Social Studies and Religious Education

SYLLABUS FOR

UPPER PRIMARY (P4-P6)

KIGALI, 2026

Experimental version

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FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the Upper Primary Social Studies and Religious Education syllabus (P4–P6). This syllabus serves as an official guide to competence-based teaching and learning, providing coherence and consistency in the delivery of quality basic education across the country. Developed through the collective expertise of subject specialists, educators, and curriculum developers, it stands as a key resource in advancing the Competence-Based Curriculum (CBC) and reflects Rwanda's continued commitment to nurturing knowledge, skills, values, and positive attitudes among learners.

Quality basic education is the foundation for Rwanda's sustainable development and prosperity. In line with the country's education philosophy, this syllabus emphasizes critical thinking, creativity, inclusiveness, and holistic learner development. It seeks to empower young people with the competencies necessary to achieve their full potential, equipping them with relevant knowledge, practical skills, and the right attitudes and values to integrate effectively into society and seize employment opportunities in a competitive world.

Anchored in Rwanda Vision 2050 and the National Strategy for Transformation (NST2), this syllabus supports the nation's goal of building a knowledge-based economy driven by innovation, resilience, and global competitiveness. It prioritizes learner-centred pedagogy, active learning, and the practical application of knowledge to prepare pupils not only for academic success but also to become responsible, ethical, and productive citizens capable of contributing to Rwanda's continued transformation.

This syllabus reflects our determination to equip learners with 21st-century skills, foster innovation, and instill values of integrity, social responsibility, and lifelong learning. Its success depends largely on the dedication and professionalism of teachers and school leaders. We therefore call upon all educators to embrace the approaches, methodologies, and assessment strategies outlined herein with commitment and passion, transforming classrooms into dynamic spaces of curiosity, creativity, and inspiration.

On behalf of REB, I extend my heartfelt appreciation to all who contributed to the development of this syllabus. Your expertise and dedication have been instrumental in shaping a curriculum that responds to the needs of our learners and supports.

Rwanda's national aspirations. Together, we can ensure that education continues to be a powerful driver of our nation's development and prosperity.

Dr. MBARUSHIMANA Nelson

Director General, REB

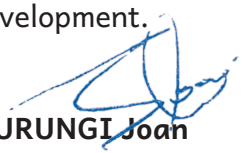
ACKNOWLEDGEMENT

The development of this syllabus has been a collective effort that reflects the dedication, expertise, and commitment of many stakeholders. On behalf of the Curriculum, Teaching and Learning Resources Department of the Rwanda Basic Education Board (REB), I wish to express my deepest appreciation to all who contributed to the successful preparation of this Upper Primary Social Studies and Religious Education syllabus (P4–P6).

Special thanks go to the subject experts, curriculum developers, teachers, and education partners whose insights, feedback, and professional contributions have been invaluable in shaping this syllabus. Your collaboration has ensured that the syllabus is not only aligned with Rwanda's Competence-Based Curriculum but also responsive to the aspirations of Vision 2050 and the National Strategy for Transformation (NST2).

We also acknowledge the invaluable support of development partners and education stakeholders who have consistently provided technical assistance in curriculum adaptation. Your partnership has greatly contributed to strengthening the quality of Rwanda's education system.

Finally, we call upon teachers, school leaders, and all education practitioners to use this syllabus with commitment and professionalism, ensuring that classrooms become vibrant learning environments that nurture knowledge, skills, values, and positive attitudes among learners. Through your dedication, this syllabus will fulfil its purpose of empowering learners to realize their full potential and contribute meaningfully to Rwanda's sustainable development.



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1. GENERAL INTRODUCTION

1.1 Background to the syllabus adaptation

The adaptation of the Social Studies and Religious Education (SSRE) syllabus for Upper Primary reflects Rwanda's ongoing commitment to strengthening the Competence-Based Curriculum (CBC), first rolled out in 2015. Continuous feedback from teachers, school leaders, and education partners highlighted the need for improvements in content delivery, time allocation, and responsiveness to learner needs.

This second edition incorporates the Ministerial directive to harmonize school hours to five per day and 33 weeks of learning annually and ensures greater coherence, inclusiveness, and alignment with national priorities such as *Vision 2050* and the *National Strategy for Transformation (NST2)*, which emphasize a knowledge-based economy, responsible citizenship, and sustainable development.

SSRE integrates social, cultural, civic, and spiritual dimensions of learning. It explores the learner's environment, human relationships, ethical values, and religious understanding, while reflecting Rwanda's cultural diversity and the evolving global context. Through this subject, pupils acquire knowledge, skills, attitudes, and values that prepare them to address real-life challenges, make sound judgments, and grow into responsible, productive citizens.

2. TEACHING AND LEARNING SOCIAL AND RELIGIOUS EDUCATION

2.1. Rationale of Teaching and Learning Social and Religious Studies

Social Studies and Religious Education (SSRE) is essential in nurturing well-rounded learners who understand their society, cultural diversity, and spiritual values. It promotes ethical conduct, respect for others, and harmonious coexistence, thereby strengthening unity and peace.

By studying SSRE, learners develop the competences needed to make informed decisions, appreciate moral and spiritual beliefs, and contribute to social cohesion. The subject also empowers learners to play an active role in national development by fostering responsibility, tolerance, and positive attitudes that align with Rwanda's vision of building a peaceful and inclusive society.

i. Social Studies and Religious Education and Society

Social Studies and Religious Education (SSRE) equips learners with knowledge of Rwanda's history, culture, societal norms, civic responsibilities, and diverse religious traditions. It fosters understanding, tolerance, and respect for diversity, which are essential for peaceful coexistence, social cohesion, and the strengthening of national identity.

ii. Social Studies and Religious Education and Pupil

For pupils, SSRE develops critical thinking, empathy, and moral reasoning. It encourages self-reflection, builds confidence, and shapes ethical behaviour. Through this subject, learners strengthen their identity, values, and sense of responsibility, preparing them for lifelong learning and meaningful participation in society.

2.2. Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a task successfully. In this syllabus, competences reflect a holistic blend of these elements, enabling learners to apply them confidently and appropriately in diverse real-life situations.

By acquiring these competences, learners become better equipped to handle challenges, make informed decisions, act responsibly, and contribute positively as active members of society. The competences are embedded in the broad subject competences, yearly objectives, and unit-specific learning comptencies. Both generic competences and basic competences must be emphasized and consistently reflected in the teaching and learning process.

Teachers are encouraged to design learning experiences that engage learners in meaningful tasks, allowing them to practice and demonstrate competences both during and at the end of the learning process.

i. Generic competences

- • **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.
- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.
- **Research**: This will help learners acquire the ability to gather, analyze, and interpret information from a variety of sources, including community elders, religious texts, and cultural traditions. This competence enables them to solve problems related to morality, cultural values, technologies, and everyday behaviors based on informed and ethical principles.
- **Communication in official languages:** Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction. This will help learners develop the capacity to communicate clearly, confidently, and respectfully in both spoken and written forms. By using appropriate vocabulary

and structures in social, economic, political, religious, and cultural contexts, they engage in meaningful dialogue, debates, and discussions that promote coherent and logical exchange of ideas.

- **Cooperation, interpersonal management and life skills:** This competence helps learners to work collaboratively with others, respect diverse opinions, and demonstrate empathy in group tasks. It also cultivates positive moral values, responsibility, and participation in practical activities such as environmental protection, health promotion, community service and responding creatively to the variety of challenges encountered in life..
- **Lifelong learning**: Learners cultivate curiosity and adaptability by linking classroom knowledge to real-life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

ii. Social Studies and Religious Education broad competences

At the end of the Upper Primary level, the learners should be able to;

- **Understanding society and citizenship:** Learners acquire knowledge of Rwanda's history, culture, and civic responsibilities, which fosters a sense of identity and active citizenship committed to peace, unity, and national development.
- **Moral and ethical values:** SSRE nurtures values such as honesty, respect, justice, and responsibility, helping learners make sound moral decisions that guide their behavior in everyday life.
- **Respect for cultural and religious diversity: Learners are guided to appreciate and respect different cu**ltural traditions and religious beliefs, thereby promoting tolerance, inclusivity, and peaceful coexistence in society.
- **Social responsibility and community engagement:** Through SSRE , learners develop a spirit of service and responsibility by participating in school and community projects, cultivating commitment to the welfare of others and the common good.

- **Personal development and self-identity:** Learners build self-awareness, confidence, and positive attitudes that enable them to set goals, manage emotions, and establish healthy relationships that contribute to holistic growth.
- **Show a good relationship with fellow human beings and with God:** Learners cultivate respect, kindness, and cooperation in their interactions with others, while also nurturing a personal relationship with God through prayer, worship, and living according to religious teachings.
- **Respect and care for God's creation:** Learners recognize the sacredness of nature and commit to protecting the environment, animals, and natural resources as part of their moral and spiritual duty.
- **Manifest positive values in society based on religious teachings:** Learners practice virtues such as honesty, humility, forgiveness, and generosity in their daily lives, becoming role models who uphold the values taught by their faith for the well-being of society.

iii. Social Studies and Religious Education and Developing Competences

National policies highlight the need to develop competences that foster higher-order thinking and guide learners to become responsible, virtuous, and engaged citizens. These competences are built through interactive activities such as discussions, group work, presentations, role-plays, case studies, and practical problem-solving.

Through Social Studies, learners acquire critical thinking, analytical skills, observation, research, communication, interpersonal awareness, intercultural understanding, and cooperation. These skills enable them to navigate challenges, participate responsibly in society, and express ideas, argue, and debate logically and respectfully.

