patriotism and good citizenship.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Give examples of situations that depict unity and cooperation among people. – Identify ways of promoting unity and cooperation. – Identify government and nongovernmental organizations – Explain the terms “Hero”, “Heroine” and “Heroism”. – Identify different forms of risky behaviours – Identify qualities a good Rwandan 	<ul style="list-style-type: none"> – Explain unity (“Ndi Umunyarwanda”) and co-operation among people. – Analyse situations that depict unity and co-operation. – Analyse issues that hinder unity and co-operation. – Explain the importance of national unity, regional and international co-operation. – Explain the importance of government and non governmental organizations in the 	<ul style="list-style-type: none"> – Acknowledge the importance of unity (“Ndi Umunyarwanda”) and co-operation – Resist peer pressure. – Appreciate the importance of regional and international co-operation. – Appreciate the importance of government and non governmental organisations in the development of the country. – Acknowledge the contribution of Rwandan heroes. – Demonstrate a sense of 	<p>Unity and cooperation.</p> <ul style="list-style-type: none"> – Definition of unity and co-operation. – National unity and “Ndi Umunyarwanda” concept – Situations that depict unity and cooperation. – Issues that hinder unity and cooperation. – Ways of promoting unity and co-operation. – Regional Cooperation (EAC, COMESA, ECCAS, AU, CEPGL, NEPAD.) – International Cooperation (UNO, WHO, UNICEF, USAID, WFP, UNESCO.) – The importance national unity, regional and international co-operation. 	<ul style="list-style-type: none"> – Discuss in groups the importance of unity and co-operation, ways of promoting unity and cooperation, issues that hinder unity and co-operation, and then make class presentations. – Through group discussions pupils will give the importance of regional and international cooperation then make class presentations. – Class presentations will be followed by questions and answers. <hr/> <ul style="list-style-type: none"> – In groups pupils will discuss the importance of government and nongovernmental organisations in the development of the country then make presentation to the class; followed by questions and

<p>citizen.</p> <ul style="list-style-type: none"> - Identify organs of the government. 	<p>development of the country.</p> <ul style="list-style-type: none"> - Analyse the characteristics and contributions of heroes in Rwanda according to their respective categories. - Justify the importance of heroes contributions to the life of a country. - Analyze causes and effects of different forms of risky behaviour . - Analyze causes and effects of early sexual debut. - Delay early Sexual debut - Explain qualities and values of a good Rwandan citizen. - Explain the importance of itorerory'igihugu. - Differentiate organs of the government and their duties. - Demonstrate 	<p>bravery and patriotism.</p> <ul style="list-style-type: none"> - Adopt good behaviour. - Show concern about risky behaviour. - Appreciate the importance of delaying sexual debut. - Demonstrate Rwandan values. - Appreciate his /her own identity. - Adopt the qualities of a good citizen.-Show respect to leaders and institutions. - Appreciate the importance of democracy. 	<p>Government and nongovernmental organisations</p> <ul style="list-style-type: none"> - Important government and Non governmental organisations that help people to meet their needs and wants. - Importance of government and nongovernmental organisations in the development of the country. - Heroism. - Definition of the terms “Hero”, “Heroine “and “Heroism” - Characteristics of heroes. E.g: patriotism, bravery, courageous, sound mind, royalty, model, trustworthy, honesty, being intore, etc. - Categories of heroes (Imanzi, Imena, Ingenzi). - Contribution of Rwandan heroes. - Risky behaviour: Drug abuse: (e.g., kanyanga, opium, marijuana, cocaine, mayirungi, heroin, ubugoro, muriture, tobacco etc. - Unprotected sex - Criminal behavior - Causes and effects of risky behaviour of early sexual debut . 	<p>answers leading to a summary.</p> <ul style="list-style-type: none"> - Discuss in groups characteristics and categories of heroes in Rwanda and make a presentation to the class. - Discuss in groups contribution of Rwandan heroes and make a presentation to the class. - Class presentations will be followed by questions and answers leading to a summary. - Discuss in groups risky behaviour; unprotected sex, drug abuse, alcoholism, criminal behaviour, and make a presentation to the class. - Conduct research on causes and effects of risky behaviour in society then make a presentation to the class. - Class presentations will be followed by questions and answers leading to a summary. - Individually pupils make research the risks associated with early sexual debut then make a presentation to the class. - Discuss in groups different ways of delaying sexual debut and make presentation to the class. - Class presentations will be
--	---	---	---	--

	<p>complementarity among organs of the government.</p>		<ul style="list-style-type: none"> - Different ways of delaying sexual debut. (eg: Games, planned activities, youth groups) - Rwanda citizenship. - Rwandan values: Patriotism, ubupfura, kwihesha agaciro, Unity (Ndi Umunyarwanda), kwigira. - Qualities of a good citizen - “Itorero ry’Igihugu” and its importance. - Leadership. - Main organs of the government. - Functions of each organ of government. - Duties of the government. - Duties of citizens. - Elections and democracy in Rwanda. 	<ul style="list-style-type: none"> - followed by questions and answers leading to a summary. - Through group discussion pupils will give qualities and values of a good Rwandan citizen, and then make presentation to the class followed by questions and answers leading to a summary. - Find out the organs of the government and their duties then conduct group presentation. - In groups pupils will discuss the importance of elections and democracy in Rwanda then make a presentation to the class. - In groups learners will discuss on how they can respect the leaders. Class presentations will be followed by questions and answers leading to a summary.
<p>Links to other subjects: <i>Peace education, (Political education).</i></p>				
<p>Assessment criteria: <i>Demonstrate patriotism and good citizenship.</i></p>				
<p>Materials: <i>Film, Video, Photos on patriotism and good citizenship.</i></p>				

TOPIC AREA: HEALTH AND WELLBEING				
P6 SOCIAL STUDIES.		Unit 3: Hygiene.		No. of periods: 5
Key unit competence: Adopt proper hygiene during puberty.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify hygienic practices and effects of poor hygiene during puberty, including menstrual hygiene – Identify Chronic diseases 	<ul style="list-style-type: none"> – Carry out personal hygiene during puberty. 	<ul style="list-style-type: none"> – Adopt hygienic practices. – Appreciate the importance of good hygienic practices. 	<ul style="list-style-type: none"> – Hygiene during puberty. – Hygienic practices during puberty. – Menstrual hygiene – Girls’ needs during menstruation (water, sanitary pads, separate toilets etc) – Effects of poor hygiene during puberty. E.g.: Infections, , bad smell, pubic lice, etc. – Chronic diseases – Signs and symptoms of chronic diseases – Causes and effects of chronic diseases – Ways of preventing Chronic diseases 	<ul style="list-style-type: none"> – Discuss in groups hygienic practices and effects of poor hygiene during puberty then make a presentation to the class followed by questions and answers leading to a summary. – Discuss in groups different chronic diseases (signs, symptoms, causes, effects) and how to prevent them and make a presentation to the class followed by questions and answers leading to a

				summary
Links to other subjects: <i>reproductive health (Biology).</i>				
Assessment criteria: <i>Ability to adopt proper hygiene during puberty and prevent chronic diseases.</i>				
Materials: <i>Illustrations related to hygiene, Videos, Pictures of chronic diseases.</i>				

TOPIC AREA: WEALTH				
P6 SOCIAL STUDIES.		Unit 4: Public places and assets in our country	No. of periods:3	
Key unit competence: Recognise the importance of public places and assets in the development of the country.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Explain the importance of public assets and places. – State problems faced by public places and assets. 	<ul style="list-style-type: none"> – Analyse the importance of preserving public places and assets. 	<ul style="list-style-type: none"> – Appreciate the importance of public places and assets. – Show concern on preserving public places and assets. 	<ul style="list-style-type: none"> – Public places and assets in our country. – Public places and assets in the country. – Importance of public places and assets. – Problems faced by public places and assets. – Preserving public places and assets. 	<ul style="list-style-type: none"> – Group discussion on the importance of public places and assets. – Discuss problems faced by public places and assets and make presentation to the class which will lead to a general summary. – Pupils will do an activity of cleaning a public place nearby the school (water sources, market places) then they will make a discussion on the activity done.
Links to other subjects: <i>Development (Economics).</i>				
Assessment criteria: <i>Ability to recognize the importance of public places and assets in the development of the country.</i>				
Materials: <i>Film, Video, Photos, illustrations related to public places and assets.</i>				

TOPIC AREA: WEALTH		SUB-TOPIC AREA: MONEY		
P6 SOCIAL STUDIES.		Unit 5: Budget		No. of periods :4
Key unit competence: - Analyse the importance of family and national budget. - Explain factors that promote development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define: - Income. - Expenditure. - Revenues. - Budget. - Distinguish between family and national budget. - Define development. - Identify factors and indicators of development. 	<ul style="list-style-type: none"> - Explain the importance of family and national budget. - Prepare a simple family budget. - Analyse different types of budget - Describe indicators of development. - Explain how factors of 	<ul style="list-style-type: none"> - Appreciate family incomes. - Develop the culture of planning and saving. - Participate willingly to the development of his/her country. - Show concern about factors that hinder development. 	<ul style="list-style-type: none"> - Family budget - Family income and expenditures. - Importance of family budget. - National budget. - National revenues and expenditures. - Types of budget. - Importance of National budget. - Development - Factors that promote development. 	<ul style="list-style-type: none"> - In different groups pupils will make a simple family budget then make presentation to the class. - In different groups pupils discuss types of budget, different national revenues and expenditures then make presentation to the class. - Class presentations will be followed by questions and answers leading to a summary field visit to a nearby economic activity focusing on factors that promote or hinder development and indicators of development then make presentations of their findings to the class then make a general summary.

	– development contribute to national economy.		– (Trade, Agriculture, Tourism) – Factors that hinder development. – Indicators of development.	
Links to other subjects: <i>Family budget (Economics)</i>				
Assessment criteria: <i>Analyse the importance of family and national budget. Explain factors that promote development.</i>				
Materials: <i>Film, Video, Photos, Illustrations of factors that promote development.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: PHYSICAL GEOGRAPHY		
P6 SOCIAL STUDIES.		Unit 6: Direction and location.		No. of periods: 4
<p>Key unit competence: Locate different places using longitude and latitude on a map and determine time differences. Analyse influence of physical features and human activities to climate change and its effects.</p>				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Differentiate longitudes and latitudes. – Locate Rwanda on East Africa and African map. – Identify physical features of Rwanda, East Africa and Africa. – Identify main types of climate of Rwanda, East Africa and Africa – Identify human activities in different climate 	<ul style="list-style-type: none"> – Draw and interpret East Africa and African map. – Use properly longitude and latitude to locate places on a map. – Determine time differences using latitudes and longitudes. – Draw Rwanda physical map, East African and African maps and locate the main physical features. 	<ul style="list-style-type: none"> – Appreciate national sovereignty. – Develop the sense of observation. – Appreciate the importance of physical features. – Show respect for physical features. – Show awareness of different types of climate. – Adopt various climatic conditions. – Appreciate the role of physical features in influencing climate. 	<p>Direction and location.</p> <ul style="list-style-type: none"> – Latitudes and longitudes. – Location of Rwanda on East Africa and African. – Map using latitudes and Longitudes. – Time zones. <p>Main physical features.</p> <ul style="list-style-type: none"> – Physical features of Rwanda. – Main physical features of East Africa and Africa. – Formation of physical features. – Importance of physical features. <p>Climate.</p>	<ul style="list-style-type: none"> – Draw and interpret (individually) East Africa and African map then locate Rwanda and its neighbouring countries using latitudes and longitudes. – In groups pupils will use degrees to tell time of different places (zones) – Field visit to nearby place and find out existing physical features then make class presentations. – A group presentation on

