RELIGIOUS EDUCATION SYLLABUS FOR TTCs

OPTION: SOCIAL STUDIES EDUCATION

YEAR 1, 2 & 3

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FOREWORD

The Rwanda Education Board is honored to avail the Religious Education Syllabus for Teacher Training Colleges (TTCs) for Social Studies Option and serves as official guide to teaching and learning of Religious Education in TTCs in this option.

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

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 curriculum. After a successful shift from knowledge to a competence-based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in higher education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all education stakeholders to bring in their contribution for successful implementation of this syllabus.

Dr. MBARUSHIMANA Nelson
Director General

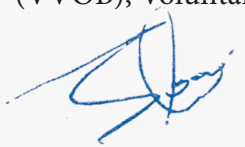
ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a major role in development of Religious Education syllabus for Social studies Education Option. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, staff from REB, MINEDUC, National Itorero Commission, Lecturers from UR-CE, TTC principals, TTC Directors of Studies tutors, teachers from basic Education whose efforts during the revision process were much valuable.

Special thanks go to UNICEF who funded the development, designing finalization and printing of this syllabus.

I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust,Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE for their technical support



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1. GENERAL INTRODUCTION

1.1. Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June 2018 determining the organization of education revised the objectives of the sector. They are to:

- Provide Rwandans with adequate skills at all levels of general, professional, as well as technical and vocational education;
- Offer quality courses and education at all levels;
- Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
- Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favouritism;
- Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
- Instil into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
- Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
- Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2. Level Competences of Pre-primary and Primary Teacher Education in the Republic of Rwanda

As stated earlier, Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher exits the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be prepared adequately for efficiency in education, administration, management, evaluation and measurement;
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners' abilities and interests.
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3. Background to Curriculum Review

The Religious Education syllabus is developed for TTC student teachers in the Social studies option where Religious Education is a core subject for Year 1, 2 and 3. During the review process, Religious Education was revealed to be tremendous in TTCs. The developed syllabus is responsive to the needs of the student teacher and to shift from knowledge-based learning to competence-based learning. Another reason was to align the TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices. Religious Education syllabus guides the interaction between the tutor and student -teachers in the learning processes and highlights the competences, a student teacher should acquire during and at the end of each unit of learning. Student teachers will have the opportunity to apply knowledge acquired in Religious Education in different contexts and see its importance in daily life. Tutors help the student- teachers appreciate the relevance and benefits for studying Religious Education.

The learning of student teachers is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the Social studies syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence-based curriculum for pre and primary education. This implies equipping student teachers with relevant knowledge, skills, attitude and values necessary to make

them competitive on local, regional and global labour market. This developed syllabus will allow future teachers to contribute to the development of equity and quality education at pre-primary and primary levels and then it will enable student teachers to go for further studies.

1.4. Rationale of Teaching and Learning Religious Education

1.4.1. Religious Education and Society

Religious Education deals with a thorough explanation of religious beliefs. The major aspects include Religious doctrinal teachings, worship practices and their influence on human kind. Religious Education provides an explanation of the role of faith in enabling people to find meaning in life and guidance relating to the path of righteousness. Religion is a factor for social, moral and spiritual development for individual and the society. Religious Education prepares the young people to live and work in diverse society while sharing belief leading to tolerance, openness to dialogue regardless their faith. Religious education subject encourages student teachers to live religiously, spiritually and morally.

Religious education helps student teachers to become informed, caring, and contributing members of society, they appreciate their own beliefs and values as well as the beliefs and values of others. Hence, it leads to the appreciation of the intrinsic worth of each religion in the society.

1.4.2. Religious Education and Student Teachers

The religious education syllabus will contribute to the moral and spiritual development of student teachers by developing values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make good decisions and sound judgment about personal behavior, moral and life issues. It helps student teachers to communicate with themselves and others. The student teacher acquires not only basic knowledge concerning beliefs and religions in the world but also development of skills and appropriate attitudes and values such as empathy, reflective expression, commitment and fairness. Furthermore, Religious education will help student teachers to be professionals, confident in helping pupils to solve problems and issues pertaining to behavior, meaning of life, worship in their daily life. Student teachers develop the ability to make a well-reasoned and informed judgment about moral issues with reference to different religious teaching.

1.5. Professional Standards and competences

1.5.1 Competences

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Religious Education competences as well as the generic competences.

Broad subject competences are highlighted and broken into key competences for each year, these are further broken into key unit competences which are finally split into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student- teachers will be equiped with professional and generic competences reflected in five core standards: the teacher as an educator, the teacher as a subject expert, the teacher as a communicator and connector with student teachers, the school community and the society, the teacher as a guide, an organizer and a facilitator of the learning process and learning environment, and the teacher as an innovator and researcher. For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Religious Education tutors will ensure that student teachers are exposed to tasks that help them acquire these competences.

1.5.2. Professional standards

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have these characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it.**

The teacher has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the learners.

S/he therefore has a thorough understanding of the learners' background, interests, motivations and problems and can adjust his/her actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behaviour and values. She/he guides and coaches his/her student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, inter personal and life skills.

- **The teacher as subject expert**

The professional teacher stimulates the student's critical thinking, problem solving and creativity. S/he uses teaching/learning methods and techniques that are appropriate to preprimary and primary education; S/he applies relevant content, plans lessons, integrating play-based strategies in teaching and learning. The teacher in preprimary and primary education has a thorough subject knowledge that enables him/her to develop teaching/learning materials and in lesson planning so as to effectively deliver the lesson and connect with daily life activities in preprimary and primary education using the language of instruction correctly. The teacher as a subject expert in upper primary education stimulates English in the teaching/learning process by considering the transition from Kinyarwanda to English as a medium of Instruction in upper primary.

The teacher as a subject expert knows and uses appropriate methods/techniques to assess students and give constructive feedback to the whole class. The teacher is able to link the content of her/his subject specialization with other subjects and connect it with real life situations.

- **The teacher as a communicator**

The professional teacher displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/hers, students themselves, the college community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires the teacher/tutor to communicate in official languages.