Religious Education encourages learners to explore diverse religions, beliefs, and values while reflecting on their own spiritual questions. It develops their ability to analyze, interpret, evaluate, and communicate on issues of truth, faith, ethics, and moral reasoning, including understanding ethical principles and the effects of social, economic, and political changes on moral decisions.

2.3 Values

Values are enduring beliefs, principles, and dispositions that influence how individuals think, feel, make decisions, interact with others, and apply knowledge, skills and attitudes in different situations. Within the Competence-Based Curriculum, values provide the ethical, social and cultural foundation for learning and responsible citizenship. The Rwanda Curriculum Framework recognizes two complementary categories of values: Curriculum Values, which guide the philosophy, design and implementation of education and Basic Values, which represent the moral, civic, and character attributes that learners are expected to internalize and demonstrate in their daily lives. Together, these values shape the development of competent, responsible, self-reliant, and socially engaged citizens.

2.3.1 Curriculum values

- **Excellence**: Striving for the highest standards in learning, behaviour, and performance by consistently producing quality work, using feedback for improvement and taking pride in achievement. It is reflected in accuracy, continuous growth and encouraging excellence in others (Pupils practise movements repeatedly to improve their running, jumping, balancing, throwing and catching skills. They celebrate personal improvement rather than winning only).
- **Aspiration and optimism**: Believing in one's potential and pursuing ambitious goals with confidence, perseverance, and a positive outlook. It involves viewing challenges as opportunities for growth and inspiring hope in oneself and others (Pupils are encouraged to try new physical activities with confidence, complete simple movement challenges, and believe they can improve through practice.)
- **Equity and inclusiveness**: Valuing the dignity and worth of every individual by promoting fairness, equal participation, and opportunities for all. It is demonstrated through respect for diversity, support for others, and opposition to discrimination and exclusion (Every pupil participates in games regardless of gender, ability or background. Teachers adapt activities so that all children can play safely and successfully).

- **Openness and transparency**: Acting honestly, ethically, and accountably while fostering trust and participation. It is reflected in clear communication, responsible decision-making, openness to feedback, and fairness in interactions with others (Pupils follow game rules honestly, admit mistakes, wait for their turn, and accept results fairly during play)
- **Importance of family, Rwandan culture and heritage**: Recognizing the role of family, culture, and heritage in shaping identity, values, learning, and social development. It is demonstrated through respect for family relationships, participation in community life, and appreciation of cultural traditions and responsibilities (Pupils participate in traditional Rwandan games, songs, dances and simple cultural movement activities while appreciating their cultural identity).
- **Learner-centredness:** Placing learners at the heart of education by recognizing their needs, interests, abilities, and experiences while promoting active engagement and ownership of learning. It is reflected in inclusive, supportive learning environments where learners participate, explore, collaborate, reflect, and take responsibility for their learning (Pupils actively explore movement through play, make simple choices during games, solve movement challenges, and learn through active participation).

2.3.2 Basic Values

- **Dignity and integrity**: Upholding self-worth and acting consistently according to moral and ethical principles. It is demonstrated through honesty, responsibility, respect for self and others, and doing what is right even when unsupervised (Pupils respect themselves and others, use equipment responsibly, avoid cheating, and play fairly).
- **Self-reliance**: Taking responsibility for one's learning, decisions, and wellbeing through initiative, confidence, and independent action. It involves solving problems, managing resources effectively, and making informed choices (Pupils organize their own equipment, dress appropriately for physical activities, and perform simple exercises independently).

- **National and cultural identity**: Appreciating and promoting Rwanda's heritage, values, language, traditions, and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions, and commitment to unity and social cohesion (Pupils appreciate Rwandan traditional games, songs and physical activities that promote national pride and unity).
- **Peace and tolerance**: Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence (Pupils cooperate, share equipment, resolve disagreements peacefully, and encourage classmates during games).
- **Justice**: Promoting fairness, equity, and respect for rules, rights, and responsibilities. It is reflected in impartial decision-making, ethical judgement, consistent application of rules, and opposition to unfair treatment (Pupils respect game rules, take turns fairly, and accept decisions made by teachers or referees).
- **Respect for others and human rights**: Recognizing and upholding the dignity, rights, and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others (Pupils use kind language, avoid pushing or hurting others, include everyone in activities, and respect differences).
- **Solidarity and democracy**: Working collaboratively for the common good while respecting participation, shared responsibility, and collective decision-making. It is reflected in teamwork, community service, social responsibility, and respect for diverse views (Pupils work together in pairs and groups, help teammates, share responsibilities, and make simple group decisions during games).
- **Patriotism**: Demonstrating love, loyalty, and commitment to the wellbeing and development of Rwanda. It is expressed through civic responsibility, community participation, promotion of national unity, and positive representation of the country (Pupils participate enthusiastically in school sports activities, respect the national flag and anthem during sports events, and care for school facilities).

- **Hard work**: Applying consistent effort, diligence, and responsibility in pursuing goals and fulfilling duties. It is demonstrated through persistence, productive use of time, initiative, and commitment to quality outcomes (Pupils complete physical tasks with effort, practise regularly, and continue trying even when activities are difficult).
- **Commitment and resilience**: Remaining dedicated to goals and continuing to make progress despite difficulties and setbacks. It is reflected in perseverance, adaptability, learning from mistakes, emotional self-control, and determination to succeed (Pupils continue practicing after making mistakes, complete activities without giving up, and encourage others to persevere).

3. PEDAGOGICAL APPROACH

The pedagogical approach in Social Studies and Religious Education under the CBC emphasizes learner-centered, participatory, and inclusive methods that develop knowledge, skills, values, and competences for responsible citizenship. Teaching is interactive and active, engaging learners through debates, discussions, role-plays, storytelling, field visits, projects, research, case studies, and reflective activities. These approaches ensure that learning is enjoyable, personalized, and connected to real-life situations, while also fostering critical thinking, moral reasoning, and problem-solving.

a. Role of the Teacher

Teachers act as facilitators and guides, shifting away from traditional rote instruction. They organize learners individually, in pairs, or in groups, and design purposeful tasks that promote inquiry, collaboration, and autonomy. Teachers apply pedagogical principles of progression—moving from simple to complex, concrete to abstract, and from learners' experiences to broader knowledge rooted in social, moral, and religious contexts. They integrate cross-cutting issues such as peace, gender equality, environmental conservation, health, and cultural values, while ensuring sensitivity to learners' diverse backgrounds. In Religious Education, teachers adopt an inclusive

approach by presenting different faiths objectively, encouraging respect, understanding of diverse beliefs, and appreciation of moral and spiritual values.

b. Role of the Learner

Learners are active participants and co-creators of knowledge. They engage in inquiry, debates, problem-solving, and group collaboration while drawing connections between personal experiences, social realities, and religious teachings. Through these activities, learners develop critical thinking, communication, respect for diversity, moral responsibility, and the ability to apply knowledge in everyday life and societal challenges.

c. Inclusive and Special Needs Education

In line with Rwanda's inclusive education policy, all learners regardless of ability have the right to access quality education. Teachers adapt teaching methods, materials, and assessment strategies to meet diverse needs, including those of learners with disabilities. Differentiated instruction, assistive technologies, peer support, and individualized approaches are used to ensure equitable participation and achievement of learning outcomes. This inclusive approach recognizes learners' varied paces, experiences, and abilities, creating an environment where every learner can thrive.

4. ASSESSMENT APPROACH

Assessment within the CBC is a fundamental component of the teaching and learning process. It is designed to evaluate learners' progress across knowledge, skills, attitudes, and values, while simultaneously supporting continuous learning and development. Unlike traditional models, CBC assessment emphasizes real-life problem-solving, requiring learners to apply acquired competences to complex, everyday situations.

Assessment entails the systematic collection and interpretation of evidence to measure learner performance against established standards. Beyond measuring achievement, it informs instructional improvement and provides constructive feedback to learners, parents, and educators, thereby fostering accountability and guiding educational decision-making.

a. Levels of assessment across terms and national examinations

To provide a comprehensive picture of learner achievement and development, assessment is conducted at multiple levels:

(i) **Diagnostic**: Conducted before instruction to identify learners' prior knowledge and skills; administered at the beginning of a unit or lesson to guide teaching.

(ii) **Formative / Continuous**: Carried out during the learning process to track progress and provide feedback; implemented continuously through quizzes, projects, class activities, and teacher observations.

(iii) **Summative assessment:**

- **End Term I:** Administered after instruction to evaluate learners' achievement of Term I content; conducted at the end of the first term as a school-based assessment.
- **End Term II:** District-coordinated assessment designed to measure achievement of Term II content; developed by schools and quality-checked at district level.
- **End Term III:** National assessment to evaluate mastery of the entire year's content; prepared, set, and moderated by NESA at the end of the third term.
- **National Examinations (NESA):** High-stakes assessments for certification, selection, and accountability; administered nationally at the end of key education cycles (P6, S3, S6) under NESA's authority. This examination integrates objective questions, structured responses, and applied tasks aligned with CBC principles to holistically measure learner achievement.