condition.	<ul style="list-style-type: none"> – Describe the process of formation of different physical features. Explain characteristics of different types of climate of Rwanda, East Africa and Africa. – Describe how physical features influence climate change. – Analyse problems associated with climate and ways of overcoming them. 	– Show awareness of climate change.	<ul style="list-style-type: none"> – Types of climate. <ul style="list-style-type: none"> – Characteristics of Rwandan climate. – Characteristics of East Africa and African climate. – Climate change. – Influence of physical features on Climate change. – Effects of climate change and how to overcome them. 	<ul style="list-style-type: none"> – the importance of physical Features. – Class presentations will be followed by questions and answers leading to a summary. – In groups pupils will discuss main types and characteristics of climate and make a presentation to the class followed by questions and answers leading to a summary. – In groups pupils will discuss effects of climate and how to overcome them then make a presentation to the class followed by questions and answers leading to a summary.
Links to other subjects: <i>Drawing (Fine art)</i>				
Assessment criteria: <i>Ability to locate different places using longitude and latitude on a map. Analyse influence of physical features and human activities to climate change and its effects.</i>				
Materials: <i>Photos, Illustration of climate change's effects, Films, Video, Compass, Globes, Physical and economic maps, Atlas.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: ECONOMIC GEOGRAPHY		
P6 SOCIAL STUDIES.		Unit 7: Economic activities.		No. of periods:3
Key unit competence: Justify the linkage between economic activities and sustainable development				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify the main economic activities in Rwanda, East Africa and Africa. 	<ul style="list-style-type: none"> – Explain the importance of economic activities to sustainable development. 	<ul style="list-style-type: none"> – Appreciate the importance of economic activities in Rwanda, East Africa and Africa. 	<ul style="list-style-type: none"> – Economic activities. – Economic activities in Rwanda and East Africa. – Economic activities in Africa. – Importance of Economic activities to sustainable development. 	<ul style="list-style-type: none"> – In groups pupils will discuss the main economic activities in Rwanda, East Africa and Africa then make a presentation to the class. – In groups pupils will discuss the importance of economic activities to sustainable development then make a presentation to the class. – Class presentations will be followed by questions and answers leading to a summary.
Links to other subjects: <i>Economic activities (Economics), income generating activities (Entrepreneurship).</i>				
Assessment criteria: <i>Ability to justify the linkage between economic activities and sustainable development.</i>				
Materials: <i>Photos, Illustration of economic activities, Films, Video, Globes, Economic map, Atlas.</i>				

TOPIC AREA: GEOGRAPHY				
P6 SOCIAL STUDIES.		Unit 8: Natural resources		No. of periods: 4
Key unit competence: Explain the importance natural resources and ways of preserving them.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify natural Resources in the region. 	<ul style="list-style-type: none"> – Explain different ways of preserving natural resources. – Analyse the importance of preserving natural resources. 	<ul style="list-style-type: none"> – Show concern on preserving natural resources. – Appreciate the importance of natural resources. 	<ul style="list-style-type: none"> – Natural resources. – Natural resources of Rwanda. – Natural resources of East Africa and Africa. – Importance of natural resources. – Preservation of natural resources. 	<ul style="list-style-type: none"> – In groups pupils will discuss natural resources in Rwanda, in East Africa, in Africa and their importance then make a class presentation. – Children will make a study tour to a nearby natural resource then make a class presentation on how they should preserve it. – Class presentations will be followed by questions and answers leading to a summary.
Links to other subjects: <i>Natural resources (EST)</i>				
Assessment criteria: <i>Ability to explain the importance of natural resources and ways of preserving them.</i>				
Materials: <i>Photos, Illustration of natural resources, Films, Video, Globes, physical maps, Atlas</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: HUMAN GEOGRAPHY		
P6 SOCIAL STUDIES.		Unit 9: The people of East Africa.		No. of periods: 2
Key unit competence: Differentiate major ethnic groups in East Africa. Interpret causes and effects of migration in East Africa.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> –Identify major ethnic groups in East Africa. –Differentiate between immigration and emigration. 	<ul style="list-style-type: none"> – Explain causes and effects of migration in East Africa. 	<ul style="list-style-type: none"> – Showing respect to all ethnic groups in East Africa. – Appreciate different cultures of ethnic groups in East Africa for better integration. 	The people of East Africa <ul style="list-style-type: none"> – Major ethnic groups in East Africa (Bantu, Nilotics, Hamites, Nilo-Hamites) – Immigration/Emigration. – Causes and effects of migration in East Africa. 	<ul style="list-style-type: none"> – In groups pupils will discuss causes and effects of migration in East Africa then make a class presentation be followed by questions and answers leading to a summary.
Links to other subjects: <i>Population movements (General studies)</i>				
Assessment criteria: <i>Ability to differentiate major ethnics groups, Interpret causes and effects of migration in East Africa.</i>				
Materials: <i>Illustration of ethnic group settlement, Films, Video, Globes, Map, Atlas, Internet.</i>				

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: INFRASTRUCTURE		
P6 SOCIAL STUDIES.		UNIT 10: Transport and communication		No. of periods: 4
Key unit competence: Analyse communication services and transport networks in the in East Africa region.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify different means, and types of transport and communication. – State difficulties and dangers related to transport and communication. 	<ul style="list-style-type: none"> – Describe the importance of transport and communication. – Analyse dangers and problems associated with transport and communication. – Explain measures of overcoming problems associated with transport and communication. 	<ul style="list-style-type: none"> – Acknowledge the importance of transport and communication in East Africa. 	<ul style="list-style-type: none"> – Transport and Communication – Forms and types of transport and communication in East Africa. – Importance of transport and communication networks. – Difficulties and dangers related to transport and communication. – Measures of overcoming problems associated with transport and communication. 	<ul style="list-style-type: none"> – In groups pupils will discuss advantages and disadvantages of transport and communication and present their findings to class. – In groups pupils will discuss difficulties and dangers related to transport and communication and measures of overcoming them, then make class a presentation followed by questions and answers leading to a summary.
Links to other subjects: <i>Infrastructure (Economics)</i>				
Assessment criteria: <i>Ability to analyse communication services and transport networks in Rwanda and in the region.</i>				
Materials: <i>Illustrations of communication and transport services, Pictures, Computer, Post offices, Phones.</i>				

TOPIC AREA: HISTORY.		SUB-TOPIC AREA: HISTORY OF RWANDA AND THE REGION		
P6 SOCIAL STUDIES.		Unit 11: Post independent Rwanda		No. of periods: 6
Key unit competence: Demonstrate historical elements of post-independent Rwanda.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify main historical elements of first and second republic.	– Explain reasons and objectives of the liberation war (1990-1994).	– Appreciate the importance of liberation. – Show concern about different political events in the first and second republic. (Injustice, divisionism, nepotism, corruption).	– Post-Independent Rwanda. – First republic. – Second republic. – Liberation war (1990 to 1994). – Government of unity.	– Pupils in groups will discuss historical elements of first and second republic and present their findings to the whole class. – Pupils in groups will discuss the objectives of liberation war and make presentation in class then do a summary.
Links to other subjects: <i>Pre-colonial period (oral Rwandan literature/Kinyarwanda).</i>				
Assessment criteria: <i>Ability to demonstrate historical elements of post-independent Rwanda.</i>				
Materials: <i>Illustrations of some historical element in post independent Rwanda, pictures and videos.</i>				

TOPIC AREA: HISTORY.		SUB-TOPIC AREA: HISTORY OF RWANDA AND THE REGION		
P6 SOCIAL STUDIES.		UNIT 12: 1994 Genocide against the Tutsi.		No. of periods 5
Key unit competence: Analyse the factors that led to the 1994 Genocide against the Tutsi and its consequences				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Explain the following terms: – Genocide – Genocide ideology – Genocide against the Tutsi. – Holocaust. 	<ul style="list-style-type: none"> – Differentiate genocide ideology and genocide denial. – Compare Holocaust and other genocides to 1994 Tutsi genocide. 	<ul style="list-style-type: none"> – Show concern about Genocide ideology and genocide denial. – Defend and advocate for rights of all Rwandans. – Assist people that were affected by 1994 Genocide against Tutsi. 	<ul style="list-style-type: none"> – Genocide against the Tutsi. – Causes of 1994 genocide against the Tutsi – Planning and execution. – How it was stopped? – Holocaust and other genocides. – Genocide prevention. – Genocide ideology and genocide denial. – Consequences of 1994 Genocide against the Tutsi. 	<ul style="list-style-type: none"> – Individually pupils will make a research about 1994 Genocide against the Tutsi (causes, planning, execution and effects) and present their findings to the whole class. – Pupils in groups will discuss about genocide ideology and genocide denial and third republic contribution to the development of Rwanda, then make a class presentation followed by questions and answers leading to a summary.
Links to other subjects: <i>Oral Rwandan literature (Kinyarwanda).</i>				
Assessment criteria: <i>Ability to analyse the factors that led to the 1994 Genocide against the Tutsi and its consequences.</i>				
Materials: <i>Illustrations of genocide consequences and memorial sites, Pictures, Videos, Resourceful personal.</i>				

TOPIC AREA: HISTORY.		SUB-TOPIC AREA: HISTORY OF RWANDA AND THE REGION		
P6 SOCIAL STUDIES.		UNIT 13: Effects of foreigners in East Africa.		No. of periods 5
Key unit competence: Analyse effects of foreigners in East Africa.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify different groups of foreigners who came to Rwanda and East African region.	– Explain the impact of foreigners who came to Rwanda and in the region. – Analyse problems faced by foreigners who came to Rwanda and East African region.	– Acknowledge the contributions of foreigners in Rwanda and East African region.	– Effects of foreigners in East Africa – Explorers. – Missionaries. – Traders. – Colonialist.	– Pupils in groups will discuss about contribution of foreigners and present their findings to the class followed by questions and answers leading to a summary.
Links to other subjects: <i>Oral Rwandan literature (Kinyarwanda).</i>				
Assessment criteria: <i>Ability to analyse effects of foreigners in East Africa</i>				
Materials: <i>Illustrations of foreigners activities, Pictures, Videos, Resourceful personal</i>				

6. REFERENCES

6.1 Documents

- Bartram, D. (2005) The Great Eight competences: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90, 1185–1203
- Catano, V., Darr, M., & Campbell, C. (2007). Performance appraisal of behaviour-based competences: A reliable and valid procedure. *Personnel Psychology*, 60, 201–230
- Craig, R., (2001) *Creative Thinking Skills for Life and Education (teaching creativity)*
- Curriculum Framework for Rwandan schools from pre-primary to upper secondary (December 2014)
- Dubois, D., & Rothwell, W. (2004). *Competence-Based Human Resource Management*. Davies–Black Publishing
- Figurski, T. J., (1987) *Self Awareness and other awareness: The use of Perspective in everyday life*
- International Conference, (May 2002)“Curriculum in the Service of National Development: What Skills do our Children Need.
- Kathryn L.Stout, B.S.Ed, M.Ed (2004) *Strategies for Teaching Kids with Special Needs*
- Kochanski, J. T.,& Ruse, D. H. (1996). Designing a competence-based human resources organization. *Human Resource Management*, 35, 19–34
- McEvoy, G., Hayton, J., Wrnick, A., Mumford, T., Hanks, S., & Blahna, M. (2005). A competence-based model for developing human resource professionals. *Journal of Management Education*, 29, 383–402

- Rausch, E., Sherman, H., & Washbush, J. B. (2002). Defining and assessing competences for competence-based, outcome-focused management development. *The Journal of Management Development*, 21, 184–200
- Ikigo cy'Igihugu Gishinzwe Integanyanyigisho (2007) Integanyanyigisho y'amasomo mbonezamubano
- Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competence modeling and traditional job analysis? *Human Resource Management Review*, 19, 53–63
- Shandler, D. (2000). Competence and the Learning Organization. *Crisp Learning*.
- Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Kehoe, J., Pearlman, K., & Sanchez, J. I. (2000). The practice of competence modeling. *Personnel Psychology*, 53, 703–740.
- Smith SR, Fuller B. MD2000: A competence-based curriculum for the Brown University School of Medicine. *Med Health R.I.* 1996;79(8):292-8.
- Spencer, L M. in Cherniss, C. and D. Goleman, eds. (2001) “The economic value of emotional intelligence competences and EIC-based HR programs”, in *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations*. San Francisco, CA: Jossey-Bass/Wiley
- The Zambia Education Curriculum Framework© 2012 Published by Curriculum Development Centre
- Uganda National Curriculum Development Centre (UNCDC: 2009)

6.2. Education policies

- Politiki y'urwego rw'uburezi yakozwe mu mwaka wa 2002.