- **The teacher as a guide and an organizer**

The professional teacher facilitates the holistic development of all student teachers, taking into account the differences between them. S/he ensures that the learning environment (class, playground, etc.) is well maintained and conducive for expected learning outcomes. This requires a teacher/tutor to be equipped with managerial skills.

- **The teacher as an innovator, researcher and reflective practitioner**

The professional teacher/tutor looks for ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action.

The acquisition of such skills will require the teacher/tutor 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, thus becoming a lifelong learners.

1.5.3 Broad Religious Education competences

During and at the end of 3 years of Teacher training, the student teacher will be able to:

- Develop skills and the ability to make well-judged moral and ethical decisions and to understand the beliefs and values of others;
- Promote a sense of spiritual, moral, cultural, mental and emotional/social development among learners and prepare them for the opportunities, responsibilities and experiences of adult life;
- Show commitment in practicing one's belief and respect religious and cultural diversity across the world.
- Appreciate the importance of religion as a significant factor which has shaped our social, political, spiritual and cultural heritage;
- Explore features of religious beliefs, traditions and practices across the world;
- Appreciate religious sacred texts teaching on various aspects of human life.
- Become confident in using wide range of skills, attitudes and techniques necessary to facilitate learners in social and religious studies subject in primary schools locally, regionally and internationally.

1.5.4. Religious education and developing competences

National policy documents based on national aspirations have identified some basic and generic competences, that will develop higher thinking skills, which help learners to live virtuous and productive lives that benefit society. Those competences are developed through learning activities that involve discussion, group work, presentation of information, role playing, case

studies, etc. Through these activities, learners will develop critical thinking and analytical skills, the ability to make direct observation, effective communication skills, interpersonal awareness, research and problem-solving skills, intercultural literacy, and cooperation that will aid in cultivating responsible citizens in this ever-changing global society.

Religious education encourages learners to discover other world religions, beliefs, values, and traditions, while exploring their own beliefs and questions about the meaning of life. It challenges learners to reflect on, consider, analyze, interpret, and evaluate issues of truth, belief, faith, and ethics, and to communicate and understand their findings. Lastly, it imparts various competences in analyzing ethical absolutism and ethical relativism caused by socio-economic and political changes.

1.5.5 Practical activities/skill lab

Religious Education involves two aspect: Studying and acquiring knowledge of various religious beliefs and practices as well as practicing values imbedded in these religious doctrines. Hence, the tutor is -encouraged to give to student-teachers activities that not only engage them in the investigation on religious doctrines but also allow them to practice values that they have learnt in the light of Holy Scriptures and Rwandan culture.

These activities must challenge learners to live peacefully in the school and in the community in general. Religious literacy must be always accompanied by activities that develop competences and that allow interactions with people such as talking, acting, creating, praying, celebrating cultural and religious events, communicating, critiquing, evaluating, reading, reflecting,.. This is done in religious and secular context. This also involves arranging the physical environment and providing resources for active participation.

In the syllabus, there are suggested practical activities that are suggested to acquires competences. The tutor is encouraged to exploit them and find suitable learning environment that will enable learners to develop competences.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. The religious education syllabus is designed to promote competence-based learning. This new learning process encourages learners to actively participate in the learning process whether in groups, pairs, or independently.

This learner-centred approach involves diverse learning experiences, including but not limited to, oral and written questioning, brainstorming, discussions, debates, analysis of case studies, role play, presentation, conducting research, assignments, going on field visits, and taking tests and quizzes.

In the teaching and learning process, the teacher will respect pedagogical principles and design lessons to start from simple to complex, easy to difficult, and from concrete to abstract to ensure learners understand the subject.

In regard to religious education, teachers will put religious text, traditions, and doctrines in context with human experience, with a focus on the learner's experience, and illustrate how these philosophies and ways of life can be applied in the learners' life.

2.1. Role of the student teacher

In the religious education competence-based curriculum, learners are invited to debate, discuss, present, and analyze content related to values, moral principles, and religious doctrines.

Lessons and learning experiences will be tailored towards creating a learner-friendly environment based on the capabilities, needs, experiences, and interests of learners and will encourage learners to actively construct knowledge, either individually or in groups. Learners will work on one competence at a time in the form of concrete units with specific learning outcomes, which are broken down into knowledge, skills, and attitudes to be acquired.

In the competence-based syllabus, the student teacher is the principal actor of his/her education. S/he is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation of the student teacher in the learning process.

The teaching and learning processes will be tailored towards creating a student's friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From the learning theory,

student teachers move in their understanding from concrete through pictorial to abstract. Therefore, the opportunities should be given to student teachers to manipulate concrete objects and to use models.

- Student teachers are encouraged to read various sacred texts in which various beliefs are imbedded. This will help them to grow spiritually and morally.
- Student teachers work on one competence at a time in form of concrete units with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research, discuss and present their findings through group work activities.
- A student teacher is cooperative: they work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2. Role of the Tutor

In the competence-based syllabus, the teacher/tutor is a facilitator, organizer, advisor, a conflict solver, etc.

The specific duties of the teacher/tutor in a competence-based approach are the following: the tutor is

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- An organizer: his/her role is to organize the student teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: s/he provides counselling and guidance for student teachers in need. S/he comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- Asked for help only when the whole group agrees to ask a question

- Ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

2.3. Special Needs education and Inclusive Education 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 student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be caused by emotional, physical, sensory and intellectual learning challenges.

These student teachers equally have the right to benefit from education in colleges. Therefore, the TTC's role is to enrol them, assess their Special Educational Needs (SEN) and set up suitable strategies and resources to appropriately provide for them. Assessment strategies and conditions should also be adapted to the educational needs of these student-teachers.

Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Religious Education tutor is advised to work closely with the tutor of Special Needs and Inclusive Education to provide appropriate support to any identified student teacher with SEN.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning, and to make the judgment about a student teacher'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 student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what s/he learned.