Average scores from school, district, and comprehensive summative assessments will be weighted and included in the final national examination grade, initially contributing **10%**, with the percentage gradually increasing as teachers gain experience and confidence in assessment practices.

b. Record keeping

Accurate record keeping is essential for monitoring learner progress and informing instructional decisions. Teachers use tools such as portfolios, checklists, and report books to collect evidence of learning. Portfolios include samples of learners' work, test results, projects, and self-reflections, serving as both a record of achievement and a diagnostic tool for guiding remedial action. These records provide data for feedback to learners, teachers, and parents, and contribute to final evaluations.

c. Item writing in summative assessment

Summative assessment items must be valid, fair, reliable, and aligned with CBC principles. They should test a range of competencies, including knowledge recall, application, analysis, and values integration, while reflecting real-life contexts. Item writers follow a structured process that involves:

- 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.
- Preparing a test blueprint or table of specifications;
- Using verbs that require higher-order thinking beyond memorization;
- Applying transparent and consistent marking schemes.

Greater weight is given to higher-order cognitive skills as stated in the syllabus.

d. Structure and format of national examinations

At the completion of primary education, learners undertake a national examination designed to evaluate literacy, numeracy, and competences in core subjects. For Social Studies and Religious Education, a single combined paper

is administered, integrating both subject areas. The examination employs a variety of item types—such as objective questions, structured responses, and applied tasks—intended to holistically assess both subject knowledge and broader CBC competencies.

e. Reporting to parents

Regular communication with parents is an essential component of the CBC. This is achieved through progress reports, parent–teacher meetings, and school community activities. Since the CBC emphasizes a wide range of learning outcomes: knowledge, skills, attitudes, and competences—a single mark is insufficient to capture learner progress. Effective reporting should highlight areas where learners are excelling as well as those requiring improvement. Using descriptive feedback or simple rating scales (e.g., meeting expectations very well, meeting expectations, not meeting expectations) across knowledge, subject-specific skills, and competences provides a clearer and more comprehensive picture than numerical grades alone. This approach fosters meaningful parental involvement and supports learners' continued growth.

5. RESOURCES

The effective implementation of the Social Studies and Religious Education syllabus requires the provision and utilization of appropriate resources. These resources include both teaching and learning materials and qualified human personnel, without which the delivery of the syllabus would be ineffective.

a. Materials needed for implementation of this syllabus

A variety of materials are essential to facilitate teaching and learning processes in Social and Religious Education. These materials provide learners with practical experiences, stimulate critical thinking, and foster the acquisition of competences. They include:

- **Textbooks and reference materials:** Up-to-date textbooks, teacher's guides, learner's books, dictionaries, and foundational religious texts such as the Bible, the Qur'an, and other relevant doctrinal sources.

- **Teaching and learning aids:** Visual aids such as charts, posters, flashcards, diagrams, maps, and models; audio-visual aids including projectors, radios, and videos; and digital resources such as e-books, educational websites, and online learning platforms that enhance conceptual understanding.
- **Classroom materials**: Chalkboards/whiteboards, flip charts, markers, and stationery to support daily classroom instruction.
- **Library and resource centre materials**: Access to a well-equipped library with supplementary reading materials, journals, and reference documents on history, culture, ethics, and religion.
- **Field visit resources**: Materials to support educational tours and fieldwork, such as journals, notebooks, and logistical support, since field visits and community interactions are integral to experiential learning in this subject.
- **Community and cultural resources**: Access to local leaders, religious institutions, museums, cultural heritage sites and genocide memorial sites that provide learners with real-life exposure to the values and practices being studied.
- **Assessment tools**: Rubrics, checklists, portfolios, and test materials are necessary to support continuous and summative assessment in line with the competence-based approach.

These resources should be adapted to the learners' context, ensuring inclusivity and accessibility for learners with special educational needs.

b. Human Resources

The successful implementation of this syllabus relies heavily on qualified, competent, and motivated human resources. The following are key personnel required:

- **Teachers:** Professional and well-trained teachers with subject expertise and strong pedagogical skills in learner-centered, participatory, and inclusive methods. Teachers should model integrity, tolerance, respect, and responsibility, and apply effective assessment strategies.
- **Community resource persons:** Religious leaders, cultural leaders, and professionals from different sectors who can be invited as guest speakers, mentors, or facilitators to enrich classroom learning with practical, authentic perspectives and contextual insights.

- **Parents and guardians:** Partners in education who provide moral support, monitor learner progress, and collaborate with teachers to reinforce values, attitudes, and competences at home, thereby ensuring holistic learner development.

Effective collaboration among these stakeholders fosters an enabling learning environment, equipping learners not only with academic knowledge but also with values and competences required for responsible citizenship, ethical conduct, and social harmony.

c. Skills Required for the Teacher of Social and Religious Education

Effective teaching of Social and Religious Education requires teachers to possess a broad set of professional, pedagogical, and interpersonal skills. These competencies enable them to deliver accurate subject content, promote values and attitudes, and foster holistic learner development in line with the Competence-Based Curriculum. The essential skills include:

a). Subject matter expertise

- Strong mastery of social studies, religious doctrines, ethics, and cultural practices to ensure accurate and comprehensive content delivery.
- Ability to make meaningful connections between Social and Religious Education and other disciplines, linking classroom learning to real-life contexts.

b). Pedagogical and instructional skills

- Capacity to design and implement learner-centered, participatory, and inclusive lessons using debates, role-plays, storytelling, projects, and discussions.
- Competence in integrating cross-cutting issues such as peace, gender, human rights, and environmental sustainability.

- Creativity and innovation in developing and applying diverse teaching resources, including ICT tools, realia, and community-based materials.
- Ability to adjust instruction to learners' levels, ensuring inclusivity and engagement for all.

c). Assessment skills

- Proficiency in designing and applying formative and summative assessments aligned with curriculum competencies.
- Effective use of rubrics, portfolios, checklists, and performance tasks to monitor knowledge, skills, and values acquisition.
- Skill in giving constructive feedback that motivates learners and guides improvement.

d). Classroom management and facilitation

- Ability to establish a respectful, safe, and inclusive learning environment that promotes tolerance and values diversity.
- Proficiency in managing group work, discussions, and collaborative learning activities.
- Sensitivity and neutrality in addressing religious, ethical, and cultural issues.

e). Communication and interpersonal skills

- Strong oral and written communication to simplify complex ideas, stimulate dialogue, and foster critical reflection.
- Active listening and empathy to respond effectively to learners' academic and personal needs.
- Collaboration with colleagues, parents, school leaders, and community stakeholders to support holistic learner growth.

f). Guidance and counseling skills

- Ability to provide moral, spiritual, and emotional guidance to learners, supporting their ethical development and social well-being.
- Demonstrating passion, impartiality, and genuine care for children in the teaching and learning process.

g). Professional and ethical competence

- Commitment to continuous professional development through reflective practice, training, and peer collaboration.
- Integrity, impartiality, and ethical conduct, serving as a role model for learners.
- Capacity to balance academic instruction with the cultivation of values and responsible citizenship.

h). Research and innovation skills

- Engagement in reflective practice and classroom-based research to improve teaching and learning.
- Adaptation of innovative approaches and ICT tools to enhance learner participation.
- Ability to contextualize global knowledge within Rwanda's socio-cultural and religious environment.

6. SYLLABUS UNITS

a. Presentation of the structure of the syllabus

The Social Studies and Religious Education syllabus is designed as a single, integrated syllabus implemented uniformly across all grades. Its structure follows a logical progression that ensures clarity, consistency, and alignment with the Competence-Based Curriculum approach.

At each grade level, the syllabus is organized into **Topic Areas**, which are further broken down into **Sub-Topic Areas**. Each Sub-Topic Area is composed of **Units**, and every unit is characterized by the following features:

1. **Alignment with Lessons**: Each unit corresponds to a specified number of lessons, ensuring effective time allocation and instructional planning.
2. **Key Unit Competence**: Every unit is built around a *Key Unit Competence* that guides all teaching and learning activities. This competence represents the overall learning goal to be achieved by both teacher and learners.
3. **Learning Objectives**: Each key unit competence is translated into specific learning objectives, categorized as follows:
   - **Type I (Knowledge and Understanding):** Focused on foundational knowledge and comprehension, often referred to as Lower Order Thinking Skills (LOTS).
   - **Type II and Type III (Skills, Attitudes, and Values):** Aimed at developing practical skills, critical thinking, ethical values, and positive attitudes. These objectives, known as Higher Order Thinking Skills (HOTS), form the core focus of the adapted Competence-Based Curriculum.
4. **Content Specification:** Each unit outlines the scope of content to be taught and learned, ensuring that teachers and learners work within the boundaries set by the stated learning objectives.

6.1 SOCIAL STUDIES

6.1.1 SYLLABUS UNITS FOR GRADE FOUR/P4

6.1.2 General 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.
- Adopt good behaviours everywhere;
- Strive for the family's wellbeing;
- Understand the economy of his or her home;
- Acquire knowledge in Citizenship, Geography and History
- Adopt a culture of respecting God's Commandments and other regulations in his/her community.
- Show a better understanding of Christian and Islamic faith.
- Identify values embedded in the Bible and the Qur'an.

TOPIC AREA: COMMUNITY	SUB-TOPIC AREA: OUR DISTRICT	
P4 SOCIAL STUDIES	Unit 1: Socio-economic activities in our district	No. of periods: 13

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**		
– Locate his/her District on the provincial and Rwandan maps. – Identify social – economic activities of his/her district.	– Describe the location of his/her district on the provincial and Rwandan maps	– Acknowledge the importance of social economic activities in his/her district. – Respect work as a source of income.	– -Identification of our district and its location on the map of Rwanda. – -Socio-economic activities in our district (Agriculture, Fishing, crafts, pottery Tourism, Trade, Employment etc.)	– Draw individually the map of his/her district and interpret it to fellow pupils. – Pupils will discuss social economic activities and share their findings to the whole class.