- Gahunda y'ibikorwa by'uburezi bwa bose yakozwe muri Kamena 2003.
- Gahunda y'ibikorwa 2003-2008 y'urwego rw'uburezi yakozwe muri Mata 2003.
- Politiki yo gutegura integanyanyigisho z'amashuri abanza n'ayisumbuye yakozwe mu mwaka wa 2004.
- Politiki yo kwandika ibitabo by'amashuri.
- Raporo y'inama mpuzamahanga ku « Ruhare rw'integanyanyigisho mu iterambere ry'igihugu: ni ubuhe bushobozi abana bacu bakeneye kugira?» yakozwe muri Gicurasi 2002.
- Gahunda y'ibikorwa y'imyaka itandatu (2004-2009) yateguwe n'Ikigo cy'Igihugu gishinzwe Integanyanyigisho.
- Politiki yo kwigisha indimi.
 - Rwanda Vision 2020
 - EDPRS 2
 - Education Sector Policy 2003
 - Education for All Plan of Action (EFA), June 2003
 - Education Sector Strategic Plan 2013/2014-2017/2018
 - Ministry of Education, Science, Technology and Scientific Research,
 - Primary and Secondary School Curriculum Development Policy, 2004
 - Text book policy
 - LTM reform feb 2010
 - EFA 12 Year (Jul 27/2010)

PART TWO: RELIGIOUS STUDIES

LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS

Rwanda education Board

1. Dr Musabe Joyce: Head of Curriculum Pedagogical Material Department as a facilitator
2. Gatera Augustin: Director of languages and humanities Unit
3. Bacumuwenda Nehemiah: Pedagogical norms specialist
4. Ntibizerwa Janvier: Moral, Religion and Civic Education specialist

Teachers and Lecturers

1. Ndayisenga Eugene: EP Mere du Verbe Gasabo
2. Bihibindi Faustin: GS Uwinkomo.

Other Resource Persons

1. Mahuku Rachel: Wellspring foundation
2. Tuyishime Jean Claude : Secretariat National pour l'Enseignement Catholique (SNEC)
3. Sr Mukagatare Domithila: Secretariat National pour l'Enseignement Catholique(SNEC)
4. Rev. Pastor Claver Bisanze: Bureau National de l'Enseignement Protestant (BNEP)
5. Sheikh Mbarushimana Suleiman: AMUR
6. Rev. Pastor Makuza Eliel: SDA

Quality Assurers

1. Sheikh Sindayigaya Mousa: (PhD): Imam of Kigali City
2. Phodidas Ndamyumugabe (PhD): A lecturer at INILAK

1. INTRODUCTION

1.1 Religious education review background.

The revision of Religious education for Upper Primary aims at meeting the needs of Rwandan society. A revised Religious education syllabus intends to develop learner competences and wisdom rather than just their knowledge. This focus on what learners can do ensures their learning has a deeper and greater purpose. The revised Religious education syllabus is characterised by approaches that are largely learner-centred, constructivist, focused upon learning objectives and with an emphasis on formative assessment.

Religious education as one of the humanities and social sciences, deals with the philosophical explanation of the divine revelation, the nature and attributes of God, as well as the foundations of any religious faith. It is a discipline that deals with investigation of the boundary questions of life and death, good and bad, right and wrong, love and hatred that characterise human condition.

1.2 Rationale of teaching and learning Religious Education.

1.2.1 Religious education and the society.

Religious education contributes to the well-being of the society by promoting mutual respect and tolerance. It promotes values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem and accountability that will help learners to make to good decisions and sound judgment and to permeate the rule of law. It helps

citizens to be accountable and responsible for their actions reminding them of the existence of a transcendent being. It helps people to live in harmony and peace with values based on the fact they were all created by God and created equally.

1.2.2 Religious education and the learner.

Religious education offers grounds for finding a meaningful life and the true path to righteousness. It helps learners to acquire knowledge, skills, attitudes, values and social competences, necessary for the development of Rwandan society. The Religious Education subject syllabus will contribute to the moral and spiritual development of young people by instilling necessary values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make to good decisions and sound judgment about moral and life issues while developing life skills. It also provides the opportunity to understand with depth and nuance many religious beliefs and rituals. Religious education provokes discussions and questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Hence, it helps learners to develop intellectual and moral integrity.

Religious education helps learners to understand, question, criticize, investigate, appreciate, challenge and evaluate religious and social phenomena in order to be able to make good decisions in the society. Teachers will want all their pupils to learn and grow in an environment that is free from any kind of bullying and discrimination. They will take proactive steps to create an environment where all pupils are treated with respect and can be themselves. They will encourage pupils to explore their own ideas and views

Because of the different and worthwhile knowledge, skills attitudes and values imbedded in the Religious Education, students who will undertake it will enter a variety of careers, including the health professions, law, business, government, teaching, social work, guidance and counselling, pastoral work and many other different fields.

1.2.3 Competences.

A Competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task successfully. It is the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences and in objectives highlighted in a year on year basis and in each of units of learning. The generic competences and basic competences must be emphasized and reflected in the learning process. These are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

The selection of the types of learning activities must focus on what competences the learners are able to demonstrate throughout and at the end of the learning process.

Generic competences

- **Critical and problem solving skills**

The acquisition of such skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

- **Creativity and innovation**

The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided, to generate new ideas and construct new concepts.

- **Research**

This will help learners to find answers to questions basing on existing information and concepts and to explain phenomena based on findings from the information gathered. In Religious Education learners research information and solve different problems related to morality, ethics, values, cultures, technologies, conflicts and behaviours in everyday life based on religious moral principles.

- **Communication**

Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction. This will help learners to communicate clearly and confidently and convey ideas effectively through speaking and writing. By using the correct language structure and relevant vocabulary in a range of different social, economic, political, religious and cultural contexts, it conveys formal messages and speech appropriate to the target recipient or audience for coherent and logical analysis.

- **Cooperation, inter personal management and life skills**

This will help the learner to cooperate with others as a team in whatever task assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others. Learners perform practical activities related to environmental conservation and protection. Advocating for personal, family and community health, hygiene and nutrition and responding creatively to the variety of challenges encountered in life.

- **Lifelong learning**

The acquisition of such skills will help learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development

Religious Education broad competences

By the end of Upper primary level of secondary education the learners should be able to;

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

Religious Education and developing competences

The national policy documents based on the national aspiration identify some basic competences alongside generic competences that will develop higher thinking skills which helps the learner to be virtuous and integral in society. Competences are developed through learning activities that involve discussion, group work and presentation of information, role play and case studies. The learner develops critical thinking, analytical skills, direct observation, communication interpersonal awareness, research and problem solving, intercultural literacy and cooperation which make them responsible citizens in this ever-changing global society. Learners are taught to argue and debate confidently about variety of themes in a logical and appealing manner.

Religious Education encourages learners to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of ultimate meaning of life. Religious Education challenges learners to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It finally imparts various competences related to analysis of ethical absolutism and ethical relativism caused by socio-economic and political changes.

2. PEDAGOGICAL APPROACHES

In the Religious Education competence based curriculum, participatory methods of instruction are envisaged. The participatory and interactive methods that engage learners both in groups and as individuals are used in the learning process. This ensures that learning is active, participative and engaging rather than passive, and that it is personalized, addressing learners individual needs and expectations.

In the teaching and learning process, the teacher will respect pedagogical principles. The teacher will start with simple to complex, from easier to difficult and from concrete to abstract, in order to help learners understand spiritual matters and doctrinal teachings.

The teacher will start from the human experience more specifically the learner's experience, in the context of Holy Scriptures or religious traditions and doctrines to show the conduct and attitudes to be adopted by the student.

This learner-centered approach involves diverse learning experiences, including but not limited to, individual work, paired and group work, oral and written questioning, brainstorming, discussions, debates, case studies, role play, presentations, research, observation, investigations, assignments, field visits, tests and quizzes.

2.1 The role of the teacher

The shift from knowledge based to competence-based curriculum is about transforming learning, ensuring that the learning is deep and enjoyable, habit and moral forming. The teacher must shift from traditional methods of teaching and play the role of a facilitator and a guide to learners. The teacher must identify the needs of the learners and the nature of tasks to be done, using these to shape the learning experiences accordingly.

The teacher's role is to organize the learners in or outside the classroom and engage them through participatory and interactive methods during the learning process as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and co-operative.

The teacher will design and introduce tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in research, debate, group work and discussion.

The teachers should handle students personal experiences carefully and sensitively to avoid stereotyping and prejudices. The learner should be guided the teacher how to work and live together with others, to work independently, make rational and moral choices, as well as develop and practice autonomy and moral responsibility.

Learners are taught how to use the Holy Scriptures, holy images and other religious education materials for understanding and spiritual purposes. The teacher must select and provide adequate materials for the learners to use in their work.

Phenomenological approach to teaching Religious Education should be used. This means not teaching a particular religion, instead helping learners to understand the nature of particular beliefs in the context of a wide range of beliefs. They should understand not only religious facts but also concepts related to worship, places of worship, symbols, rituals, Holy texts, moral and religious values, historical background, nature of man, nature of society and divine nature.

In planning, learning and teaching religious education, teachers should be able to:

- Sensitively take account of and value the religious and cultural diversity within their own local communities, using relevant contexts, which are familiar to the learners.
- Actively encourage child learners to participate in service to others and in the national free service.

- Develop knowledge and understanding through discussion and active debate, enabling an ability to understand other people's beliefs.
- Draw upon a variety of approaches including active learning and planned, purposeful play.
- Encourage the development of enquiry and critical thinking skills.
- Create opportunities for the development of problem solving skills.
- Build in time for personal reflection and encourage discussion in depth and debate.
- Provide opportunities for collaborative and independent learning.
- Take account of the faith background, circumstances and developmental stage of children and young people and their capacity to engage with complex ideas.
- Recognise and build on the considerable scope for connections between themes and learning in religious and moral education and other areas of the curriculum.
- Make appropriate and imaginative use of technology.
- Build on the principles of assessment is for learning

2.2 The role of the learners

In the Religious Education competence based curriculum, the learners are supposed to work hard following the instructions of the teacher. They should use properly their opportunity to debate discuss, present, and analyse case studies related to values, moral principles and religious doctrines.

The activities of the learner are clearly indicated against each learning unit and they reflect appropriate engagement of the learner in the learning process. The teaching learning processes are tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests of the learner. The learning activities will be organized in a way that encourages learners to construct their knowledge either individually or in groups in an active way. Learners work on one competence at a time in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

2.3 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning, as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in nearby ordinary/mainstream schools. Therefore, the schools obligation is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed information for each category of learners with special education needs is provided in the guidance for teacher's section.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum, assessment must also be competence-based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of assessment

3.1.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences, based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus. From this, the teacher will gain a picture of the overall progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2 Summative assessment (Assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. The assessment is used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

It can be an internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of Senior 3. Assessment in religious national examination will be based on the learning objectives relating to knowledge, understanding, skills, values and attitudes within the selected units of the syllabus.