3.1. Types of assessment

There are two major types of assessment namely formative and summative assessments. Any form of assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- Knowledge and understanding: Does the student teacher demonstrate an understanding of the Religious Education concept? Has the student teacher mastered the Religious Education concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning.
- Practical skills: How does the student teacher perform on aptitude and practical tests? Indicators: accuracy, using appropriate methods, quality product, speed and efficiency, coherence.
- Attitude and values: How does the student teacher respond to a task or a situation? What is the student teacher's behavior? How the student teacher persists on solving a given problem?

3.1.1. Formative Assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, s/he should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teachers. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative Assessment

When assessment is used to record a judgment of a competence or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking

or grading of student teachers, 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 internal college-based assessment or external assessment in the form of national examinations. college based summative assessment should take place once at the end of each term and once at the end of the year. college summative assessment average scores for each subject will be weighted and included in the final national examinations grade. For the subjects that are not examined externally, the grade should be part of continuous assessment reflected in the student's transcript.

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 standard. Whatever assessment procedures used generate data in the form of scores which will be carefully recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher'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. Besides, it will serve as a verification tool for each student teacher that s/he attended the whole learning before s/he 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 must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised 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 level.

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 on 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 memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1. Materials needed for implementation

The following list shows the main materials needed in the learning and teaching process:

- Materials to encourage group work activities and presentations: Computers (Desktops & laptops) and projectors; Manila papers and markers, textbooks and handouts.
- Various Sacred textbooks of various religious beliefs which allow student teacher to compare and draw conclusions.
- Materials for enhancing research skills: Textbooks and internet (the list of the textbooks to consult is given in the reference at the end of the syllabus and those books can be found in printed or digital copies).
- The technology used in teaching and learning of Religious Education must be regarded as tools to enhance the teaching and learning process and not to replace tutors.

4.2. Human Resources

The effective implementation of this curriculum needs a collaboration of educators at all levels. Given the material requirements, tutors are expected to accomplish their noble role as stated above. The staff in charge of education at district and sector level should ensure overall support to TTCs for a successful implementation. On the other hand, TTC principals and TTC deputy principals are required to make a close 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 student teachers as well as the contemporary

development of the country.

In a special way, the tutor of Religious Education at TTC level should have a firm understanding of religious concepts and pedagogical content of teaching Religious Education at primary and secondary levels. S/he should be qualified in Religious Education, Religious Science, Catechesis or Theology and have a firm ethical conduct. The tutor should possess the qualities of a good facilitator, organizer, problem solver, listener and adviser. S/he is required to have basic skills and competence of guidance and counselling because students may come to him or her for advice.

Skills required for the Tutor of Religious Education

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

- Engage student teachers in variety of learning activities including discussing various religious doctrines
- Use multiple teaching and assessment methods
- Adjust instruction to the level of the student teachers
- Have creativity and innovation in the teaching and learning process
- Be a good communicator and organizer
- Be a guider/ facilitator 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 and real life situations
- Have a good master of the Religious Education Content as well as pedagogical content of teaching Religious Education
- Have good classroom management skills

5. THE SYLLABUS UNITS

5.1 Religious education syllabus units for Year I

5.1.1 Year I Key Units Competences

At the end of Year, I of TTC the student teacher will be able to:

- Value the role of religion in shaping the societal and individual values
- Assess the fundamental doctrinal teachings of Abrahamic religions and their importance
- Justify the importance of prayer and adopt the habit of praying for moral and spiritual growth.
- Examine the importance of worship in the society
- Assess the impact of Christianity and Islam to African traditional beliefs and cultural values
- Evaluate the traditional beliefs of Rwandans in comparison with Christianity
- Appreciate and show concern about the values of love, peace, unity, justice and reconciliation in the society

5.1.2 Syllabus Unit for year I

<table>
<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td>Year: I</td><td colspan="2">Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 1: The importance of religion in shaping person's and societal values</td><td>No. of periods: 12</td></tr>
<tr><td colspan="5">Key Unit competence: Value the role of religion in shaping the societal and individual values</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Explain the meaning of religion and come up with synonymous concepts
- Find out why people join religions
- Identify the link between religion and values
- Find out the origin of values as well as their importance in the society</td><td>- Analyze the relevance and necessity of religion in his/her live and society in general.
- Investigate the importance of religion in shaping societal and personal values.
Discuss the importance of religion.</td><td>- Appreciate the importance of religion in the life and in the society at large
-Participate actively in activities geared to promote values.</td><td>Meaning and rationale of religion (is religion necessary, why it is worth studying it?
Religion and values
Nature, origin and categories of values
How religion shapes personal and societal values
Importance of values in the society</td><td>In groups, student teachers discuss the necessity of religion to the personal and social life basing on their religious experiences emphasizing on the values imbedded in religion and their importance.
Student teachers use all available materials, textbooks and internet in researching on the religion as a set of values and how religion has influenced the formations of customs, beliefs, habits and values of people and then present the findings for discussions.
Research on the origin and the importance of values</td></tr>
<tr><td colspan="5">Assessment criteria: Student teacher will be able to appraise the importance of religion to individuals and society.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies and History</td></tr>
<tr><td colspan="5">Resources: Sacred texts, textbooks, internet, articles, pamphlets on the religion, reports on Itorero ry'igihugu</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: RELIGIOUS EDUCATION</td><td colspan="2">Year: I</td><td>Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 2: Abrahamic Religious Doctrines</td><td>No. of periods: 52</td></tr>
<tr><td colspan="5">Key Unit competence: Assess the fundamental doctrinal teachings of Abrahamic religions and their importance</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Explain the origin and brief history of Abrahamic religions (Judaism, Christianity and Islam).