	– Analyse different economic activities carried out in his/ her district in comparison with her/his neighbouring districts. – State how Socio economic activities contribute to the development of the district – Explain the importance of Socio- economic activities in the development of the district.		– Socio-economic activities in their neighbouring districts. – Comparison of economic activities in our district and neighbouring districts – Importance of Socio- economic activities in our district	– Pupils will investigate why social economic activities carried out may vary or not from district to district, then present their findings to the class then present their findings to the class.

Links to other subjects: Map work (geography), economic activities (Economy).

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners develop the ability to analyse socio-economic activities carried out in their district and neighbouring districts, identify challenges affecting these activities, compare different economic activities, and suggest possible solutions for improving people's livelihoods and sustainable development.
- **Creativity and Innovation:** Learners develop creativity by suggesting new ideas and practical ways of improving socio-economic activities in their district, such as improving agriculture, trade, tourism, small businesses, and other income-generating activities. They learn to think of innovative solutions to local economic challenges.
- **Research Skills:** Learners develop research skills by collecting information about their district, its location, population activities, and economic practices through maps, observation, interviews with community members, and other sources of information. They learn how to organize, analyse, and present collected information.

Basic values:

- **Dignity and Integrity:** Learners develop dignity and integrity by appreciating the importance of honest work, responsible participation in socio-economic activities, and ethical behaviour when using community resources. They learn to respect themselves, others, and the contributions of different people in their district.
- **Self-reliance:** Learners develop self-reliance by understanding the importance of using available resources and skills to improve their lives and contribute to the development of their district. They learn that individuals and communities can create opportunities through productive activities.
- **National and Cultural Identity:** Learners strengthen their national and cultural identity by learning about the socio-economic activities practiced in their district and other parts of Rwanda. They appreciate local traditions, occupations, and ways of life that contribute to Rwanda's development.

Cross cutting issues:

- **Environment and Sustainability:** Learners understand the relationship between socio-economic activities and environmental protection. They discuss how activities such as agriculture, trade, industries, and settlement can affect the environment. They learn sustainable practices such as proper land use, soil conservation, waste management, and responsible use of natural resources to support long-term development.
- **Gender Equality:** Learners recognize the importance of equal participation of both males and females in socio-economic activities. They learn that men, women, boys, and girls can contribute equally to agriculture, business, leadership, and other economic activities. They develop respect for equal opportunities and the contribution of every person to community development.
- **Peace and Values Education:** Learners develop peaceful attitudes by appreciating the importance of cooperation, respect, tolerance, and fairness among people involved in different socio-economic activities. They learn how working together, respecting others' rights, and sharing resources fairly contribute to harmony and development in the district and the country.

Assessment criteria: 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.

Materials: Map of Rwanda, illustrations of socio economic activities, pictures, internet.

TOPIC AREA: PEACE EDUCATION AND HUMAN RIGHTS				
P4 SOCIAL STUDIES	**Unit 2: : Peace education and Human rights**			**N°. of periods:18**
Key unit competence: Explain basic human and children's rights and fight for them.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify basic human and children's rights. – State forms of child abuse and ways of preventing them. – Give the meaning of equality and equity.	– Respect principles of human and children's rights. – Analyse how equity and equality is carried out in our district.	– Show self-respect, respect and tolerance of the other. – Report child abuse practices and cases to parents, guardians, teachers and police.	• **Basic human rights** – Children's rights. – Importance of respecting basic human and children's rights	– 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.

– State different forms of abuse.	– Identify ways of promoting equity and equality in our district. – Identify elements of gender-based violence. – Describe elements of gender based violence and sexual abuse. – Find out different ways of preventing gender based violence and sexual abuse	– Appreciate the importance of basic human rights and children's rights. – Exhibit behaviours that promote equity and equality. – Show concern on gender based violence and sexual abuse. – Communicate willingly in matters concerning sexual abuse.	– Respect and tolerance • Child abuse • Sexual abuse • Child neglect – 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 in society.	– Discuss the reasons for respecting basic human and children's rights and make presentations to the class followed by questions and answers. – Role-play behaviour that exhibit equity and equality in our District. – Explain the importance of equity and equality in our District then make class presentation followed by questions and answers.

			– Gender based violence and sexual abuse – Effects of gender based violence and sexual abuse – Ways of preventing gender based violence and sexual abuse.	– Discuss the 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.
Links to other subjects: Human rights and freedoms, peace education, democracy (political education)				
Generic competencies: • **Critical Thinking and Problem Solving:** Learners analyse human rights issues, identify abuses, and suggest ways of preventing violence and promoting peace. • **Communication and Collaboration:** Learners discuss rights, tolerance, and equality while working with others to build respectful relationships.				
Basic values: • **Dignity and Integrity:** Learners respect their own dignity and that of others, act responsibly, and reject behaviours that harm or violate human rights. • **Peace and Tolerance:** Learners appreciate differences, practice forgiveness and respect, and promote peaceful ways of solving conflicts in their families, schools, and communities.				

- **Respect for Others and Human Rights:** Learners understand, value, and protect human rights and children's rights while promoting fairness, equality, and justice for everyone.

Cross cutting issues:

- **Gender Education:** Learners promote gender equality, respect, and fairness while preventing gender-based violence and discrimination.
- **Inclusive Education:** Learners appreciate diversity, respect the rights of all people, and support equal opportunities for everyone.
- **Peace and Values Education:** Learners develop values of tolerance, respect, justice, and peaceful conflict resolution in their daily lives.
- **Comprehensive Sexuality Education:** Learners understand how to protect themselves from sexual abuse, respect personal boundaries, and seek help when needed.

Assessment criteria: Ability to explain basic human and children's rights and fight for them.

Materials: illustrations, pictures, films, videos showing basic human and children's rights.

TOPIC AREA: WEALTH				
P4 SOCIAL STUDIES	**Unit 3: Economy**			**No. of periods: 9**
Key unit competence: Develop culture of making priorities and savings.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define needs and wants. – Identify needs and wants in society. – Identify different activities that generate income.	– Explain how the environment helps to meet human needs. – Prioritize between needs and wants. – Make a list of things that people spend money on.	– Use environment properly to meet his/her needs. – Be devoted to work. (Hard working). – Use available resources properly. – Develop culture of saving.	– Needs and Wants – How the environment helps people to meet their needs. – Ways of caring for the environment – Money. – Activities that increase income. – Things people spend money on.	– 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.

	– Explain importance of saving. – Create a saving means (bank, money box or giving it to the elders).		– Saving – Importance of saving and where to save money.	– Group discussion on activities that increase income for the family and make class presentations followed by questions and answers. – Group discussion on things people spend money on, circumstances that affect people spending and make class presentation followed by questions and answers. – 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.

Links to other subjects: *money, trade, economic activities (economics).*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners analyse needs, wants, spending habits, and saving practices. They make responsible decisions and suggest solutions for proper use of money and resources.
- **Creativity and Innovation:** Learners develop ideas for increasing money, improving economic activities, and using environmental resources responsibly.
- **Research Skills:** Learners collect information about sources of income, money use, and saving practices through observation, discussions, and simple investigations.
- **Communication:** Learners share ideas, discuss economic issues, and present solutions using appropriate language and economic terms.

Basic values:

- **Self-reliance**: Learners understand the importance of working, saving, and developing skills to meet their needs and manage resources independently.
- **Hard work**: Learners recognise that effort and commitment are necessary to increase income and improve living conditions.
- **Dignity and Integrity**: Learners develop honesty and responsibility in using money, making choices, and managing resources properly.

Cross cutting issues:

- **Financial** Education: This is the most linked cross-cutting issue because learners develop knowledge and skills related to needs and wants, money management, spending decisions, budgeting, and saving. It helps them develop responsible financial behaviours in daily life.
- Environment and Sustainability: Learners understand how the environment provides resources needed to meet human needs and the importance of protecting and using resources responsibly for sustainable development.
- **Peace and Values Education:** Learners develop responsible attitudes such as honesty, fairness, cooperation, and respect when sharing resources, making economic decisions, and participating in community activities.

Assessment criteria: *Ability to make priorities and savings.*

Materials: *Money, food items, clothes, medicines, textbooks, illustrations of people buying and selling.*

TOPIC AREA: CIVIC EDUCATION		
P4 SOCIAL STUDIES	**Unit 4: Civics and Governance.**	**No. of periods: 16**

Key unit competence: Describe the Rwanda national coat of arms, explain the meaning of national symbols, leadership and acceptable behaviour.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– 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.	– Describe the Rwandan coat of arms. – Draw the national coat of arms. – Explain causes,	– Acknowledge the importance Rwanda coat of arms. – Show respect for national symbols. – Acknowledge the importance of harmony among peers.	– National symbols – National flag – National Anthem – Rwandan National coat of arms. – National motto. – Importance of national symbols – Fundamental principles and home-grown solutions – Acceptable and unacceptable behaviours – Fundamental principles and home-grown solutions	– 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.

	– consequences of disharmony and ways of promoting harmony. – Describe qualities of a good leader. – Draw a district organ gram.	– Show concern about bad behaviour and report to elders. – Practice acceptable behaviours. – Imitate good behaviours from peers and adults.	– Unacceptable behaviours – Peer pressure. – Leadership in our District. – Leadership and qualities of a good leader – How leaders are elected – Good governance – Factors that contribute to good governance in our district- How good governance contributes to development	– Discuss the factors that cause disharmony and make class presentations followed by questions and answers. – Discuss the consequences and make class presentations followed by questions and answers. Role-play various acceptable and how they contribute to harmony among peers.