3.2 . Record keeping

Record keeping is the gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The scores will contribute to remedial actions, for alternative instructional strategies and feed back to the learner and for the parents to check the learning progress and for teachers to advise accordingly, as well as the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work, as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of A level. It will serve as a verification tool for each learner that they attended the whole learning before they undergo the summative assessment for the subject. The results from the portfolio will contribute 50% of summative assessment of each year.

3.3 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined; it must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension levels.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competences as stated in the syllabus.

3.4 Structure and format of the examination

There will be one paper for Social Studies and Religious Studies in the national examination. It will be a combined paper, which will contain two parts. Part one will examine Social Studies and will constitute 80% of the exam., While 20% of the exam in part two, will examine pupil's knowledge about religious matters and phenomena. There will be general questions, mainly related to Christianity and Islam. Social Studies and Religious Studies national examination will be done at the end of primary six for a duration of (3) three full hours.

3.5 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learner progress with parents. A single mark is not sufficient to convey the different expectations of learning, which are in the learning

objectives. The most helpful reporting is to share what students are doing well and where they need to improve. A simple scale of Meeting expectations very well, Meeting expectations and not meeting expectations, for each of the knowledge/understanding, subject skills and competences in a subject, will convey more than a single mark. For school-based assessments these scores do not need to be totalled.

4. RESOURCES

4.1 Materials needed for implementation

The following materials are very important in the implementation of Religious Education syllabus:

The Bible is the heart of all Christian religion teaching while the Qur'an is the heart of Islamic religion. The teacher is required to use audio-visual materials to concretize his lessons such as Holy pictures, documentary movies, and other relevant materials.

4.2 Human resource

The effective implementation of this curriculum needs the joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. School head teachers and directors of studies are required to make a follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for learners as well as the contemporary development of the country.

The teacher of religion should have a firm understanding of religious matters and doctrines. They should be qualified in Religious Studies and have a firm ethical conduct. The teacher should possess the qualities of a good listener and adviser, because the learners may come to him for spiritual purposes. The teacher is required to have basic skills and competence of guidance and counselling because students may come to him or her for advice, sharing their inmost secrets and for spiritual healing.

Teaching Religious Education aims to give students ready access to a rich and exciting world of different religious philosophies, doctrines, beliefs, mythologies, moral systems and principles and ritual practices that give learners a deep understanding of the world and its cultures.

Skills required for the Teacher of Religious Education

The teacher of Religious Education should have the following skills, values and qualities:

- Engage learners in variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instruction to the level of the learners.
- Have creativity and innovation the teaching and learning process.
- Be a good communicator.
- Be a guide and a counsellor.
- Manifest passion and impartial love for children in the teaching and learning process.
- Make useful link of Religious Education with other subjects.
- Have good mastery of the content.
- Have good classroom management skills.

5. SYLLABUS UNITS

5.1 Presentation of the structure of the syllabus

The Religious Education subject is taught and learned in advanced level education as a core subject, in RGH and RLH combinations.

At every grade, the syllabus is structured in Topic Areas and Sub-topic Areas where applicable and then further broken down into Units. The units have the following elements:

- A Unit is aligned with the number of lessons.
- Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
- Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - *Type I*: Learning Objectives relating to Knowledge and Understanding (*Type I* Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - *Type II and Type III*: These Learning Objectives relate to acquisition of skills, Attitudes and Values (*Type II and Type III* Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
- Each Unit has content which indicates the scope of coverage for what a teacher should teach and learner should learn, in line with stated learning objectives

- Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centred and participatory approach).
- Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) that are to be used in the teaching and learning process.

The syllabus of Social Studies and Religious Studies contains two major parts. Part one focuses on Social Studies while part two deals with Religious studies. In Religious Studies there are two sections. Christian religious education and Islamic religious education. Both parts are equally important to develop learner's competence. Christian religious education contains units on which education advisors in different Christian religious churches agreed to be taught in schools. There are also specific units, which will be taught exclusively by respective churches.

For Islamic religious studies taught by the school are Muslim based and will emphasize common values that will make young people good citizens in the world.

CHRISTIAN RELIGION STUDIES

5.2 Christian Religious Education primary four syllabus

5.2.1 Key competences

- Differentiate and protect God's creatures and environment.
- Describe different God's calls of the people of Israel in regard to annunciation of the coming saviour.
- Differentiate the commandments of God.
- Explain the teachings about the Virgin Mary and her role in Christian life.

5.2.2 Christian Religious studies syllabus Units for Primary four

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: CREATION AND GOD'S REVELATION.	
PRIMARY 4: RELIGIOUS EDUCATION		Unit 1: Respect of God's creatures		No. of periods: 8
Key Unit Competence: A learner will be able to differentiate and protect God's creatures and environment.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different names of God and those of creatures. - Outline their importance in daily life. - State positive measures taken for protection if environment and creature. 	<ul style="list-style-type: none"> - Illustrate different creatures. - Explain how God created creatures. 	<ul style="list-style-type: none"> - Appreciate the importance of each God's creatures. - Respect and protect Creatures and environment. - Take a positive attitude of helping others and caring for domestic animals found in his/her home environment. 	<ul style="list-style-type: none"> - Names and attributes of God (love, almighty, omnipotence, omnipresence, transcendence, omniscience). - God created every creature for a purpose. - Interdependence and uniqueness of God's creature. - Protection God's creatures and environment. 	<ul style="list-style-type: none"> - Observe different creatures in their natural environment and differentiate those, which are manmade, and those, which were created by God. And then investigate about their differences and particularities. - Make pair discussion about the importance of each creature named and how these creatures contribute to the wellbeing in their family and in the society. - Make a group presentation about measures that can be taken in order to safeguard and protect

				the creatures and the environment in general.
Links to other subjects: <i>Social Studies in living thing and environment, Science and technology (Reproduction)</i>				
Assessment criteria: <i>to differentiate and protect God's creatures and environment.</i>				
Materials: <i>Bible, Pictures, Films about creation, The school environment, Drawings</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: SALVATION OF HUMANITY	
PRIMARY 4: RELIGIOUS EDUCATION		Unit 2: Vocation of the Israelite people.		No. of periods: 12
Key Unit Competence: A learner will be able to describe different God's calls of the people of Israel in regard to annunciation of the coming saviour.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – State the names of the Patriarchs. – Understand the call of each of them. – Identify the God's plan to save his nation. 	<ul style="list-style-type: none"> – Describe the different calls of the patriarchs. – Explain the role of each patriarch in the salvation history. 	<ul style="list-style-type: none"> – Appreciate the God's plan to save his nation. – Detecting and appraising different calls from God. – Respect call of other persons and participate in Christian activities 	<ul style="list-style-type: none"> – The call of Abraham. – The covenant between God and Abraham. – Abraham the father of all believers. – God's covenant with other the Patriarchs (Noah, Jacob/Israel, Moses). 	<ul style="list-style-type: none"> – Learners in groups discuss about the call of Abraham from his land to another land, challenges his covenant as well as the proof of his obedience to God by scarifying his unique Son Isaac. – Group discussion about the life, call and covenant of other patriarchs such as Noah, Jacob and Moses. – Make a role-play of calls and covenants between God and patriarch to grasp their spiritual meaning.
Links to other subjects: <i>Social Studies.</i>				
Assessment criteria: <i>Describe different God's calls of the people of Israel in regard to annunciation of the coming saviour.</i>				
Materials: <i>Bible, pictures, photographs, films about Patriarchs and Prophets.</i>				

TOPIC AREA: CHRISTIAN VALUES.			SUB-TOPIC AREA: WORSHIP.	
PRIMARY 4: RELIGIOUS EDUCATION.			Unit 3: God's Commandments.	No. of periods: 8
Key Unit Competence: A learner will be able to differentiate the commandments of God.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Recall the Ten Commandments. – Identify the greatest commandment. – Outline the consequences of breaking God's commandments. 	<ul style="list-style-type: none"> – Explain the God's commandment. – Classify the God's commandment. – Discuss the consequences of breaking Commandments as well as the importance of Commandments in daily life. 	<ul style="list-style-type: none"> – Appreciate the importance of the greatest commandment in the daily life. – Positive attitude of participating in humanitarian actions and voluntary services. – Perform works of charity. 	<ul style="list-style-type: none"> – The ten Lord's commandments. – Why did God give commandments? – Categories of commandment. – The greatest commandment (unconditional love and charity). – Consequences of breaking Commandments (spiritual, moral and social). – Importance of Commandment in 	<ul style="list-style-type: none"> – Discussion in small groups about the reasons why God gave commandment to his people, and the commandments given to Israelite's family – Discuss about the new and greatest commandment that Jesus brought in the New Testament and its practice in daily life as a summary of all commandments. – Make class presentation about the consequences of breaking commandments (moral physical and spiritual) as well as the importance of God's commandments in Christian life and society in general. – Make a role play about the breaking

			Christian life.	and the respect of God commandments and their consequences.
Links to other subjects: <i>Social Studies.</i>				
Assessment criteria: <i>Learners will be able to differentiate the commandments of God.</i>				
Materials: <i>Bible, Pictures, Photographs, Films about Exodus.</i>				

SPECIFIC UNIT FOR CATHOLICS

TOPIC AREA: FAITH AND PRAYER		SUB-TOPIC AREA: CHRISTIAN WORSHIP		
PRIMARY 4: RELIGIOUS EDUCATION		Unit 4: The Blessed Virgin Mary.	No. of periods: 8	
Key Unit Competence: The learner will be able to explain the teachings about the Virgin Mary and her role in Christian life.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Know who is the Blessed Virgin Mary according to the Holy Scriptures. – Know the place of the Blessed Virgin Mary in the Catholic Church. 	<ul style="list-style-type: none"> – Explain clearly the important events experienced by the Blessed Virgin Mary. – Describe the role of the Blessed Virgin Mary in the Christian worship. 	<ul style="list-style-type: none"> – To be devoted to the Blessed Virgin Mary. – To appreciate the teachings about the Virgin Mary. 	<ul style="list-style-type: none"> – The Blessed Virgin Mary role in the salvation and redemption. – The place of the Blessed Virgin Mary in the Catholic Church tradition. – Mary’s protection and Intercession. – Devotion and veneration of Mary. 	<ul style="list-style-type: none"> – Brainstorming about the personality of the Blessed Virgin Mary. – Basing on the passages of the Holy scripture, discuss about the blessed Virgin Mary, her life, her motherhood to Christ and to the Church, protection and intercession, her importance in the History of salvation and in Christian life. – Role-play the major events in the life of the Blessed Virgin Mary in the History of

				Salvation.
Links to other subjects: <i>Social Studies about beliefs.</i>				
Assessment criteria: <i>Ability of the learners to explain the teachings about the Virgin Mary and her role in Christian life.</i>				
Materials: <i>Bible, Pictures, Photographs, Films about the Virgin Mary, Rosary.</i>				

5.3 Christian Religious Education primary 5 syllabus

5.3.1 Key competences

- Distinguish major parts of the Bible and appreciate and use its contents as the true word of God to humanity
- Respect and to trust God following the example of Abraham, David and the Virgin Mary.
- Explain the life of the first Christian community and expansion of the Gospel after the Pentecostal events
- Demonstrate the relationship between faith, grace and good work in regard to the salvation.