- Highlight the fundamental teachings of Judaism, Christianity and Islam.
-Identify common aspects of beliefs and practices among Abrahamic religions.</td><td>- Compare the teachings of Judaism, Christianity and Islam on important life aspects.
- Discuss confidently the fundamental teachings of the Abrahamic religions and their evolution in the course of time.
- Compare the common aspects of different Abrahamic religions in order to appreciate the similarities and uniqueness of each of them.</td><td>- Appreciate the diversity and uniqueness of Abrahamic religions.
- Adopt an attitude of respecting and valuing another people's belief.
- Stand for his or her values derived from his or her belief and participate actively in religious activities.</td><td>Judaism
Brief History of Judaism
Sects in Judaism (Pharisees, Sadducees, Scribes and their roles
Fundamental teachings
A synagogue as a center of Jewish life Christianity
Brief history of Christianity
Fundamental doctrinal teachings
Pluralism in Christianity (reasons behind many Christian beliefs)
Islam
Brief history of Islam
Fundamental teaching and sacred text
Common teachings for both Judaism, Christianity and Islam</td><td>Conduct research on Jewish, Christianity and Islamic history, life and teachings using a variety of resources such as the Holy texts from various religions and internet.
Basing on some extracts from the Holy texts, student teachers explore practices and rituals of Jews, Christians and Muslims in order to identify similar belief.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers will be able to assess the doctrinal teachings of Abrahamic religions</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies</td></tr>
<tr><td colspan="5">Resources: Sacred texts, textbooks, internet, articles, pamphlets, religious maps, wall charts on world religions</td></tr>
</table>

<table>
<tr><td colspan="3">SUBJECT: RELIGIOUS EDUCATION</td><td>Year: I</td><td>Option: SSE</td></tr>
<tr><td colspan="3">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="2">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 3: Prayer and its importance</td><td>No. of periods: 16</td></tr>
<tr><td colspan="5">Key Unit competence: Justify the importance of prayer and adopt the habit of praying for moral and spiritual growth.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>Define the concept of prayer

Identify synonymous concepts of prayer in different religions

Discuss the different approaches to prayer and conditions for a genuine prayer

Explain the relevance of prayer in individual life and the society in general</td><td>- Compose and recite his/her prayer respecting patterns for a genuine prayer

- Compare different approaches to prayer

- Justify the importance of prayer in his or her life and the society in general</td><td>- Show respect and positive attitudes towards prayer

- Appreciate the importance of prayer in his/her life and adopt a habit of praying

- Respect the approaches of prayer in various religions and communities.</td><td>Meaning of a prayer

Nature and effect of prayer

Moments of prayer

Approaches to prayer

Conditions of a genuine prayer

Importance of a prayer (communion, service and communication) for individual and for the society.</td><td>Basing on their personal experience, student teachers share ideas through conversation and discussion on meaning, necessity of prayer as well as conditions of a personal prayer.

Student teachers identify some moments in life and then compose appropriate prayers respecting patterns for a genuine prayer.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers will be able to explain the importance of prayer for moral and spiritual life, and compose an appropriate prayer.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies</td></tr>
<tr><td colspan="5">Resources: Books, internet, pamphlets and articles on prayers Books for common prayers, Sacred texts,</td></tr>
</table>

SUBJECT: RELIGIOUS EDUCATION		Year: I		Option: SSE
TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP		Sub Topic: Religious Doctrines		
Unit: 4: Worship and its moral and spiritual importance				No. of periods: 16
Key Unit competence: Examine the importance of worship in the society				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Explain the concept worship basing on its etymological sense - Identify different forms of worship in different religions. - Classify the horizontal and vertical relationship of worship practices.	- Examine the moral and spiritual importance of worship - Discuss confidently different forms of worship in different religions - Assess the importance of worship for individual and the society	- Appreciate the importance of worship in spiritual life - Respect the time for worship and show perfect commitment in worship activities - value other people's forms of worship	Meaning of worship and its etymology Worship in different religions (prayer and rituals practices) Worship as expression of commitment to one's belief Worship as a communication with the Supernatural Being Worship as activity of believers	Using various materials (textbooks, extracts from the Holy texts, internet), student teachers research on forms of worship in different religions establishing similarities and uniqueness. In groups student teacher share their worship practice, its importance for society and personal spiritual growth.
Assessment criteria: *Student teacher will be able to examine the importance of various worship practice in the society.*				
Links to other Subjects:				
Resources: *Internet, Religious books, Religious pamphlets, animates illustrations movies about worship practices*				

<table>
<tr><td colspan="2">Subject: Religious Education</td><td colspan="2">Year: I</td><td>Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 5: The influence of Christianity and Islam on African traditional religions</td><td>No. of periods: 20</td></tr>
<tr><td colspan="5">Key Unit competence: Assess the impact of Christianity and Islam to African traditional beliefs and cultural values</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Identify the cultural and religious patterns of African cultures

- Explain the consequences of encounter of Christianity and Islam with African traditional belief and Rwandan in particular</td><td>- Describe the traditional African values.

- Analyze deeply how Christianity and Islam have positively and negatively impacted African traditional beliefs and culture</td><td>- Appreciate the cultural heritage of African societies

- Appraise the contribution of Christianity and Islam is shaping African identity

- Show concern in protecting national and African legacy and identity while respecting others</td><td>African traditional cultures and values

Arrival of Christianity and Islam in Africa

Colonization of Africa and evangelization of Africa

Consequences of encounter of Western and African traditional belief

Christianity and Islam in Rwanda (exchanges of values and its consequences)</td><td>Student teachers discuss the cultural, social and religious changes that occurred with the encounter of the African cultures and western religions (Christianity and Islam).