		– Acknowledge the importance of leaders in our district. – Show respect and collaborate with leaders.		

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

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking by analysing the importance of national symbols, distinguishing acceptable and unacceptable behaviours, and finding solutions to promote responsible citizenship and good leadership.
- **Creativity and Innovation:** Learners develop creativity by suggesting ways of promoting respect for national symbols, improving community behaviours, and supporting effective leadership in their communities.
- **Research Skills:** Learners develop research skills by collecting information about national symbols, leaders, and civic responsibilities through observation, discussions, and simple investigations.
- **Communication :** Learners improve communication skills through discussions, presentations, and sharing opinions about national identity, good behaviours, and leadership roles using appropriate language.

Basic values:

- **National and Cultural Identity:** Learners develop appreciation and respect for national symbols, traditions, and values that promote unity and a sense of belonging.
- **Patriotism:** Learners understand the importance of loving and serving their country through respecting national symbols, following laws, and participating positively in community activities.
- **Dignity and Integrity:** Learners develop honesty, responsibility, and good behaviours that promote responsible citizenship and ethical leadership.

Cross cutting issues:

- **Peace and Values Education:** The unit promotes peace, unity, respect, responsibility, and good citizenship by teaching learners acceptable behaviours, respect for national symbols, and the importance of responsible leadership.
- **Gender Education:** Learners are encouraged to understand equal participation of both males and females in leadership, decision-making, and community activities, promoting fairness and equal opportunities.
- **Inclusive Education:** The unit encourages learners to respect diversity, value every person's contribution, and support the participation of all people in governance and community development.

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

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

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: ENVIRONMENTAL GEOGRAPHY	
P4 SOCIAL STUDIES	Unit 5: Weather, Flora and Fauna.	No. of periods: 16

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**		
– State main elements of weather. – Suggest ways of preventing effects of bad weather. – Define flora. – Define fauna. – Identify different ways of preserving fauna.	– 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.	– Acknowledge the importance of weather. – Recognize man's role in contributing to good weather. – Acknowledge the importance of flora. – Show respect to flora.	– Weather in our district – Weather and its elements – Simple instruments used to measure and record elements of weather. – Effects of weather to human activities and vegetation.	– different elements of weather and ways of preserving effects of bad weather and make presentation to the class followed by questions and answers. – Pupils will make simple weather instruments. – Pupils will make a nursery bed and plant seeds for future use.

	– Discuss ways of preserving flora. – Explain the importance of flora and fauna.	– Contribute to community practices that protect vegetation. – Acknowledge the importance of flora and fauna. – Show respect to flora and fauna. – Participate in community practices that protect fauna.	– Measures to overcome problems caused by weather elements. – Flora – Flora and its importance in our district. – Ways of preserving flora. – Problems of failing to protect and preserve Flora. – Fauna – Fauna and its importance – Ways of preserving fauna Problems of failing to protect and preserve Fauna.	– Pupils will discuss – Pupils will water the plants in the school compound. – Field tour to a nearby 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 – Pupils will discuss different ways of preserving fauna and make presentations to the class followed by questions and answers

Links to other subjects: *Vegetation (Biology)*

Generic competence:

- **Creativity and Innovation:** Learners develop creative ideas for conserving plants and animals, protecting natural resources, and adapting activities to different weather conditions.
- **Research Skills:** Learners collect information about weather elements, local plants, animals, and environmental challenges through observation, discussions, and simple investigations.
- **Communication:** Learners discuss weather, flora, fauna, and environmental protection issues, and present their ideas clearly using appropriate scientific and environmental terms.
- **Cooperation, Interpersonal Management, and Life Skills:** Learners work together in environmental activities and develop responsibility, teamwork, and positive attitudes towards protecting nature.

Basic Values:

- **Dignity and Integrity:** Learners develop responsibility and honesty by understanding the importance of protecting the environment, conserving natural resources, and behaving responsibly towards living things.
- **Respect for Others and Human Rights:** Learners understand the importance of respecting all forms of life and recognising the role of a healthy environment in supporting people's wellbeing.
- **Patriotism:** Learners develop love and responsibility for their country by protecting local flora, fauna, and natural resources that contribute to national development.
- **Commitment and Resilience:** Learners develop persistence and commitment in environmental conservation activities and in finding solutions to challenges affecting plants, animals, and human activities.

Cross cutting issues:

- **Environment and Sustainability:** The unit promotes environmental awareness by helping learners understand the importance of protecting flora, fauna, and natural resources. Learners identify environmental challenges and suggest ways of conserving biodiversity for future generations.
- **Disaster Risk Reduction and Management:** Learners understand how weather conditions affect people's activities and learn ways of preparing for and reducing the effects of weather-related challenges such as floods, droughts, and storms.
- **Peace and Values Education:** The unit encourages responsibility, cooperation, and respect for nature. Learners develop positive values needed to work together in protecting the environment and promoting sustainable living

Assessment criteria: *Ability to recognize the importance of weather, flora and fauna in the district and how to preserve them.*

Materials: *illustrations related to weather, flora and fauna, photos, video, films, nursery bed, seedlings.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: ECONOMIC GEOGRAPHY	
P4 SOCIAL STUDIES	Unit 6: Infrastructure.	No. of periods : 13

Key unit competence: Explain 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**		
– Give different types and means of transport. – Give different types and means of communication.	– Explain different forms of transport and their importance. – Find out dangers and difficulties of transport and measures to overcome them.	– Acknowledge the importance of transport in our district. – Show concern about proper use of roads. – Acknowledge the importance of communication in our district.	– 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.	– 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.

	– Explain different forms of communication and their importance. – Find out dangers and difficulties of communication and measures to overcome them.	– Show concern about proper public communication.	– Good behaviours on the road and its importance – Communication – Types and means of communication in our district. – Importance of communication – Difficulties and dangers related to communication in our district. – Measures to overcome those difficulties.	– 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. – In groups pupils will draw different means of communication and displaytheir 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: *Transport (Economics)*

Generic competencies:

- **Research Skills:** Learners gather information about types of transport and communication, their uses, and challenges through observation, discussions, and simple investigations in their community.
- **Cooperation, Interpersonal Management, and Life Skills:** Learners work together to discuss community challenges, develop teamwork, decision-making, responsibility, and safety awareness related to transport and communication.
- **Lifelong Learning:** Learners understand the importance of continuously learning about infrastructure, adapting to new technologies, and improving communication and transport systems in their daily lives.

Basic values:

- **Dignity and Integrity:**Learners develop responsibility and honesty by using transport and communication systems properly, following rules, and avoiding behaviours that may cause accidents or misuse of services.

- **Respect for Others and Human Rights:** Learners understand the importance of respecting other road users and communication rights, such as listening, sharing information responsibly, and ensuring safety for all.
- **Solidarity and Democracy:** Learners develop teamwork and participation by working together to identify challenges in transport and communication and suggesting solutions that benefit the whole community.
- **Commitment and Resilience:**Learners build persistence and responsibility in addressing challenges related to transport and communication, and in promoting safety and improvement of infrastructure.

Cross cutting issues:

- **Environment and Sustainability**: Learners understand how transport systems can affect the environment (air pollution, noise, road construction). They explore responsible use of transport and communication to protect the environment and promote sustainable development.
- **Disaster Risk Reduction and Management**: Learners identify dangers related to transport (accidents, poor roads) and communication breakdowns during emergencies. They develop awareness of safety measures and how to respond effectively to reduce risks.
- **Peace and Values Education**: Learners develop responsible behaviour in using transport and communication systems, such as avoiding conflicts, respecting rules, and promoting harmony and cooperation in public spaces.

Assessment criteria: *-Ability to Explain the importance of types and means of transport and communication and how topreserve them.*

Materials: *illustrations of different types and means of transport and communication.*

TOPIC AREA: HISTORY	SUB-TOPIC AREA: MAIN ELEMENTS FOR HISTORY OF RWANDA AND THE REGION.			
P4 SOCIAL STUDIES	**Unit 7: Traditional Rwanda**			**No. of periods: 14**
Key unit competence: Explain Social, political and economic organization in pre-colonial Rwanda.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Describe political, social and economic organization of pre-colonial Rwanda. – Show how leadership emanated/ started from family level.	– Explain how Rwanda was politically governed in the – Pre-colonial era. – State the importance political, social and economic activities in the pre-colonial Rwanda.	– Acknowledge the importance of political, social and economic organization in pre-colonial Rwanda. – Acknowledge the political organization of Rwanda Kingdom before the colonial period	– Pre-Colonial Rwanda – Social organisation in the pre- colonial period. (Rwanda traditional culture, beliefs, customs, norms and values – Economic and commercial activities in the pre-colonial Period – Comparison between traditional and modern trade.	– 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.