5.3.2 Christian Religious studies syllabus Units for Primary 5

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: REVELATION OF GOD AND BIBLICAL STUDIES		
PRIMARY 5: RELIGIOUS EDUCATION		Unit 1: Notions of the Bible.	No. of periods: 10	
Key Unit Competence: To be able to manifest positive practical values in the society based on biblical truth.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recall the major parts of the Bible. - Identify the basic elements of the 	<ul style="list-style-type: none"> - Describe the structure of the Bible. - Explain clearly the major parts of the 	<ul style="list-style-type: none"> - To appreciate the biblical use in Christian life. - Show the respect 	<ul style="list-style-type: none"> - The meaning of the Bible. - Structure of the Bible. - The authorship of the 	<ul style="list-style-type: none"> - Brainstorming about the general knowledge on the Bible. - Discuss the meaning of the Bible, its authorship structure and

bible.	Bible.	of the Bible.	Bible. – Basic elements of the bible (sins, faith, redemption, righteousness, authority of the Bible, etc.). – The importance of the Bible in Christian life.	importance in Christian worship. – Make group presentations about practical values based on the biblical truth; and the spiritual importance. – Use plays in learning the books of the bible.
Links to other subjects: <i>Mathematics, history, geography, social studies, arts.</i>				
Assessment criteria: <i>Oral and written questions and exercises on the Bible.</i>				
Materials: <i>Bible, Pictures, Photographs and Films about the Bible.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: SALVATION OF HUMAN KIND	
PRIMARY 5: RELIGIOUS EDUCATION.		Unit 2: The first Christian Communities.		No. of periods: 6
Key Unit Competence: A learner will be able to explain major events in the history of the primitive church.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Relate the history of Christianity and its obstacles. - State the expansion of the Gospel in the world. 	<ul style="list-style-type: none"> - Describe the history of Christianity and its obstacles. - Explain clearly the expansion of the Gospel in the world. 	<ul style="list-style-type: none"> - Appreciate the work done by the first Christians. - Learn from the testimonies of the first Christians. 	<ul style="list-style-type: none"> - The meaning of the Pentecost. - Spiritual significance of the Pentecost. - Early church. - Primitive church. - Christianity and persecution. - Spread of the Gospel. 	<ul style="list-style-type: none"> - In groups basing on the passages of Acts of Apostles, discuss in small group the meaning of Pentecost, as well as its spiritual importance. - Make group discussions and class presentation about the life of the first Christian community and about the first Christians. - Make presentations about testimonies of the first Christians. - Use of songs. - Use of historical map and pictures to locate the first Christian community on the historical map.
Links to other subjects: <i>Social Studies, Arts.</i>				
Assessment criteria: <i>Able to explain major events in the history of the primitive church.</i>				
Materials: <i>Bible, Pictures, Photographs and Films about the Bible.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES.			SUB-TOPIC AREA: SPIRITUAL GROWTH.	
PRIMARY 5: RELIGIOUS EDUCATION.		Topic 3: Acts of Charity and Faith.	No. of periods: 8	
Key Topic Competence: A learner will be able to show the relationship between the acts of charity and faith.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different acts of charity. - State the relationship between acts of charity and faith. 	<ul style="list-style-type: none"> - Describe the different acts of charity. - Explain clearly the relevance of acts of charity. 	<ul style="list-style-type: none"> - Appreciate the spiritual and moral values. - Show concern towards the vulnerable people. 	<ul style="list-style-type: none"> - Faith and deeds of kindness. - Love neighbours as ones self. - Salvation, faith and acts of charity. 	<ul style="list-style-type: none"> - Group discussion about the relationship between faith and acts of charity for gaining salvation and show their interdependence in Christian life in order to be a witness of Good News. - Let learners discuss in pairs deeds that they did to the need and how other people supported them. - Show also the images of people performing the acts of kindness such as rescuing others from danger, animals from calamities and let learners exercise themselves to providing free services and good to the needy. - Use of sketches and role-plays about acts of charity and faith in relation to gaining salvation.

Links to other subjects: *Mathematics, History, social studies, arts.*

Assessment criteria: *Ability of the learner to show the relationship between the acts of charity and faith*

Materials: *Bible, pictures, Photographs, Films about acts of charity.*

TOPIC AREA: FAITH AND PRAYER. SPECIFIC CATHOLIC.			SUB-TOPIC AREA: CHRISTIAN WORSHIP.	
PRIMARY 5 : RELIGIOUS EDUCATION.		Unit 4: The Importance of the Sacraments.		No. of periods: 4
Key Unit Competence: A learner will be able to illustrate the importance of sacraments in the church and in the Christian life.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the relationship between the sacraments. - State the relevance of the sacraments in the Christian's daily life and in the church. 	<ul style="list-style-type: none"> - Describe the different sacraments. - Explain clearly the importance and the relationship between the sacraments. 	<ul style="list-style-type: none"> - To be devoted to receiving the sacraments. - To appreciate the role the sacraments in spiritual life. - Attitude of respecting visible signs that are used in celebrating sacraments. 	<ul style="list-style-type: none"> - The meaning of a sacrament. - Sacraments of Initiation. - The sacraments of service. - Importance of Sacraments in the Church. 	<ul style="list-style-type: none"> - Make group discussions about the sacraments the importance of Sacrament in the church and in the life of Christians. - Make class presentations about the sacraments their spiritual importance in the life of the Church. - Use role-play to depict the necessity of receiving sacraments.
Links to other subjects: <i>History, Social Studies, Arts.</i>				
Assessment criteria: <i>Illustrate the importance of sacraments in the church and in the Christian life</i>				
Materials: <i>Bible, Pictures, Photographs, Films about the sacraments.</i>				

TOPIC AREA: FAITH AND PRAYER. SPECIFIC PROTESTANT			SUB-TOPIC AREA: CHRISTIAN WORSHIP	
PRIMARY 5: RELIGIOUS EDUCATION		Unit 5: The Importance of the Sacraments.		No. of periods:5
Key Unit Competence: To be able to describe the celebration and the graces of the sacrament of Baptism and Eucharist in the church.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the relationship between the sacraments. - State the relevance of the sacraments in the Christian's daily life and in the church. 	<ul style="list-style-type: none"> - Describe the different sacraments. - Explain clearly the importance and the relationship between the sacraments. 	<ul style="list-style-type: none"> - To be devoted to the sacraments. - To appreciate the role and the relationship of the sacraments. 	<ul style="list-style-type: none"> - Meaning of Baptism. - Celebration of the sacrament of Baptism. - Graces of Baptism. - Preparing to receive Holy Communion. - Effect of the sacrament of communion. 	<ul style="list-style-type: none"> - Make group discussions about the sacrament of baptism and its signals (water, oils, white garment, candle) its importance in spiritual life. - Make presentations about the sacrament about the celebration of the sacrament of Baptism. - Discussion about the necessity and importance of the sacrament of Eucharist as the act of receiving body and blood of Jesus.
Links to other subjects: <i>Mathematics History, Social Studies, Arts.</i>				
Assessment criteria: <i>Ability of the learners to describe the celebration and the graces of the sacrament of Baptism and Eucharist in the church.</i>				
Materials: <i>Bible, Pictures, Photographs, Films about the sacraments, Religious Education books.</i>				

5.4 Christian Religious studies primary 6 syllabus

5.4.1 Key competences

- Explain the means that God used to reveal himself to humanity.
- Appreciate the unity of God in three personas as the foundations of Christianity.
- Manifest positive attitudes values and self-control in the social relations as a Christian.

5.4.2 Christian Religion and Ethics syllabus Units for Primary 6

Topic Area: Holy Scriptures and Beliefs		Sub-topic Area: Creation and God's Revelation		
Primary 6: Religious Education		Unit 1: God's Revelation in History		No. of periods: 9
Key Unit Competence: A learner will be able to interpret the means that God used to reveal himself to humanity.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
–Identify the relationship between different means of God's revelation to humanity. –State how God	– Describe the ways by which God revealed himself to humanity. – Explain the relationship between different	– Show concern about God's revelation to humanity. – Manifest respect to means of God's revelation.	– Meaning of Revelation. – Types of Revelation. – God's revelation in creation. – God's revelation in the History of Israel. – God's revelation in Jesus	–The students will be taken out of classroom to observe the nature and then make discussion in small group about the author of the university and how he communicated his power and

revealed himself to humanity.	means of God's revelation to humanity. – Analyse the different ways of God's revelation.		Christ.	names through creation. – Basic on sacred text make a group discussion about the personality of Jesus as the one who reveals his heavenly Father.
Links to other subjects: <i>Mathematics, geography, history, social studies, biology and arts.</i>				
Assessment criteria: <i>Oral and written questions about means of God's revelation to humanity.</i>				
Materials: <i>Bible, Pictures, Photographs, Films about creation and school environment, Films about means of God's revelation to humanity.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: SALVATION OF HUMANITY	
PRIMARY 6: RELIGIOUS EDUCATION		Unit 2: The Holy Trinity as Communion of God's Love		No. of lessons: 12
Key Topic Competence: Learners will be able to discuss the attributes and the names of God as found in the Holy scriptures				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the relationship between the three persons of the Holy Trinity. - State the attributes of God. - State the complementarity of the three persons of the Holy Trinity. 	<ul style="list-style-type: none"> - Interrelate the human unity and the unity of the Holy Trinity. - Explain the relationship between the three persons of the Holy Trinity. 	<ul style="list-style-type: none"> - Appreciate the nature of God through the reality of the Holy Trinity. - Show concern about unity of humanity. - Manifest respect to the Holy Trinity. 	<ul style="list-style-type: none"> - The attributes of God (Eternity, Holiness, Total perfection, immanence, transcendence immutability, impassibility, infinitude, Omnipresence, Omnipotent, Omni sapience, Omniscience, self-existence, self-sufficiency, immateriality, Love, Jealousy, mercy sovereignty). - The names of God. - Holy trinity (God the father, God the Son and God the Holy spirit). 	<ul style="list-style-type: none"> - Guided by the passage from the Holy Scriptures discuss in small groups the attributes of God that are found in the Bible. - Using clear biblical example discuss the unity and oneness of God and the Holy trinity as the basis for Christianity and other monotheistic religions. - Use of the brainstorming to make students discover the three persons of the Holy Trinity and the attributes of God.
Links to other subjects: <i>Mathematics, history, social studies, biology and arts.</i>				
Assessment criteria: <i>Learner's ability to discuss the attributes and the names of God as found in the Holy scriptures.</i>				
Materials: <i>Bible, Holy Icons and pictures, Religious books about Holy trinity.</i>				

TOPIC AREA: SPIRITUAL AND MORAL VALUES			SUB-TOPIC AREA: SPIRITUAL GROWTH	
PRIMARY 6: RELIGIOUS EDUCATION		Unit 3: Relationship and Friendship		No. of periods: 15
Key Unit Competence: A learner will be able describe true friendship				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify different types of relationships in life – Identify characteristics and values of a good friendship versus a bad one <p style="text-align: center;">Relationships and friendship</p>	<ul style="list-style-type: none"> – Differentiate good and bad friends. <p style="text-align: center;">Describe good and bad behaviour in relation to friendship.</p>	<ul style="list-style-type: none"> – Show self-control in social relations. – Appreciate the importance of friendship in daily life. – Positive attitude of resisting peer pressure. 	<ul style="list-style-type: none"> – Relationships and friendship (characteristics of unhealthy and healthy relationships among teenagers in the school environment and at home – Coping with peer pressure. – Sexuality, culture and law versus relationships – Sexuality issues – Importance of relationships and friendship. 	<ul style="list-style-type: none"> – Make group discussions in small groups about relationships and then make plenary discussions. – Discuss the characteristics and values that constitute a true relationship and friendship. – Sexual behaviours and their impact to individual and society. – Make role-plays about the behaviour of young people in friendships that many lead

				<p>them into bad consequences, and then draw positive lessons.</p> <p>Analyse different case studies and interesting stories about friendship and propose solutions.</p>
<p>Links to other subjects: <i>Social Studies, Biology and Arts.</i></p>				
<p>Assessment criteria: <i>Ability of learners to describe true friendship..</i></p>				
<p>Materials: <i>Bible, Pictures, Films about friendship.</i></p>				

ISLAMIC RELIGIOUS STUDIES

5.5 . Islamic Religious Education primary 4 syllabus

5.5.1 Key competences

- Be able to select and discuss some verses of the Qur’an and Hadiths.
- Explain specific chapters and some verses of the Qur’an.
- Explain the different steps in Islamic worship services and what each step signifies.
- Summarise the message from Hadiths as the 2nd source of the Islamic faith.
- Demonstrate good moral behaviour and manners towards others according to the Qur’an and Hadiths teachings.