Assess positive and negative impact of the encounter between Christianity and Islam with the African cultures with a particular attention to Rwanda case study.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers are able to assess the impact of Christianity and Islam to African traditional beliefs and cultural values</td></tr>
<tr><td colspan="5">Links to other Subjects: History and Citizenship.</td></tr>
<tr><td colspan="5">Resources: Internet, Religious books, Religious pamphlets, animates illustrations movies about worship practices</td></tr>
</table>

SUBJECT: RELIGIOUS EDUCATION		Year: I		Option: SSE
TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP		Sub Topic: Religious Doctrines		
Unit 6: The Rwandan traditional beliefs				No. of periods: 16
Key Unit competence: Evaluate the traditional beliefs of Rwandans in comparison with Christianity				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Describe the social, religious and cultural organization of traditional Rwanda. - Identify monotheistic features of traditional Rwanda - Explain with concrete examples the importance of taboos and rituals	- Explain the social, religious and cultural organizations of traditional Rwanda - Discuss the importance of taboos and rituals in traditional Rwanda - Contrast Christianity and Rwandan traditional beliefs	- Appreciate the cultural heritage as the basis for legacy and national identity - Respect and practice positive values inherited from Christianity	Social, cultural and political organizations of traditional Rwanda Religious practices and taboos in the ancient Rwanda Monotheistic features of Rwandan traditional belief Rwandan Traditional belief versus Christianity (consequences of the encounter)	Using various resources and cultural objects, student teachers investigate the social and cultural organization of traditional Rwanda. Assess the monotheistic features of Rwandan traditional belief in theory and practice (belief, rituals and taboos). Using extracts from holy scriptures and cultural documents, student teachers compare religious practices in Christianity and Rwandan traditional beliefs.
Assessment criteria: Student teachers are able to evaluate the Rwandan traditional beliefs in comparison with Christianity.				
Links to other Subjects :				
Resources: Internet, Religious books, pamphlets, animated illustrations, movies about worship practices.				

SUBJECT: RELIGIOUS EDUCATION		YEAR: I		OPTION: SSE
TOPIC AREA: Religious Teaching, Culture and Society		**Sub Topic: Peace and Society**		
Unit 7: Peace, Unity and Justice in the society				**No. of periods: 12**
Key Unit competence: Appreciate and show concern about the values of love, peace, unity, justice and reconciliation in the society				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Find out the various meaning of key concepts of peace, justice, love and unity, Gacaca, Genocide, and inner peace. Identify key features and procedures of Gacaca courts geared to promote peace, unity and Justice in Rwandan community after Genocide - Give reasons of necessity of peace and Justice in the society and ways of promoting then in the society	- Research on the peace and justice in the society and present data in scientifically - Discuss the necessity of peace and Justice in the society - Compare peace justice in the sacred texts and Justice and peace in human language	- Appreciate the importance of peace and Justice for individual and the society - Show concern on the promotion and re-establishment of peace and justice in his or her community. - Participate actively in the activities within the school and the community geared to promote and establish peace	Meaning of peace, unity and Justice and their interdependence Love, peace, Unity, and Justice in the Sacred texts (ancient and New Testament) Gacaca as a sign of restoring peace, justice and love among Rwandans after Genocide The concept of Inner peace Importance of Peace, Love and Justice	In groups and using various resources student teacher do research on the concepts of Love, Peace and Justice in the usual languages and in the sacred texts language presenting their finding with clear references. Make a scientific investigation on how Gacaca court is a sign of restoring peace, Justice and Love among Rwandans after Genocide against Tutsi. Discuss the necessity of inner peace and Justice in the society
Assessment criteria: Student teacher will be able to appreciate and show concern about the values of love, peace, unity, justice and reconciliation in the society				
Links to other Subjects:				
Resources: Internet, Religious books, Religious pamphlets, animates illustrations movies about worship practices				

5. 2 Year II Syllabus Units

5.2.1 Year II Key Units Competences

At the end of Year II of TTC the student teacher will be able to:

- Examine the influence of Abrahamic religious on the development of moral values
- Discuss the consequences of sins and practice of repentance in different religion
- Investigate different forms of prayer in different religions
- Analyze and prevent current social problems basing on positive values imbedded in religious teachings
- Value the religious and cultural feasts in Rwanda
- Assess the global and local efforts in the promotion of peace and justice

5.2.2 Syllabus Units for Year II

<table>
<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td colspan="2">Year: II</td><td>Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 1: Influence of Religious teaching in formation of values and laws</td><td>No. of periods:12</td></tr>
<tr><td colspan="5">Key Unit competence: Examine how Abrahamic religious doctrines influence the development of moral values.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td>Content</td><td>Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td></td><td></td></tr>
<tr><td>- Define the concepts value and law

-Identify various sources of values and laws

- Illustrate values from religious teachings.</td><td>- Explain the process of values and law formation.

- Distinguish values from laws.

- Assess the importance of values and laws in the society</td><td>-Appreciate the importance of the laws and values in the society

-Show concern for the promotion of peace and values in the society

-Appreciate the importance of religion in the formation and upholding values in the society</td><td>Meaning of values and laws

Sources of values and laws

Religious teachings as primary source of laws and values

Importance of values and laws in the society</td><td>Using various resources, research on the meaning of values and laws and their necessity in the society.

Discuss how religious teaching of Abrahamic religions have influenced the formation of values and laws in the society in the course of time basing on some extract passages from sacred texts.

Basing on their personal and individual values and principles, discuss the importance of values to the society and to individuals.</td></tr>
<tr><td colspan="5">Assessment criteria: student teachers will be able to examine the influence of Abrahamic religions in the formation of laws and values.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies</td></tr>
<tr><td colspan="5">Resources: Internet, Religious books, Religious pamphlets, animates illustrations movies on the topic</td></tr>
</table>