– Describe the political organization of Rwanda Kingdom during the Pre-colonial period	– Identify the structure of the family in the pre-colonial times.		– Political organization in the pre- colonial period (leadership hierarchy in the pre-colonial Rwanda and how leadership stated from family level to the Kingdom) – Rwandan social organisation in the pre-colonial period. (Rwanda traditional culture, beliefs, customs, norms and values) – Rwandan economic and commercial activities in the pre-colonial Period. – Comparison between traditional and modern agriculture, traditional and modern trade.	– Pupils will discuss how leadership started from family level and Kingdom in the Pre-Colonial Rwanda. – Role-play in class how barter trade was carried out in pre-colonial Rwanda. – Discuss 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).*				

Generic competencies:

- **Critical Thinking and Research Skills:** Learners analyze historical information about pre-colonial Rwanda, including leadership, social organization, and economic activities. They compare traditional and modern trade systems, identify causes and effects, and draw conclusions based on evidence.
- **Communication Skills:** Learners express ideas clearly through discussions, presentations, and written work about traditional Rwandan society. They describe leadership structures, social relations, and economic practices using appropriate historical vocabulary.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work in groups to explore aspects of traditional Rwanda, such as community organization and trade. They practice teamwork, respect different opinions, and learn from shared responsibilities, reflecting traditional values of collaboration.

Basic values:

- **National and Cultural Identity:** Learners appreciate Rwanda's historical background and cultural heritage by understanding pre-colonial leadership, traditions, and social systems. This strengthens pride in national identity.
- **Respect for Others and Human Rights:**Through studying social organization in traditional Rwanda, learners understand the importance of respecting roles, responsibilities, and relationships within the community.
- **Patriotism:** Learners develop love and commitment to their country by recognizing the strengths and achievements of traditional Rwandan society and its contribution to present-day Rwanda.

Cross cutting issues:

- **Peace and Values Education:** Learners explore how traditional leadership and social systems promoted unity, cooperation, and conflict resolution, and relate these lessons to maintaining peace in modern society.
- **Gender Education:** Learners examine roles of men and women in pre-colonial Rwanda, identify inequalities where they existed, and discuss the importance of gender equality in today's society.
- **Financial Education:** Through studying traditional economic and commercial activities, learners understand basic concepts of trade, exchange, resource use, and compare them with modern financial practices.

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

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

6.2 RELIGIOUS EDUCATION

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS	Sub Topic: God's Revelation	
PRIMARY 4: Religious Education	Unit 8: The Ten Commandments of God	No. of periods: 11

Key Unit competence: A learner will be able to adopt a culture of respecting God's Commandments and other regulations in his/her community.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify God's commandment. – State the greatest commandment. – Explain God's commandment.	– Explain the importance of God's commandment. – Describe the categories of the Ten Commandments. – Justify the importance of God's commandments in our daily life.	– Appreciate the importance of rules, regulations, and laws. – Respect rules, regulations and laws of the society.	Ten Commandments of God Importance of God's commandments in our daily life. Categories of the Ten Commandments Consequences of breaking God's Commandments	Based on the image, learners discuss what happens if people do not follow rules

		Adopt a culture of adherence to rules, regulations, and laws in society.	(personal and spiritual) Rules, regulations and laws in society.	(e.g. drivers). Emphasize the importance the reason why God established commandments for guiding people to be safe and live well. With teacher support, identify the Ten Commandments In small groups, sort the commandments into two categories: those about God and those about others. Explain the difference in their own words.

				Record the story of the sin of Adam and Eve and the previous situation of breaking rules, discuss consequences. Thereafter, various rules to be respected at school, home and society.

Assessment criteria: The learners will be able to adopt a culture of respecting God's commandments and other regulations in his/her community.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners analyze the meaning and importance of God's commandments, identify the consequences of obeying or breaking them, and relate these teachings to rules, regulations, and laws that guide society.
- **Communication Skills:** Learners develop the ability to explain the Ten Commandments, discuss their importance, and share ideas about how religious and societal rules promote responsible behaviour and peaceful living.
- **Cooperation, Interpersonal Management and Life Skills:** Learners participate in group discussions and activities about values, moral decisions, and respect for rules. They develop self-discipline, responsibility, and the ability to live harmoniously with others.

Basic values:

- **Dignity and Integrity:** Learners understand that following God's commandments promotes honesty, respect, responsibility, and good moral behaviour in personal and community life.
- **Respect for Others and Human Rights:** Learners recognize the importance of respecting others' lives, property, dignity, and freedoms as taught through God's commandments and societal laws.
- **Peace and Tolerance:** Learners appreciate that obeying moral teachings, rules, and laws helps prevent conflicts and promotes peaceful relationships among people.

Cross cutting issues:

- **Peace and Values Education:** Learners explore how God's commandments and societal laws encourage love, forgiveness, justice, respect, and peaceful coexistence.
- **Inclusive Education:** Learners understand that God's teachings promote love and care for all people regardless of their differences. They develop attitudes of acceptance, kindness, and support toward others.
- **Comprehensive Sexuality Education:** Learners discuss the importance of responsible behaviour, self-respect, respect for others, and avoiding actions that can harm individuals, families, and communities in relation to moral teachings.

Links to other Subjects: Social studies

Resources: Internet, Pupils' book, Religious books, and illustrations.

TOPIC AREA: HOLY SCRIPTURES AND BELIEFS	Sub Topic: Religious Doctrines	
PRIMARY 4: Religious Education	Unit 9: INTRODUCTION TO CHRISTIAN AND ISLAMIC FAITH	No. of periods: 12

Key Unit Competence: A learner will be able to demonstrate a better understanding of Christian and Islamic faith.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– State the Christian and the Islamic faith. – Name the special books Christians and Muslims read. – Identify good behaviors taught in both Christian and Islamic religions.	– Compare the Christian and the Islamic faith. – Describe Christian and Islamic worship.	– Appreciate the importance of using prayers in daily life – Live values embedded in Christian and Islamic faith	Believing in One God Special Books for Christians and Muslims (Scriptures) How Christians and Muslims Pray and Worship Special Days and Places of Worship for Christians and Muslims	Based on different images, learners in groups identify common elements of faith and those specifically pertaining to Christianity, and Islam. Draw a table and compare both religions (Christianity and Islam) in different aspects: ways of prayer, worship, places and days for worship.

	– Explain the Five Pillars of Islam and the Six Principles of Iman. – Compare the Christian and the Islamic faith. – Describe Christian and Islamic worship. – Explain the Five Pillars of Islam and the Six Principles of Iman.		How Both Christian and Islamic Religions teach us to do good things Main pillars of the Christian Faith Five Pillars of Islam and the Six Principles of Iman (Islamic faith)	Using small groups and gallery walk, share knowledge about good things taught by Christian and Islamic religions (e.g., Love Commandment, Golden Rule, acts of charity/zakat, etc.). Research on pillars and principles of faith in Islam, and present to the class.
Assessment criteria: The learners will be able to show a better understanding of Christian and Islamic faith.				

Generic competencies:

- **Communication and Cooperation Skills:** Learners develop the ability to communicate respectfully with people from different religious backgrounds, share ideas about Christian and Islamic beliefs, and promote peaceful interactions through dialogue and mutual understanding.
- **Critical Thinking and Problem-Solving Skills:** Learners analyze similarities and differences between Christian and Islamic faiths, reflect on religious teachings about doing good things, and make responsible decisions based on values such as kindness, honesty, and respect.
- **Personal Development and Lifelong Learning Skills:** Learners develop self-awareness, moral responsibility, and openness to learning about different beliefs, practices, and traditions while respecting diversity in society.

Basic values:

- **Respect for Others and Human Rights:** Learners appreciate and respect the beliefs, worship practices, holy books, special days, and places of worship of Christians and Muslims, recognizing the importance of religious freedom and peaceful coexistence.
- **Peace and Tolerance:** Learners understand that both Christianity and Islam encourage love, kindness, forgiveness, and helping others, and they develop tolerance towards people with different religious beliefs.
- **Dignity and Integrity:** Learners practice honesty, responsibility, and good behavior by applying moral teachings from Christian and Islamic faiths in their daily lives.

Cross cutting issues:

- **Peace and Values Education**: The unit promotes peaceful coexistence by helping learners understand that Christianity and Islam teach values such as love, compassion, forgiveness, respect, and helping others. Learners are encouraged to avoid religious discrimination and promote harmony in their communities.
- **Inclusive Education**: Learners are encouraged to respect and include people from different religious backgrounds, cultures, and beliefs. Classroom activities should provide equal opportunities for all learners to share their views and participate in discussions.
- **Gender Education:** Learners explore the importance of treating all people with fairness and dignity regardless of gender. Religious teachings about kindness, justice, and respect are used to promote equal treatment and positive relationships between males and females.

Links to other Subjects: Social studies

Resources: Sacred books, the internet, the library, student book.

TOPIC AREA: RELIGIOUS PRACTICES AND VALUES	Sub Topic: Values	
PRIMARY 4: Religious Education	Unit 10: VALUES IN THE BIBLE AND THE QUR'AN	No. of periods: 10

Key Unit competence: The pupils will be able to identify values embedded in the Bible and the Qur'an.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define values. – State categories of values. – Identify the Christian and Islamic teachings on values	– Differentiate the social, family and spiritual values. – Explain the importance of values in society.	– Support the role of values in guiding people. – Adopt values from the Bible and the Qur'an. – Advocate for the use of values in daily life	Main values regarding the Ethical Teachings of the Christian and Islamic faith Family and Social Values Spiritual Values Values regarding attitudes towards Others Values regarding Accountability and the Afterlife	In small groups, learners brainstorm and list values that are found in Christian and Islamic teachings. Write on a manila and post it. Sort out values according to their categories: family, attitudes towards others, spiritual, accountability, and afterlife.

				Using a table, learners compare the Christian and Islamic teachings about each value they identified. In groups, role-play a scenario related to a value of their choice. Draw lessons learnt, and the conclusion (e.g., stories similar to the Good Samaritan).