5.5.2 Islamic Religious studies syllabus Units for Primary 4

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.		Sub-Topic Area: Islamic Monotheism and Oneness of God (Tawhiid)		
PRIMARY 4 ISLAMIC RELIGION.		Unit 1: Islamic Faith (Al-Iman)	No. of periods: 8	
Key Unit competences: Be able to live with faith according to two of the six pillars of Islamic faith. To perform works of submissiveness to Allah among people.				
Learning objectives			Contents	Learning activities
Knowledge & understanding	Skills	Attitudes & values		
– Explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah). – Classify Shirk	– Explain the oneness of God, his Beautiful names and his attributes. – Explain reasons why	– Avoid any worshipping of other deities (Shir’ki) as	– The two pillars being focused on are. – Belief in Allah.	– Learners in groups discuss about oneness of God Almighty and Creator as the Qur’an confirms.

<p>(polytheism) as the opposite of Tawheed (monotheism) into two main categories: major Shirk and minor Shirk.</p> <ul style="list-style-type: none"> – Explain the 2nd Pillar of Islamic Faith (Belief in Angels). – List some names of Angels. – Classify the Angels according to their responsibilities. 	<p>Angels were created.</p> <ul style="list-style-type: none"> – Explain some duties of Angels. 	<p>greater sin in Islam.</p> <ul style="list-style-type: none"> – Obey message from God as conveyed by his Angels to the disciples. 	<ul style="list-style-type: none"> – Belief in the Angels. – Responsibilities and duties of some Angels. – (Jibreel, Mikail, Israfil) – Keepers of Paradise. – (Malik, Munkar and Nakir, Malakul'maw'ti). 	<ul style="list-style-type: none"> – Learners in groups discuss about some forms of shirki committed in Rwandan Community. – Learners in groups exchange ideas on responsibilities of Allah's Angels and they write a report on wall papers. – Learners present what they see as common ideas.
<p>Links to other subjects: <i>History (revelation of Djibril to Muhammad), Social Studies (Good communication in group work).</i></p>				
<p>Assessment criteria: <i>Be able to live with faithfulness, two of the six Islamic faith pillars according to the Qur'an.</i></p>				
<p>Materials: <i>Qur'an, Hadith Books, wallpapers and colour pens.</i></p>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: QUR'AN	
PRIMARY 4 ISLAMIC RELIGION		Unit 2: Islamic Faith and Qur'an (Al-Iman)		No. of periods: 8
Key Unit competences: Be able to only pray to Allah, to respect other beliefs, to trust in Allah in all situations and to keep him/her away from heavy punishments from Allah to the disobedient persons.				
Learning objectives			Contents	Learning activities
Knowledge & understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Read and recite correctly the Surat about trusting in Allah, about punishments and awards from God at the end of age. – List human behaviours that will be punished by Allah as portrayed in Qur'an – List attitudes that help people to be prevented from heavy punishment from Allah. 	<ul style="list-style-type: none"> – Analyse the Surat Al-Kaafiroona. – Interpret the Surat Al-Quraysh. – Explain Surat Al-Humazat. – Distinguish wrong from right actions in his/her life. 	<ul style="list-style-type: none"> – Respect the diversity but keep the own faith. – Appreciating the importance of security in Islam. – Always trust in God especially in trials. – Have fear of God. (Observe the commandments of Allah. 	<ul style="list-style-type: none"> – Surat Al-Kaafiroona moral and spiritual meaning. – Surat Al-Quraysh moral and spiritual meaning. – Surat Al-Humazat moral and spiritual meaning. – Surat: Al'Fil and its moral and spiritual meaning. – Sura Al'Mauna and its moral and spiritual meaning. 	<ul style="list-style-type: none"> – In classroom, learners recite the Surat about trusting in Allah, about punishments and awards that God will deliver at the end of age. – Learners discuss in groups the reward for the ones who obeyed God. – Learners discuss in group about the importance of security and its role in our National Development. – Learners share what they have seen in their groups. – In groups, learners discuss the actions that are heavily punished by Allah as well as the attitudes to prevent them.
Links to other subjects: Social Studies(mutual solidarity), Morals and ethics(doing the right and avoid which is wrong).				
Assessment criteria: Be able to only pray to Allah, to respect other beliefs, to trust in Allah in all situations and to keep him/her away from heavy punishments from Allah to the disobedient persons				
Materials: Qur'an, post papers, Translated version of Qur'an in Kinyarwanda				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: ISLAMIC LAW (Fiq'hi).	
PRIMARY 4: ISLAMIC RELIGION.		Unit 3: Islamic worship: Fasting Ramadan		No. of periods: 9
Key Unit Competence: to be able to approach firmly Allah, take care of persons in needs and live humility at Ramadan.				
Learning Objectives:			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Comment on the month Ramadan, how the period is decided. – Judge the role of fasting in Ramadan in changing Muslim attitudes. – Understand the rules of Fasting in Ramadan. – Understand the night of decree and its meaning during Ramadan. 	<ul style="list-style-type: none"> – Illustrate the virtues of Ramadan. Month. – Analyse the lunar calendar and how it is used to calculate the period of Ramadan. – Research the night of decree and its meaning during Ramadan. 	<ul style="list-style-type: none"> – Respect the period of fasting. – Appreciate Ramadan and its importance to Muslim all over the world. – Respect those who fast. – Value the closeness to God during Ramadan. – Exploit the night of Decree. 	<ul style="list-style-type: none"> – What is Ramadan, virtues of the month of Ramadan? – Why fasting is necessary in Ramadan. – Those who are exempted from fasting during Ramadan. – How the timing of Ramadan is decided. – The night of Decree, how to count and exploit it. 	<ul style="list-style-type: none"> – In groups, students discuss fasting and related issues activities, present findings to the class. – They sketch the celebration of end of Ramadan. – Arrange old people to share experience with students of fasting. – Students watch video of the practices and night prayers in Ramadan. – In groups, Students discuss about the Virtues of the night of decree.
Links to other subjects: <i>Food and health (biological importance of fasting), Social Studies (being helpful).</i>				
Assessment criteria: <i>Students are correctly able to understand the reasons and meaning behind fasting at Ramadan.</i>				
Materials: <i>Qur'an, Hadith Books, Post paper, Coloured pens, Video, and Video play.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: HISTORY OF ISLAM (Concept of Hadiths).	
PRIMARY 4: ISLAMIC RELIGION.		Unit 4: Hadith in Islamic Faith.		No. of periods: 5
Key Unit competences: The learner will be able to respect the Qur'an and imitate Muhammad and his disciples' virtues.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Values and attitudes		
<ul style="list-style-type: none"> – Memorize 10 Hadiths from the Annawiy Book Entitled “ The Forty Hadith” – List some Hadiths that testify the source of Islamic Faith. – Identify the disciples of Muhammad who authentically transmitted Hadiths. – Outline some Hadiths and their precepts. 	<ul style="list-style-type: none"> – Explain the importance of Hadiths in Islamic worship. – Describe the role of Muhammad’s disciple in keeping the originality of Hadith. – Distinguish hadith from the Qur’an. – Apply 10 Hadiths that increase good relationship among people selected from the Annawiy Book Entitled “ The Forty Hadith” 	<ul style="list-style-type: none"> – Refer to the Hadiths in order to discern and to take decision in worshipping. – Be honest in the society and strive for being believable 	<ul style="list-style-type: none"> – Basic concept about Hadiths – Genuineness of Hadiths (authenticity) – The close relationship between hadiths and Qur’an. 	<ul style="list-style-type: none"> – Learners in a group discuss about Hadith as the second source of Islamic laws in worship. – Learners converse on Hadiths transmission from Muhammad to his disciples. – Talk about honesty of Muhammad’s disciple. – Presentation of results to the class.
Links to other subjects: <i>History, Social Studies</i>				
Assessment criteria: <i>Learners are able to read the Qur’an and imitate Muhammad and his disciples’ virtues, to be a good person for Allah and for people.</i>				
Materials: <i>Qur’an, The Forty Hadith of Annawiy</i>				

TOPIC AREA: MORAL AND SPIRITUAL VALUES.			SUB-TOPIC AREA: MORALITY (Adabu).	
PRIMARY 4: ISLAMIC RELIGION.		Unit 5: Virtues according to the Qur'an		No. of periods: 6
Key Unit competences: The learners demonstrate kindness to others, be humble in society and to perform good actions always.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Values and attitudes		
<ul style="list-style-type: none"> – Identify the importance of telling the truth for self and for society. – Recall the impacts of lying to society in general. – List basic works of charity to the persons in need. – Identify the rights of neighbours in Islam. 	<ul style="list-style-type: none"> – Compare effects of lying with effects of telling the truth to society. – Explain the characteristics of politeness and obedience between people. – Plan and perform works of charity. – Describe the rights of neighbours. 	<ul style="list-style-type: none"> – Be truthful in the society. – Avoid any kind of lying. – Engage for helping persons in needs. – Serve parents especially in their old age and the relatives. – Be kind to the neighbours and respect their rights. 	<ul style="list-style-type: none"> – Be truthful (Aswid'q). – Strive to be believable in society. – Works of charity to the persons in need. – Duties of children for the parents, teachers, leaders and colleagues. – The rights of relatives and neighbours. 	<ul style="list-style-type: none"> – Debate to the impacts of truthfulness and consequences of lying in society. – Role playing that show work of charity to the persons in need.. – Watching films about works of charity that Muslims perform during Ramadan month (helping the poor, visiting the sick in hospital, building houses for homeless people. – In groups, Learners discuss about the rights of relatives and neighbours.

Links to other subjects: Social Studies (be helpful), ethics and moral (be right and truthful).

Assessment criteria: The learners are kind, humble and they perform good actions wherever they are.

Materials: Qur'an, Hadith books, ICT tools, Products to be used in role-play about acts of charity.

5.6 Islamic Religious Education primary 5 syllabus

5.6.1 Key competences

- Appreciate submissiveness to Allah as a necessary means to grace
- Discuss the Grave Sins in Islamic faith and the various ways in which they can be avoided.
- Appreciate the importance of faith practices found in the first three pillars of Islam.
- Illustrate the major events of Islam in its expansion.
- Practice the recommended behaviour, show how best to avoid prohibited behaviour.