<table>
<tr><td colspan="3">SUBJECT: RELIGIOUS EDUCATION</td><td colspan="2">Year: II</td><td>Option: SSE</td></tr>
<tr><td colspan="3">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="5">Unit 2: Sin and repentance in religions</td><td>No. of periods:24</td></tr>
<tr><td colspan="6">Key Unit competence: Discuss the consequences of sins and practice of repentance in different religion</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2" colspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Explain the concept of sin in the salvation history of humanity according to the scriptures
- Categorize sins according to different religious teachings
- identify the consequences of sins on vertical and horizontal relationships.
- Explain the steps and forms of repentance and its effect for the believer.</td><td>- Analyze sin and its consequences to vertical and horizontal relationship with the creator.
- Confess sins respecting the steps for genuine repentance
- Discuss the effect of repentance to the life of a believer.</td><td>- show attitude of prudence and self-control.
- Repent frequently in order to re-establish the relationship with God and the neighbour
- Appreciate the value of repentance and forgiveness.
- Live peacefully with God and neighbours.</td><td>Meaning of a sin
Sin in history of believers
Categories of sins in different religious teachings
Consequences of sins
Repentance as wash away of sins
Forms of repentance in different religions
Steps of a true repentance
Effect of repentance</td><td colspan="2">Basing on their experience as believers discuss the meaning of sin, how it came in the human nature as well as its consequences on vertical and horizontal relationships.
Basing on the concrete examples, student teachers discuss different forms of repentance in various religions and its effect to individual life of believers and of the society in general.</td></tr>
<tr><td colspan="6">Assessment criteria: Student teachers are able to examine the consequences of sins and show an attitude of repentance and forgiveness in daily life.</td></tr>
<tr><td colspan="6">Links to other Subjects</td></tr>
<tr><td colspan="6">Resources: Internet, Religious books, Religious pamphlets, animates illustrations movies various forms of repentance</td></tr>
</table>

SUBJECT: RELIGIOUS EDUCATION		Year: II		Option: SSE
TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP		Sub Topic: Religious Doctrines		
Unit 3: The concept of prayer in different religions				No. of periods: 18
Key Unit competence: Investigate different forms of prayer in different religions				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Differentiate personal prayers from the community prayers. - Identify majors parts of the Lord's prayer - Describe different forms of prayer in different religious beliefs.	- Pray using self-composed prayers and community prayers. - Differentiate different ways of praying in different religious beliefs - Analyze prayers in psalms.	- Appreciate the importance of prayer in daily life - Adopt an attitude of praying daily using different forms of prayer in different circumstances. - Appreciate the richness of Psalms as prayers of invoking God in different circumstances. - Appreciate the diversity of forms of prayer in different religious groups.	Personal prayer Community prayer as expression of religious commitment Lord's prayer Prayer in psalms Forms of prayer in different religions Special prayers and their moments	In group, basing on their experience, discuss reasons for praying personally and as a group of believers. In groups, basing on the conditions for a genuine prayer, compose personal prayer appropriate to the chosen situations. Analyze the main parts of the Lord's prayer and why it is considered as the best prayer recommended by the Saviour.
Assessment criteria: *Student teachers are able to assess different forms of prayer in different religions.*				
Links to other Subjects				
Resources: *Internet, Religious books, Religious pamphlets, animates illustrations movies various forms of prayer*				

SUBJECT: RELIGIOUS EDUCATION		Year: II		Option: SSE
TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP		Sub Topic: Religious Doctrines		
Unit 4: Major social problems				No. of periods: 18
Key Unit competence: Analyze and prevent current social problems basing on positive values imbedded in religious teachings				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Explain the meaning of social problems. - Identify major social problems affecting humanity in the world and in Rwanda in particular. - Highlight the contribution of religious teaching on the solving social problems.	- Analyze major social problems that affect humanity in general and in Rwanda in particular. -Discuss consequences of social problems. - Suggest solutions to social problems that affect humanity in general	- show concern on social problems and take positive measures to solve and eradicate them. - Appreciate the importance of religious teaching and practices in solving and eradicating social problems.	Meaning of social problems Major social problems in the society and in Rwandan community in particular Consequences of social problems Religious teaching on social life to solve social problems (euthanasia, abortion, divorce, unemployment) Strategies to solve social problems specifically in Rwanda	Using various resources, student teachers research and discuss as well as present their findings on the current social problems that affect the world and Rwanda in particular and then propose solutions to them. Student teachers discuss the consequences of social problems and how different religious teachings and practices might prevent or solve them.
Assessment criteria: *Student teachers are able to suggest realistic measures to prevent social problems affecting humanity*				
Links to other Subjects: Social studies				
Resources: *Internet, Religious books, Religious pamphlets, animates illustrations on the social problems*				

<table>
<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td colspan="2">Year: II</td><td>Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 5: Religious and cultural festivals in Rwanda and their importance</td><td>No. of periods: 18</td></tr>
<tr><td colspan="5">Key Unit competence: Value the religious and cultural feasts in Rwanda</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Identify the social and cultural festivals and celebrations in Rwanda

- Distinguish the religious feasts recognized in Rwanda

- Find out the importance of festivals and celebrations in Rwandan culture</td><td>- Analyze the importance of festival and celebrations in Rwanda.
- Describe activities done during national festivals and their meaning
-Discuss the meaning of social and family festivals and their importance for social cohesion</td><td>- Appreciate the importance of festivals and celebrations in Rwandan society.
-Participate actively in the various festivals</td><td>Festivals and celebrations in Rwandan culture
Religious feasts in Rwanda
Cultural festivals
Family festivals and their importance
Importance of festivals in shaping Rwandan legacy, cultural and national identity</td><td>Basing on their experiences in the family, schools, churches and country, student teachers discuss the important cultural, religious and family festivals and their importance for the Rwandan community.
Role-play the celebration practices of given festivals.</td></tr>
<tr><td colspan="5">Assessment criteria: student teachers are able to appreciate and participate in religious and cultural festivals.</td></tr>
<tr><td colspan="5">Links to other Subjects</td></tr>
<tr><td colspan="5">Resources: Sacred books, internet, library, social science books.</td></tr>
</table>

<table>
<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td>Year: II</td><td colspan="2">Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 6: Justice and Peace</td><td>No. of periods: 18</td></tr>
<tr><td colspan="5">Key Unit competence: Assess the global and local efforts in the promotion of peace and justice</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Explain relationship between peace, laws and justice.

- Identify the conditions for sustainable peace in the society

- Find out the role of religion and Government in the promotion of sustainable peace and justice in the society

List activities that show the effort of Rwanda to promote peace and justice</td><td>- Explain concepts of peace and justice

-Discuss conditions for sustainable peace and justice in the society

- Debate on the role of religions and government on the promotion of sustainable peace and justice in the society</td><td>- Appreciate the importance of peace and values in society.