Assessment criteria: Learners will be able to compare the Christian and Islamic faiths.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners examine ethical, social, spiritual, and moral values taught in the Bible and Qur'an. They develop the ability to reflect on different situations, make responsible decisions, and apply religious teachings to address challenges in their families and communities.
- **Communication and Cooperation Skills:** Learners develop respectful communication by sharing ideas about Christian and Islamic values, listening to others' opinions, and working together to promote understanding, respect, and peaceful relationships among people of different faiths.
- **Self-Management and Personal Development Skills:** Learners develop positive attitudes and behaviors by practicing values such as honesty, kindness, responsibility, forgiveness, and self-discipline. They learn to manage their actions and choices according to moral principles.

Basic values:

- **Dignity and Integrity:** Learners understand the importance of honesty, responsibility, and good character as emphasized in the Bible and Qur'an. They practice integrity by being truthful, accountable, and respectful in their daily activities.
- **Peace and Tolerance:** Learners recognize that Christian and Islamic teachings encourage love, forgiveness, respect, and peaceful coexistence. They develop tolerance by accepting differences and avoiding discrimination against others.
- **Solidarity and Democracy:** Learners appreciate the importance of caring for others, supporting family and community members, and working together for the common good. They develop a spirit of cooperation and social responsibility.

Cross cutting issues:

- **Peace and Values Education:** The unit promotes peace by exploring shared values in Christianity and Islam, including love, compassion, forgiveness, justice, and respect for others. Learners are encouraged to use these values to prevent conflicts and build peaceful communities.
- **Gender Education:** Learners understand the importance of treating males and females with fairness, dignity, and respect. Religious teachings about justice, responsibility, and care for others are used to promote equal participation and positive relationships in families and society.
- **Inclusive Education:** Learners develop respect for all people regardless of their beliefs, abilities, or social backgrounds. They learn that Christian and Islamic values encourage kindness, support, and acceptance of every member of society.

Links to other Subjects: Social studies

Resources: Internet, social text books, library

7.1. Social Studies

7.1.1 Syllabus Unit for grade 5

7.1.2 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.
- Compare the structure of the Bible and the Qur'an.
- Perform acts of charity in line with their belief.
- Adopt a culture of avoiding sins in their daily life.

7.2. Social Studies Units for Grade 5

<table>
<tr><td colspan="2">TOPIC AREA: COMMUNITY.</td><td colspan="3">SUB-TOPIC AREA: OUR PROVINCE</td></tr>
<tr><td colspan="2">P5 SOCIAL STUDIES.</td><td colspan="2">Unit 1: Our province and its location in Rwanda.</td><td>No. of periods: 7</td></tr>
<tr><td colspan="5">Key unit competence: Describe his/her province.</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 neighbouring provinces of his/her province.</td><td>– Explain the elements of a good map.
– Describe the location of his/her province
– Draw a map of his/her province.</td><td>– Develop the culture of using a map to locate places.</td><td>– Elements of a map and their importance.
– Our province and its location in Rwanda.
– Location and neighbours of our provinces.</td><td>– In groups pupils will discuss the importance of a map and its elements then make a presentation.
– Draw (individually) the map of his/her province and interpret it to fellow pupils.</td></tr>
<tr><td colspan="5">Links to other subjects: Map work, demography (Geography)</td></tr>
<tr><td colspan="5">Generic competencies:
• Critical Thinking and Problem-Solving Skills: This will be developed as learners interpret maps, identify symbols, and use compass directions to locate places. They analyze how map elements support understanding and solve problems related to direction and location.</td></tr>
</table>

- **Creativity and Innovation:** This will be developed as learners design and draw simple maps of their province or school using symbols and keys, expressing geographical ideas in creative ways.
- **Research Skills:** This will be developed as learners gather information about their province, observe maps, ask questions, and interpret geographical data.

Basic values:

- **Dignity and Integrity:** This will be developed as learners show honesty and responsibility when completing map activities and handling materials properly.
- **Self-reliance:** This will be developed as learners independently read maps and identify directions.
- **National and Cultural Identity:** This will be developed as learners study their province and understand their geographical identity within Rwanda.
- **Peace and Tolerance:** This will be developed as learners respect different opinions during group discussions and activities.

Cross cutting issues:

- **Environment and Sustainability:** To be addressed by helping learners understand how maps are used in managing natural resources and planning land use responsibly.
- **Gender Education:** To be addressed by ensuring equal participation of boys and girls in all activities.
- **Inclusive Education:** To be addressed by adapting map activities to support all learners, including those with special needs.
- **Peace and Values Education:** To be addressed through promoting cooperation, respect, and peaceful interaction during group work.

Assessment criteria: *ability to describe his/her province.*

Materials: *Map of Rwanda, provincial map.*

TOPIC AREA: PEACE EDUCATION				
P5 SOCIAL STUDIES.	**UNIT 2: Complementarity and social cohesion in the society**			**N°. of periods:18**
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**		
– Explain the term complementarity. – State different ways people complement each other in the society	– Describe different roles and responsibilities ofpeople in the society. – –Explain the importance of complementarity ofpeople in the society	– Acknowledge the importance of complementarity inthe society – Respect for difference, and zero-tolerance of stigma, violence, discrimination and harassment	– **People in society** – Their roles and responsibilities – Complementarity of people in the society. – How they complement each other. – Indicators of complementarity amongpeople in our province. – Importance of complementarity in ourprovince	– Pupils will discuss different roles and responsibilities of people in society and display their findings in class for general discussion then highlight the main ideas. – Pupils will do general cleaning around the schooland evaluate how they complemented each other in that activity

– –Identify the roles of the family in maintaining peace and harmony. – Give consequences of disharmony in the society.	– –Analyze basichuman rights. – –Explain the importance of human rights. – –Differentiate between harmonyand disharmony. – –Analyse how conflicts can bemanaged.	– Show respect for basic human rights. – Appreciate the importance of harmony in the society. – Practice conflict management whenever occasionarises.	– Social cohesion and conflict management in our province. – Human rights and their importance in our society. – Conflict management – The importance of peace insociety. – The role of the family in maintaining peace and harmony. – Harmony and disharmonyin the society. – Consequences of disharmony in the province	– 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.

Links to other subjects: *Gender, equality (General studies).*

Generic competencies:

- **Research Skills:** This will be developed as learners collect information from their community about roles of different people, examples of cooperation, and cases of conflict. The teacher assigns simple investigations, interviews, or observations and supports learners in presenting their findings.
- **Communication in Official Languages:** This will be developed as learners explain ideas about human rights, peace, and social cohesion through oral presentations, debates, and written work. The teacher supports correct use of language and encourages active participation.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities where learners work together, share responsibilities, resolve disagreements, and practice respect. The teacher organizes collaborative tasks such as group discussions and role plays on conflict resolution.

Basic values:

- **Dignity and Integrity:** This will be developed as learners practice honesty, respect, and responsible behavior in interactions with others.
- **Self-reliance:** This will be developed as learners take initiative in resolving conflicts and making responsible decisions.
- **National and Cultural Identity:** This will be developed as learners understand unity, shared values, and the importance of living together peacefully as Rwandans.
- **Peace and Tolerance:** This will be developed as learners accept differences, respect others' opinions, and promote harmony in the community.

Cross cutting issues:

- **Gender Education:** To be addressed by promoting equal roles, responsibilities, and respect between boys and girls in all activities.
- **Inclusive Education:** To be addressed by ensuring all learners participate equally, respecting diversity, and supporting learners with special needs.
- **Peace and Values Education:** To be addressed by teaching conflict resolution, human rights, tolerance, and peaceful coexistence through practical activities.
- **Standardization Culture:** To be addressed by promoting respect for rules, laws, and agreed social norms in the community.
- **Impact of Social Media:** To be addressed by discussing how social media can influence relationships positively or negatively and encouraging responsible use.

Assessment criteria: *Ability to explain complementarity and social cohesion in the society and their importance.*

Materials: *illustrations, related to complementarity and social cohesion in the society.*

TOPIC AREA: HEALTH AND WELLBEING.				
P5 SOCIAL STUDIES.	**Unit 3: Hygiene and sanitation**			**No. of periods:10**
Key unit competence: Explain the importance of living in a health environment.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify the different ways of keeping our province clean. – State different ways of promoting personal hygiene. – Explain the following terms:	– 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.	– 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 prvate parts.	– Sanitation – Activities related to cleanness – Importance of keeping our province clean – Different ways of keeping our province clean	– 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.

			– **Personal hygiene** – Importance of personal hygiene – Negative effects related to poor hygiene in our province. – Hygiene of the private parts. – Effects of poor hygiene to private parts.	– Pupils will do an activity of cleaning the school compound and after discuss together the 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.
Links to other subjects: *Sanitation (Science).*				

Generic competencies:

- **Communication in Official Languages:** This will be developed as learners explain the importance of hygiene and sanitation through discussions, presentations, and written activities. The teacher encourages the use of appropriate vocabulary related to health and cleanliness.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities such as cleaning exercises, discussions, and campaigns. The teacher promotes teamwork, responsibility, and respect while learners work together to maintain cleanliness.
- **Lifelong Learning:** This will be developed as learners acquire daily habits of personal hygiene and environmental cleanliness that they will continue practicing throughout their lives.