5.6.2 Islamic Religious studies syllabus Units for Primary 5

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: CONCEPT AND MEANING OF ISLAM (Tawhiid).	
PRIMARY 5: ISLAMIC RELIGION.			Unit 1: Submissiveness to Allah.	
No. of periods: 9				
Key Unit competences: The learner will be able to be a close friend of God, a friend of persons, an integral faithful and honest in his/her environment.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Values and attitudes		
<ul style="list-style-type: none"> - Define Islam and the conditions to be called Muslim. - Outline the benefits of Islam. - Classify the spiritual and physical acts that testify the submissiveness to Allah. - Understand the way to convert to Islam. 	<ul style="list-style-type: none"> - Distinguish Muslim from mu'umin. - Characterize Muslim and Kaafir. - Differentiate Islam from Iman" Faith". - Assess the acts that dishonour the name "Muslim". - Understand the way through which people can convert to Islam. 	<ul style="list-style-type: none"> - Self-Engagement to worshipping Allah. - Being model for other Muslims and to others. - Participate actively in the activities of Islamic life. 	<ul style="list-style-type: none"> - The meaning of Islam. - The Inclusiveness of Islam: Islam is a Religion for All Humanity and a way of a daily life. - Islam is the door to eternal Paradise - Islam is the pleasures of Paradise - Islam is salvation from Hellfire - Islam is true happiness and Inner peace. - The meaning of "Ihsan" with fact examples in our life. - The significance of Ikhlaas (Sincerity) with fact examples in our life. 	<ul style="list-style-type: none"> - The learners converse in groups on behaviours necessary to be adopted, in order to love Allah through their neighbours. - Learners in groups discuss the activities and behaviour of a Muslim in everyday life. - Thereafter, they present what they conclude. - Role-play that show true Muslim and the Muslim by name.
Links to other subjects: Social Studies (kindness and generosity in the society), ethics and moral (wrong and right actions).				
Assessment criteria: Learners are firmly a close friend of God, a friend of persons, an integral faithful and honest in his/her environment.				
Materials: Qur'an, some books of Hadith.				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: QUR'AN TEACHINGS ABOUT MORALITY	
PRIMARY 5: ISLAMIC RELIGION.			Unit 2: The grave sins and the Qur'an	No. of periods: 8
Key Unit competences: The learner will be able to be vigilant in all aspect of life, to be truthful, to be aware from all kinds of deviations against the will of Allah.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> - List the grave sins to be prevented from. - Identify impacts of grave sins to the society. - Recite ayaat that commend to live self-control and to respect the possession of others. 	<ul style="list-style-type: none"> - Explain the Islamic laws (shariat) that prevent grave sins according to the Qur'an. - Prove that life is the main gift from Allah and protect it. - Suggest strong measures to respect life and protect all human rights then to love God through His creatures. 	<ul style="list-style-type: none"> - Avoid sins. - Be prudent and truthful. - Mobilize others to avoid sins. - Be sincere to Allah. - Follow the guidance of Allah's messenger (S.W). 	<ul style="list-style-type: none"> - The grave sins to prevent: - Worshipping other divinities apart from Allah (Shirk). - Murder and its consequences to the society. - - The danger of Disobeying Parents in Islam. - Lying and its impacts to the society. - - Stealing and their consequences 	<ul style="list-style-type: none"> - Learners discuss about sins gravity and how they can be prevented from them. - Learners use the post papers to present the selected sins and the taken preventive measures. - Together, sharing the findings from group work. - Reciting the Ayaat (verses of Qur'an) and Hadiths about the grave sins.

Links to other subjects: Social Studies, Morals and ethics (avoid wrong acts), History (prevention of genocide).

Assessment criteria: Learners are vigilant in all aspects of life, truthful and aware of all kinds of deviations against the will of Allah

Materials: Qur'an, Books of Shariat Law, Post papers and Colour pens.

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: ISLAMIC WORSHIP LAWS (Fiq'hi).	
PRIMARY 5 ISLAMIC RELIGION.		Unit 3: Islamic pillars.		No. of periods: 8
Key Unit competences: The learner will be able to be to perform Swalat, to help the poor, to praise Allah and ask peace and blessings for Muhammad.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> - Describe the parts of Shahaadat. - State and mean the times of Swalat. - State the funeral prayers and burial rules in Islam. - Identify the recipients of Zakaat. - Discuss about why Zakaat is obligatory in Islam. 	<ul style="list-style-type: none"> - Justify the full meaning of Shahaadatayn. - Relate zakat with Swalat - Perform Swalat and pay religious charity in order to help poor and persons in needy. - Differentiate between the compulsory charity (zakat) and voluntary charity (Sadaka). 	<ul style="list-style-type: none"> - Be honesty to the Shahaadatayn. - Respect the times of Swalat. - To offer Zakaat. - To help the needy by giving Sadaka. 	<ul style="list-style-type: none"> - Three first Islamic pillars. - Shahaadatayn: Believe only Allah and his prophet Muhammad. - The daily Swalat: pray five times per day. - Practical guidelines for deceased body and burial practices. - Zakaat: compulsory takes for helping poor and other persons in needy. - Sadaka: Voluntary charitable acts. 	<ul style="list-style-type: none"> - Watching video on Swalat and the distribution of Zakaat. - Learners make comment to the video already seen. - Learners share their knowledge on recipients of Zakaat (debate). - Leaners watch video on funeral prayers and burial performing. - Draw cartoon that show zakat and Sadaka payments and their importance.
Links to other subjects: <i>Social Studies, Economics and financial (Taxes).</i>				
Assessment criteria: <i>The learner is able to be to perform Swalat, to help the poor, to praise Allah and ask peace and blessings for Muhammad.</i>				
Materials: <i>Qur'an, Some items used in Zakaat, ICT tools, Post papers, Pencils, Colour pens.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: HISTORY OF ISLAM (Taarekh).	
PRIMARY 5: ISLAMIC RELIGION.		Unit 4: Expansion of Islam.		No. of periods: 6
Key Unit competences: The learner will be able to manage and solve conflict. Drawing from the past to develop the present and future of Islamic life.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Identify Oppressions and hardship faced by first Muslim Community in Makkah. – Give the causes of first Muslim migration from Makkah to the land of AL’HABASHA. – Give the causes of immigration of Muhammad from Makkah towards Madina. – Highlight the expansion of Islam. around the world. Recount how Islam came in Rwanda. 	<ul style="list-style-type: none"> – Explain the challenges faced Muslims in Makkah. – Explain the causes of Mulsim migration from Makka to A’ Habasha and Madina. – Explain the first times of Islam in the world. Propose and apply the strategies to spread the message of Allah to everybody. 	<ul style="list-style-type: none"> – Be patient in facing life challenges and tolerance with oppressors. – Be devoted to the Muhammad’s message. – Involve in Islamic expansion and its development. Perform the appropriate Dawat to neighbours. 	<ul style="list-style-type: none"> – Oppressions and hardship faced First Muslim Community in Makkah. – The causes of first Muslim Immigration from Makkah to the land of AL’HABASHA. – Immigration of Muhammad to Madina. – The relationship between migrants from Makka and the people of Madina (Muhaajiriina and answaar). – The Finality of Prophethood by Muhamadi and No True Prophet after Him. – The arrival and expansion of Islam in Rwanda and establishment of AMUR. – The new preaching methods in Rwanda. 	<ul style="list-style-type: none"> – Learners go in library to explore the small textbooks on biography of Muhammad’s disciples. – Learners discuss about how Islam expanded in the world and how it arrived in Rwanda. – The learners present the result from what they shared on Islamic history. Learners visit some A.MU.R’s achievements in their areas.
Links to other subjects: History (Muslim era and history of religions).				
Assessment criteria: Learner gradually manages and solves conflict. Drawing from the past to develop the present and future Islamic life.				
Materials: Qur’an, school library, books of history				

TOPIC AREA: MORAL AND SPIRITUAL VALUES.			SUB-TOPIC AREA: MORALITY (Adabu).	
PRIMARY 5: ISLAMIC RELIGION.		Unit 5 : Halaal and Haraam (Recommended and prohibited practices)		No. of periods: 5
Key Unit competences: The learner will be able to live integral development (development of Soul and body), to obey Allah and neighbours.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – List Guidelines and Principles of unlawful food and drinks. – Enumerate the dangers of alcoholic drinks and drugs. – List forbidden food and drinks. 	<ul style="list-style-type: none"> – Explain the importance of lawful food and the consequences of forbidden food and drinks. – Avoid from forbidden food and drinks. 	<ul style="list-style-type: none"> – Never eat forbidden food. – Avoid alcohols and other unlawful practices. – Advise neighbours on good behaviours. – Use the allowed food and drinks. 	<ul style="list-style-type: none"> – Halaal food and drinks (Recommended). – The prohibited food and drinks (Haraam). – Alcohol from Islamic perspective. – Other wrong behaviours and practice that can negatively affect physically and spiritually body. 	<ul style="list-style-type: none"> – Learners visit school garden and observe different kinds of food (bananas, sorghum, tomatoes, different fruits, domestic animals.). – In class, learners observe the pictures and images of bottles of alcohol. – Draw cartoons that show the danger of drugs and alcohol in order to keep others away from them. – In a group they discuss about Halaal and Haraam food. – In a group they discuss about the consequences of alcohol on the families.
Links to other subjects: <i>Social Studies, Nutrition, Rules and Regulations.</i>				
Assessment criteria: <i>The learner is able to live integral development (development of Soul and body), to obey Allah and neighbours.</i>				
Materials: <i>Qur'an, Hadith Books, Some plants and food, Post papers and Pens, Pictures, Photos.</i>				

5.7 Islamic Religious Education primary 6 syllabus Units

5.7.1 Key competences

- Assess and fully explain the attributes of God.
- Examine and comment upon some chapters of the Qur'an.
- Write and explain Arabic words in the Qur'an.
- Perform some recommended hygienic practices on a daily basis, explaining their importance while doing so.
- Solve conflict in daily life and show positive behaviour marked by social values.

5.7.2 Islamic Religious studies syllabus Units for Primary 6

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS.			SUB-TOPIC AREA: ONENESS OF GOD (Tawhiid).	
PRIMARY 6: ISLAMIC RELIGION.		Unit 1: The attributes of Allah.		No. of periods: 5
Key Unit competences: The learner will be able to respect, to obey Allah and to work for heaven, keeping away from bad deeds that lead to hellfire.				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Values and attitudes		
<ul style="list-style-type: none"> – Identify the extraordinary actions that show the powerfulness of Allah. – Understand the inability of human kind to do some activities, in general inability to find solution to some problems. – Understand the teachings Pillar of 5th and 6th Islamic Faith: Belief in the last day (Yawmulqiyamah) and 	<ul style="list-style-type: none"> – Find the difference between divine strength and human strength. – Prove the weakness of human kind. – Assess the role of worshiping Allah and apply the works of charity (to work for Heaven). – Describe the events of the last 	<ul style="list-style-type: none"> – Be humble. – Observe the Laws of Allah. – Be submitted to Allah by performing works of charity and observing the worshiping ritual. – respect for difference, and zero-tolerance of stigma, violence, discrimination 	<ul style="list-style-type: none"> – Attributes of Allah about: <ul style="list-style-type: none"> – Allah, Creator. – Allah, Powerful (Almighty, Omnipresent). – Allah, alone to be worshipped. – Allah, Supreme Judge. – Allah, Controller and regulator of everything. – Belief in Life after Death. – The Eternal Pleasures of Paradise. – The Eternal Horrors of Hellfire. – The Ten major signs that will happen prior the last day. – Paradise and Hellfire. 	<ul style="list-style-type: none"> – In group, learners discuss about origin of everything that exist here on earth. – They discuss about the inconvenience that are not imaginable (not understandable with human intellect) then, – They read the Qur’an about the last judgement. – In their booklets, Learners come out the good behaviours to adopt among people