-Participate actively in the activities that promote peace and justice at school and in the society

- Observe his or her responsibilities in relation to promotion of peace and justice as well as the respect for human rights</td><td>Connectedness between Peace, Law and justice

Conditions for sustainable peace in the society (Human dignity and human rights; fundamentals of freedom, Good governance and democracy, rule of law and access to justice)

Nonviolence principle

Role of Religions and government in the promotion of sustainable peace and justice in the society

Rwanda's effort to promote peace and justice</td><td>Basing on their experiences in the family, schools, churches and country, student teachers discuss the connectedness between laws, Justice and peace.

Student teachers conduct research on the conditions of sustainable peace and then conduct open discussion as they note the key points

Student teachers gather relevant data and information and evaluate the Rwanda's efforts in the promotion of sustainable peace and justice</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers are able to clearly evaluate the efforts at global, national and local levels in the promotion of peace and justice</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies (Primary) History (TTC)</td></tr>
<tr><td colspan="5">Resources: Internet, social science books, government reports and policy documents related to peace and justice</td></tr>
</table>

5.3 Year III Syllabus Units

5.3.1 Year III Key Units Competences

At the end of Year III of TTC the student teacher will be able to:

- Appraise the moral and social values from the teachings of non-theistic beliefs
- Practice values and commitment to religious teaching in his or her daily life
- Appreciate the importance of human sexuality and family in God's plan
- Analyze the impact of science and technology on religious beliefs

5.3.2 Syllabus Units for Year III

<table>
<tr><td colspan="3">Subject: Religious Education</td><td>Year: III</td><td>Option: SSE</td></tr>
<tr><td colspan="3">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="2">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit1: Religious teaching of non-theistic beliefs</td><td>No. of periods: 24</td></tr>
<tr><td colspan="5">Key Unit competence: Appraise the moral and social values from the teachings of non-theistic beliefs</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Explain the meaning of Buddhism, Confucianism and Hinduism in their historical context.

- Highlight the fundamental religious teaching of Buddhism, Confucianism and Hinduism.

- Identify religious and moral values and practices of Buddhism, Confucianism and Hinduism</td><td>- Distinguish the fundamental teachings of Buddhism, Confucianism and Hinduism.

Discuss their spiritual practices on moral and social life.

- Assess the religious and moral practices of Buddhism, Confucianism and Hinduism</td><td>-Appreciate the moral and religious teaching of Buddhism, Confucianism and Hinduism.

-Adopt positive attitudes of meditation as a way of praying.</td><td>Origin of Buddhism

Fundamental teachings of Buddhism

Religious practices of Buddhists

Origin of Confucianism

Fundamental teachings of Confucianism

Origin of Hinduism

Fundamental teachings of Hinduism

Religious practices of Hindus</td><td>Conduct research on origin, history, life, teachings and religious practices of Buddhism, Confucianism and Hinduism using a variety of resources such as the Holy texts from various religions and internet.

Basing on some extract from the Holy texts, student teachers explore deeply practices and rituals Buddhist, Confucians and Hindu in order to identify similar beliefs.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers will be able to appraise the moral, social teachings and religious significance of non-theistic religions.</td></tr>
<tr><td colspan="5">Links to other subjects:</td></tr>
<tr><td colspan="5">Resources: Books about Hinduism, Confucianism and Buddhism, internet</td></tr>
</table>

SUBJECT: RELIGIOUS EDUCATION		Year: III		Option: SSE
TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP		Sub Topic: Religious Doctrines		
Unit 2: Values and Commitment to religious teaching				No. of periods: 12
Key Unit competence: Practice values and commitment to religious teaching in his or her daily life				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Distinguish the concepts stewardship and discipleship in religious beliefs. - Identify different values that are common to religious beliefs. - Identify individuals who performed extraordinary charitable activities in World and in Rwanda in Particular	- Practice discipleship and stewardship values in daily life as a believer. -Discus values that demonstrate perfect commitment to one's belief.	- Appreciate the importance of the values of discipleship and stewardship in the life the believer - Live values pertaining to the commitment in his/her personal belief.	Discipleship and stewardship Sharing with the poor Love of God and neighbour Humility of the heart Respect of others Self-control and purity of the Heart Responsibility Remarkable values of true and genuine Examples of some people who performed good works in Rwanda and in the world.	Basing on their experience and on the extracts from the sacred texts discuss the true discipleship and stewardship today as believers. Role-play the issues that hinder discipleship and stewardship in the society and in the church in general. Undertake positive actions to practice purity of the heart, self-control, humility and love of God and neighbour. Research on the people who performed charitable acts in the World and in Rwanda in particular
Assessment criteria: Student teacher will be able to appraise the right attitudes, behaviours and activities for a true and genuine believer.				
Links to other Subjects:				
Resources: *Sacred books, internet, library, social science books, animated illustrations, movies on the various charitable activities*				

<table>
<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td colspan="2">Year: III</td><td>Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS PRACTICES AND WORSHIP</td><td colspan="3">Sub Topic: Religious Doctrines</td></tr>
<tr><td colspan="4">Unit 3: Marriage celebrations in Rwandan culture and in different religions</td><td>No. of periods: 24</td></tr>
<tr><td colspan="5">Key Unit competence: Appreciate the importance of human sexuality and family in God plan</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Define the concepts of sexuality and marriage according to the divine law
- Discuss the steps leading to marriage and how it can be sustained</td><td>- Describe the relationship between human sexuality, marriage and God's plan for humanity.
- Explain human sexuality and the role of marriage.
- Analyze dangers in marriage and in families and propose solutions.</td><td>- Appreciate the gift of human sexuality, and the nature, purpose and ends of marriage.
- Practice self-control by avoiding sexual promiscuity and sexual deviations.</td><td>The meaning and the purpose of human sexuality.
Human sexuality theories.
Marriage according to teaching of different religions.
Marriage in Rwandan culture
Celebration of marriage.
Rights and duties of spouses.
Different kinds of marriage and their effect on society and human rights (monogamy, polygamy, polyandry).
-Issues associated with marriage and families (divorce, gender equity, etc.).</td><td>- Student teachers research the meaning and purpose of human sexuality and fundamental theories.
Group discussions and group presentations on human sexuality, the role of marriage, the responsibilities and duties of spouses.
Role-play depicting family problems, gender issues and myths about sexuality.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teachers are able to examine the purpose and effects of human sexuality, marriage and family.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies (primary) and History (TTC).</td></tr>
<tr><td colspan="5">Resources: Sacred books, internet, library, social science books, animated illustrations or movies on cultural and religious marriage</td></tr>
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<tr><td colspan="2">SUBJECT: RELIGIOUS EDUCATION</td><td>Year: III</td><td colspan="2">Option: SSE</td></tr>
<tr><td colspan="2">TOPIC AREA: RELIGIOUS TEACHING, CULTURE AND SOCIETY</td><td colspan="3">Sub Topic: Religion and social change</td></tr>
<tr><td colspan="4">Unit 4: Religion, science and technology</td><td>No. of periods: 12</td></tr>
<tr><td colspan="5">Key Unit competence: Analyze the impact of science and technology on religious belief</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- Define the concepts science and technology.

- Contrast the scientific and technological advancement on human life and religious teaching

-Identify the consequences of science and technology on social and moral life.

Discuss the importance of science and technology.</td><td>- Assess the consequences of scientific and technological advancement to social and moral life.

- Discuss the importance of science and technology.

- Criticize the scientific and technological advancement on human dignity and religious teachings</td><td>- Appreciate the importance of science and technology in human life.

Show concern on the promotion and the wellbeing of human dignity.

Use efficiently the technological devices for the promotion of human dignity.</td><td>Meaning of science and technology

Controversy on scientific and technological advancement on human life and religious teachings (creation in vitro, robotic fabrications, contraceptives, …)

Consequences of science and technology on social and moral life.

Importance of science and technology to Religion</td><td>Conduct research on the meaning of science and technology, their advancement in the course of time as well as its importance to religion and in daily life.

Group discussion on the impact of technological and scientific advancement on human life and religious teaching and then infer relevant conclusions.</td></tr>
<tr><td colspan="5">Assessment criteria: Student teacher will be able to analyze critically the impact of science and technology on moral and spiritual life.</td></tr>
<tr><td colspan="5">Links to another Subject.</td></tr>
<tr><td colspan="5">Resources: Sacred books, internet, library, social science books, animated illustrations or movies on the topic</td></tr>
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6. REFERENCES

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7. ANNEXES

7.1. Overview TTCs religious education

Topic area	Sub-topic area	Competences		
		Year I	**Year II**	**Year III**
RELIGIOUS PRACTICES AND WORSHIP	**Religious Doctrines**	Appraise the importance of religion in shaping person's and societal values.	Investigate how mosaic religious doctrines influence the development of moral values.	Explore and examine various non-theistic beliefs (Buddhism, Hinduism and Confucianism) in order to appreciate their moral teachings on human behaviour
		Explore and examine various theistic (Judaism, Islam and Christianity) beliefs in order to appreciate their religious teaching on different themes	Explore the consequences of sins as highlighted in different religions and adopt attitudes of repentance to maintain relationship with Creature	Appraise the moral and social values from the teachings of non-theistic religions and their impact on the society self-control, sharing, Love, humility, respect, empathy, forgiveness and responsibility as human and a believer.
	Prayer	Appreciate importance of prayer in human life	Appraise different forms of prayer in different religions	
	Worship	Investigate various forms of worship in different religions	Manifest an positive attitudes as a fruit repentance and worship	
Religious teaching, culture and Society	**Religion and social change**	Analyze the influence of Christianity and Islam on African traditional religions and on Rwanda traditional belief in general	Analyze and prevent current social problems basing positive values imbedded in religious teachings	Appreciate the gif of human sexuality taking moral and responsible decisions in life. Analyze the impact of Science and technology on moral and spiritual behaviours in the society.
	Feasts and celebrations	Evaluate the Rwandan traditional belief and their practices in shaping Cultural identity	Appraise the major religious and cultural feasts in Rwanda and their importance	
	Peace and Society	Appreciate and show concern about the values of Love, peace, Unity and reconciliation in the society	Explore the efforts in promoting values of Justice and peace in the world and Rwanda in particular	

7.2. TTC Subjects and their weekly time allocation

SN	Subject	Number of Periods								Number of Syllabi
		ECLPE		SSE		SME		LE		
		Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	
1	Foundations of Education	6	6	6	5	6	5	6	5	1
2	English	5	5	5	4	5	4	7	7	3
3	Kinyarwanda	5	5	2	2	2	2	5	6	3
4	Mathematics	3	3	3	3	6	6	2	2	3
5	Integrated Science	4	4	1	1	11	0	1	1	3
6	Physics	0	0	0	0	5	5	0	0	1
7	Biology	0	0	0	0	5	5	0	0	1
8	Chemistry	0	0	0	0	5	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	0	0	0	1
11	Geography	0	0	0	5	0	0	0	0	1
12	Economics	0	0	0	5	0	0	0	0	1
13	Creative Performance	4	4	0	4	2	2	4	4	2
14	Physical Education	1	1	2	1	1	1	1	1	1
15	Entrepreneurship	2	2	2	2	2	2	2	2	1
16	ICT	2	2	2	2	2	2	2	2	1
17	TMP	7	7	4	4	6	4	4	4	11
18	SNE	2	2	2	2	2	2	2	2	1
19	Religious Education	1	1	4	3	1	1	1	1	2
20	French	4	4	2	2	2	2	7	7	3
21	Kiswahili	1	1	1	1	1	1	5	5	2
22	Co-Curricular	1	1	1	1	1	1	1	1	0
23	Individual Study	8	8	8	8	8	8	8	8	0
24	School Attachment	Year 3 (First term)								
	TOTAL	60	60	60	60	60	60	60	60	46