Belief in Divine Decree.	day.	and harassment	– Divine decree.	and to be devoted to Allah.
Links to other subjects: <i>Ethics and moral (good attitudes and values among people) that respect to Allah.</i>				
Assessment criteria: <i>The learner is able to respect, to obey Allah and to work for heaven and keep away from bad deeds that lead to hellfire.</i>				
Materials: <i>Qur'an, Students' booklets.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: QUR'AN TEACHINGS TO OBSERVE CHASTITY		
PRIMARY 6: ISLAMIC RELIGION		Unit 2: Q'ur'an teaching about sexual morality		No. of periods: 8
Key Unit competences: the learner will be able to live self-control, to live his/her chastity and by the light of Qur'an, to prevent problems related to sexuality..				
Learning objectives			Contents	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Identify the Qur'anic passages related to marriage, and relationships and sexuality 	<ul style="list-style-type: none"> – Apply the sexual virtues according to Allah's teachings and will – Describe the Islamic view on marriage, and relationships – Describe the value of the institution of marriage in Islam – Describe the rights and responsibilities of husband and wife in Islam 	<ul style="list-style-type: none"> – Develop self – control – support and live chastity (honesty) for each kind of marital statue 	<ul style="list-style-type: none"> – Surat related to relationships and marriage – Some verses of the following Sura. – Surats: <ul style="list-style-type: none"> – Noor and its meaning. – Surat Is'rau and its meaning. – Surat An'am and its meaning. – Surat Ah'zab and its meaning. – Surat Nam'lu and its meaning. 	<ul style="list-style-type: none"> – Discuss the importance of relationships in society In a group learners discuss about meaning of Surat Noor. – Discuss the value of the institution of marriage and the rights and responsibilities of husband and wife in Islam – Role play on values and behaviour which constitute a good or bad marriage
Links to other subjects: <i>Social Studies, Morals and Ethics.</i>				
Assessment criteria: <i>Learners are able to have self-control, to live their chastity and by the light of Qur'an, to prevent problems related to relationships and marriage.</i>				
Materials: <i>Qur'an, books of Shariat law, ICT tools, Papers and Pens</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: ISLAMIC WORSHIP LAWS (Fiq'hi)		
PRIMARY 6: ISLAMIC RELIGION	Unit 3: Hygienic practices		No. of periods: 7	
Key Unit competences: The learner will be able to practice hygiene of body before worshipping that symbolizes hygiene of heart.				
Learning objectives			Contents	Learning activities
Knowledge & understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Select the major ritual impurity. – Judge the manners of performing the Full Ablution. – Express the rules of performing Full Ablution and rules of performing the Major ritual impurity (Janaabat, – Tayammum, Purification with Dust). – Understand the importance of The 5th Pillar of Islam (<ul style="list-style-type: none"> – Differentiate between removing ritual impurity with ordinary body washing. – Interpret the invisible reality behind purification of body (purification of heart). – Explain to others the spiritual importance of Observing the 5th pillar of 	<ul style="list-style-type: none"> – Respect the Ritual Bath rules in everyday life. – Practice always hygiene before Swalat (Wudhoo). – Respect Hijja and the Holy land of Makka and Medina. 	<ul style="list-style-type: none"> – Causes of Ritual Bath (Ghuslu) – The rules of the full ablution/Ritual Bath (Ghuslu) in cases of impurities. – The invisible meaning of the Full ablution/Ritual bath. – How to remove the major ritual impurity (Janaabat) and its invisible meaning. – Cases under which Ritual bath becomes Sunnat (Voluntary). – Purification with Dust (Tayamum) – Reasons that allow Tayamum. – The meaning and the importance of Pilgrimage (Hajj). – The Ancient House made by Ibrahim 	<ul style="list-style-type: none"> – Learners will be taken out of classroom to exercise some of ablution activities (not full ablution). – Learners in the classroom explore the images and pictures that show the Full Ablution. Each learner writes their comment in hand booklets then shares the findings. – Learners practice Tayamum and tell the causes that allow it – Learners watch video on performing Hajj in Makkah and Visiting the Prophet's Mosque in Madinah.

Hajj)	Islam.		and Ismael.	
Links to other subjects: <i>Hygiene environment protection, social studies and sport.</i>				
Assessment criteria: <i>The learner perfectly practices hygiene of the body before worshiping, symbolizing hygiene of heart.</i>				
Materials: <i>Qur'an, Shower Video in performing Hajj in Makkah and Visiting the Prophet's Mosque in Madinah, cups, Appropriate materials, students' hand booklets.</i>				

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS			SUB-TOPIC AREA: HISTORY OF ISLAM (Taarekh)	
PRIMARY 6: ISLAMIC RELIGION		Unit 4: Life of Muhammad and expansion of Islam		No. of periods: 9
Key Unit competences: The learner will be able to love Allah’s prophet, imitate him, and realize his recommendations in line with spreading Islam.				
Learning objectives			Contents	Learning activities
Knowledge & understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Tell biography of Muhammad from his birth, growth, education, his revelation, the publication of Islam to his Exile. – State wives and children of the Prophet Muhammad. – Characterize the first Muhammad’s companions to expand Islam from Saudi Arabia, in whole Asia and in Africa. <p>Tell Biography of the first four Right Caliphs.</p>	<ul style="list-style-type: none"> – Comment the stages of Muhammad’s mission since his revelation. – Distinguish Muhammad from other prophets, – Deal with some challenges that Muhammad faced during the first times of his mission (Islam expansion). 	<ul style="list-style-type: none"> – Imitate Muhammad’s virtues in the society. – Participate actively in spreading Islam. – Never leave the mission of Allah despite the challenges that cannot miss. <p>Respect and love for wives, children and companions of the prophet Mohammad.</p>	<ul style="list-style-type: none"> – Birth and growth of Muhammad. – Revelation, mission of Muhammad and the challenges that he met. – Effort of Muhammad to spread Islam in the world. – Migration of Muhammad and his death. – Four first Caliphs:(Abubakar Swiddik, Omar Ibunil’khatwab, Oth’man Ibun Afan and Aliyu Ibun Abi Twalib. <p>The rights and virtues of Relatives, wives and companions of Mohammad</p>	<ul style="list-style-type: none"> – In the library, learners explore the textbooks on Muhammad’s biography and on Islam its beginning. – Write a summary and present the result of research in the classroom. <p>In groups discuss about the lifetime of the four caliphs and their achievements in serving the Muslim nation.</p>
Links to other subjects: <i>History of religions.</i>				
Assessment criteria: <i>Learners love Allah’s prophet, imitate him to love everybody, realize his recommendations in line of spreading Islam.</i>				
Materials: <i>Qur’an, Notebooks, Pens, School library</i>				

TOPIC AREA: MORAL AND SPIRITUAL VALUES			SUB-TOPIC AREA: MORALITY (Adabu)	
PRIMARY 6: ISLAMIC RELIGION		Unit 5: Conflict resolution.		No. of periods: 7
Key Unit competences: the learner will be able to prevent conflict, manage it; be tolerant; strive for the reconciliation of one another then, for reconciliation with Allah				
Learning objectives			Contents	Learning activities
Knowledge & understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Recall necessary social relationship that should exist in the society. – Originate the effects of conflict and of isolation for the society. – Develop the importance of maintaining social relationships. 	<ul style="list-style-type: none"> – Generalize the types of conflict, the preventive methods and the conflict resolution methods. – Demonstrate the importance of conflict resolution in the society for all fields of life (social, economic, cultural and political domain). – Explain the relationship between peace and security both as fruits of love and promote peace everywhere. 	<ul style="list-style-type: none"> – Prevent conflict and be easily reconciled. – Mobilize people for true reconciliation. – Be peacemaker and tolerant. – Be charitable and resilient. 	<ul style="list-style-type: none"> – Definition of conflict and the causes. – The types of conflict that exist. – Methods of Conflict resolution from the Islamic perspective. – Impacts of conflict resolution to the society. – The importance of unity, peace and security in Islam. 	<ul style="list-style-type: none"> – In the classroom, the learners invent and play a sketch that shows the importance of peaceful resolution of conflict in society. – Visit a genocide memorial site or watch a video of genocide in order to observe the consequences of conflict in society. – They write the main point thereafter in the classroom, they conclude about conflict prevention and conflict resolution methods.

Links to other subjects: *History (genocide against Tutsi in Rwanda), Art and craft (invent and play sketch).*

Assessment criteria: *Learners wisely prevent conflict, manage it, be tolerant and strive for reconciliation of people, reconciliation with Allah.*

Materials: *Qur'an, Some books of Hadiths, Pictures, ICT tools, Hand notebooks, Pens.*

6. REFERENCES

II. CHRISTIAN RELIGION BIBLIOGRAPHY

1. Binz, Stephen J. (2007). *Introduction to the Bible: A Catholic Guide to Studying Scripture*. Collegeville, MN: The Liturgical Press.
2. BNEP, (1997). *Integanyanyigisho y'Iyobokamana mu mashuri abanza Umwaka wa 1, 2, 3, 4, 5, 6*, Kigali.
3. BNEP, (1988). *Integanyanyigisho y'Iyobokamana mu mashuri abanza*, Kigali.
4. Miller, John W. (2004) *How the Bible Came to Be: Exploring the Narrative and Message*. New York: Paulist Press.
5. Mueller, Steve. (1999). *The Seeker's Guide to Reading the Bible: A Catholic View*. Chicago: Loyola Press.
6. Murdy, Kay. (2004). *What Every Catholic Needs to Know About the Bible: A Parish Guide to Bible Study*. Resource Publications.
7. SNEC, (1986). *Vuga Nyagasani Umwana wawe arumva, Igitabo cy'umwarimu, Umwaka wa mbere*. Kabgayi.
8. SNEC, (1987). *Nkura nunguka ubugingo bw'Imana, Igitabo cy'umwarimu Umwaka wa kabiri*. Kabgayi.
9. SNEC, (1988). *Uhoraho nzamwitura iki ibyiza byose yampaye, Igitabo cy' umwarimu, Umwaka wa 3*. Kabgayi.
10. SNEC, (1988). *Imana yakunze isi, Igitabo cy'umwarimu, Umwaka wa 4*. Kabgayi.
11. SNEC, (1989). *Ingoma y'Imana iri hagati yanyu: Igitabo cy'umwarimu, umwaka Wa 5*. Kabgayi,
12. SNEC, (1980). *Muri ururnuri rw'isi, Igitabo cy'umwarimu, umwaka urangiza amashuri abanza* Kabgayi.
13. Westerhoff, J. *Bringing up Children in the Christian Faith*. San Francisco, CA: Harper Collins, 1980.

III. ISLAMIC RELIGION BIBLIOGRAPHY

1. ALI, S. (1978). *The Spirit of Islam: A History of the Evolution and Ideals of Islam, with a Life of the Prophet*. London: Chatto & Windus.
2. Al-Islam, (1975). *Inzu Ndangamuco ya Islam Kigali*. Rwanda.
3. As-Salat, (1975). *Inzu Ndangamuco ya Islam. Kigali*, Rwanda.
4. Armstrong, K. (2002). *Islam: A Short History*. New York: Modern Library, revised ed.
5. Behechti and Bahonar. (1986). *Philosophie de l'Islam*. Ed. Abb - Ahmad, A] Bostani Paris
6. Bloom, J. and Sheila, B. (2002). *Islam: A Thousand Years of Faith and Power*. New Haven, CT: Yale University Press.
7. Cook, M. (2000). *The Koran: A Very Short Introduction*. Oxford, UK: Oxford University Press.
8. Denny, F. (1994). *An Introduction to Islam*. New York: Macmillan.
9. Nasr, S. (2002). *The Heart of Islam: Enduring Values for Humanity*. San Francisco, CA: Harper SanFrancisco.

7. APPENDIX

Subjects and weekly time allocation for upper primary (P4 to 6)

Subjects in Primary 4-6	Weight (%)	Number of lessons (1 lesson = 40 min.)		
		P4	P5	P6
1. Kinyarwanda.	13	4	4	4
2. English.	23	7	7	7
3. Mathematics.	23	7	7	7
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies.	17	5	5	5
6. Creative Arts: Music, Fine Art and Craft.	3	1	1	1
7. Physical Education.	3	1	1	1
8. French.	3	1	1	1
Total (number of periods per week)	100	(30)	(30)	(30)
Total number of contact hours per week		20	20	20
Total number of contact hours per year(39 weeks)		780		