Basic values:

- **Solidarity and Democracy:** This will be developed as learners work together and participate equally in sanitation activities.
- **Patriotism:** This will be developed as learners take pride in keeping their province clean and healthy.
- **Hard Work:** This will be developed as learners actively participate in cleaning and hygiene practices.
- **Commitment and Resilience:** This will be developed as learners consistently practice good hygiene habits even when it requires effort.

Cross cutting issues:

- **Gender Education:** To be addressed by ensuring equal participation of boys and girls in hygiene and sanitation activities.
- **Inclusive Education:** To be addressed by involving all learners in activities and adapting tasks for those with special needs.
- **Peace and Values Education:** To be addressed by promoting cooperation, responsibility, and respect during group cleaning and hygiene activities.
- **Disaster Risk Reduction and Management:** To be addressed by explaining how poor sanitation can lead to disease outbreaks and how cleanliness helps prevent them.
- **Standardization Culture:** To be addressed by teaching proper and consistent hygiene practices such as handwashing procedures and waste disposal methods.

***Assessment criteria**: Ability to explain the importance of living in a health environment.*

***Materials:** Illustrations related to hygiene, sanitation and diseases, water, slashers, mops, hoes, panga.*

TOPIC AREA: WEALTH		
P5 SOCIAL STUDIES.	Unit 4: Economy.	No. of periods: 8
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**		
– Define budget and family budget. – Identify priorities in family budget. – Explain how to manage family resources.	Find out how the resources help people to meet their needs. Demonstrate the importance of financial institutions and local markets	– Use resources properly to meet their needs. – Acknowledge the importance of making a simple family budget.	– Economy – Basic needs – Luxurious needs – Family budget – Making simple family Budget – Resource management – Importance of banks and financial institutions, co-operatives	– 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.

			– Markets in our province	– Pupils will do a study tour to the nearby financial institution or local market, make a report on its importance and present it to the whole class.

Links to other subjects: *Money, trade, economic activities, resources (economics)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed as learners analyze economic activities, prepare simple budgets, and identify solutions to financial challenges in their community.
- **Creativity and Innovation:** This will be developed as learners develop simple business ideas, design budgets, and suggest creative ways of improving economic activities.
- **Research Skills:** This will be developed as learners collect information about local markets, banks, and cooperatives through observation, interviews, and discussions.
- **Communication in Official Languages:** This will be developed as learners explain economic concepts, present their ideas, and discuss the importance of budgeting and financial institutions.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities where learners practice teamwork, decision-making, and responsible financial behaviors.

Basic values:

- **National and Cultural Identity:** This will be developed as learners appreciate economic activities in their province and understand their contribution to Rwanda's development.
- **Peace and Tolerance:** This will be developed as learners understand the importance of cooperation, fair trade, and respectful relationships among people involved in economic activities.
- **Justice:** This will be developed as learners learn about fairness in markets, responsible use of resources, and equal opportunities in economic activities

Cross cutting issues:

- **Financial Education:** To be addressed by teaching learners about budgeting, saving, responsible spending, the role of banks and financial institutions, and the importance of making informed financial decisions.
- **Gender Education:** To be addressed by promoting equal participation of boys and girls in economic activities and encouraging equal access to financial opportunities.
- **Inclusive Education:** To be addressed by ensuring that all learners participate in economic learning activities and understand that everyone can contribute to economic development regardless of their abilities.
- **Environment and Sustainability:** To be addressed by discussing how economic activities, markets, and businesses should be conducted in ways that protect natural resources and support sustainable development.
- **Peace and Values Education:** To be addressed by emphasizing cooperation, honesty, fairness, and peaceful relationships among producers, traders, consumers, and community members.

Assessment criteria: *Ability to make a simple family budget and develop culture of resource management.*

Materials *:Illustrations of financial institutions and local markets, photos.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: ENVIRONMENT	
P5 SOCIAL STUDIES.	Unit 5: Environment and climate in our province.	No. of periods: 15

Key unit competence: Analyse environmental components and climate in our province and their importance.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different environmental components in our province. – Identify ways of preserving natural and man-made – – Differentiate between natural and man-made environment.	– 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.	– Participate willingly in practices that protect environment. – Appreciate the importance of environment. – Show concern about human activities that pollute the environment.	– Environment. – Main environmental components and their importance in our province. – Importance of natural environment – Importance of man-made environment	– 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.

– Identify different human activities that pollute the environment. – State main aspects of climate.	– Design simple weather instruments (Rain gauge, Thermometer).	– Advocate for good environment. – Appreciate the importance of climate to man.	– Human activities that affect environment in our province. – Dangers of polluting the environment – Preservation of the main environmental components. – Climate in our district – Instruments used to measure and record weather. – Seasons in our province.	– Pupils will carry out activities that preserve the environment in their province and explain the importance of the activity 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.

Links to other subjects: *Environmental conservation (Geography).*

Generic competencies:

- **Communication:** This will be developed as learners explain environmental concepts, present findings, and discuss ways of protecting the environment.

- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities such as environmental campaigns, discussions, and conservation activities.
- **Lifelong Learning:** This will be developed as learners acquire knowledge and habits that help them protect the environment and respond to climate challenges throughout life.

Basic values:

- **Respect for Others and Human Rights:** This will be developed as learners recognize that a clean and safe environment supports the wellbeing of everyone.
- **Solidarity and Democracy:** This will be developed through collective participation in environmental protection activities.
- **Patriotism:** This will be developed as learners take pride in protecting the environment of their province and country

Cross cutting issues:

- **Environment and Sustainability:** To be addressed by teaching learners about environmental conservation, responsible use of natural resources, pollution prevention, and climate change adaptation.
- **Gender Education:** To be addressed by ensuring equal participation of boys and girls in environmental activities and decision-making.
- **Inclusive Education:** To be addressed by involving all learners in environmental activities and adapting tasks to meet different learning needs.

Assessment criteria: *Ability to recognise environmental components and climate in our province and their importance.*

Materials: *Illustrations related to environment components and climate , Watering cans, Seedlings, water, slashers.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: DIRECTION AND LOCATION	
P5 SOCIAL STUDIES	**Unit 6:** Social services and important places in our district	**No. of periods: 13**

Key unit competence: Explain 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**		
– Identify important places in our district. – Mention the problems facing important places in our district. – Identify main public assets in our district	– Describe important places in our district. – Find out ways of preserving important places. – Explain the importance of these places.	– Appreciate Public places in our district. – Show concern on how important places and public assets must be preserved – Acknowledge the importance of public assets.	– Social services and important places in our province – Education services – Security services – Transport services – Medical services – Banking services Market services – Important places in our province	– 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.

	– Differentiating public assets from private assets. – Explain the importance of public assets. – Describe different ways of preserving public assets		– Game parks, Genocide memorial sites, Public gardens, museums, etc. – Problems facing important places and preserving them.	– Children will do a study tour to public assets near the school then make a summary of what they observed. – Children will do an 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)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed as learners analyze the importance of different social services and identify solutions to challenges affecting access to services in their province.
- **Creativity and Innovation:** This will be developed as learners create maps, drawings, and presentations showing important places and services in their province.
- **Research Skills:** This will be developed as learners collect information about social services and important places through observation, discussions, and simple research activities.

Basic values:

- **National and Cultural Identity:** This will be developed as learners appreciate important places and services that contribute to the development of their province and country.
- **Peace and Tolerance:** This will be developed as learners understand the importance of cooperation and respectful relationships among service users and providers.
- **Justice:** This will be developed as learners recognize the importance of equal access to essential services for all people.
- **Respect for Others and Human Rights:** This will be developed as learners understand that education, healthcare, security, and other services support people's rights and wellbeing.

Cross cutting issues:

- **Environment and Sustainability:** To be addressed by teaching learners how public places and services should be managed responsibly to protect the environment.
- **Gender Education:** To be addressed by promoting equal access to social services for both males and females.
- **Inclusive Education:** To be addressed by emphasizing that social services should be accessible to all people, including persons with disabilities and vulnerable groups.
- **Peace and Values Education:** To be addressed by promoting respect, cooperation, and responsible behavior when using public services.

Assessment criteria: *Ability to Explain 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.		
P5 SOCIAL STUDIES.	Unit 7: Population.	No. of periods:11
Key unit competence: Analyse consequences of over population and ways to control population growth.		

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define Population, , dense population, sparse population, optimum population, population distribution, Overpopulation, – Population growth, Population explosion and Population density	– Explain factors that influence population distribution. – Analyse problems associated with overpopulation and ways of controlling population growth.	– Appreciate the importance of controlling population growth. – Show concern about over population and population growth.	– Population. – Population distribution in our Province. (Sparsely populated, Over populated). – Population census – Population growth – Factors that lead population growth – Effects of population growth – Population density	– 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.

			– Ways of controlling population growth in our province – Importance of controlling population growth. – Population increase and decrease	

Links to other subjects: *Demography (General studies).*

Generic competencies:

- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities where learners analyze population issues, share ideas, and work together to find solutions.
- **Lifelong Learning:** This will be developed as learners gain knowledge about population changes and their effects on society, helping them make responsible decisions in life.
- **Creativity and Innovation:** This will be developed as learners create charts, diagrams, and presentations to represent population information and explain population trends.
- **Research Skills:** This will be developed as learners collect and interpret population information from maps, census data, and other sources.

Basic values:

- **Dignity and Integrity:** This will be developed as learners understand the importance of respecting every person regardless of population differences.
- **Self-reliance:** This will be developed as learners understand how individuals can contribute to sustainable population development.
- **National and Cultural Identity:** This will be developed as learners study the population of their country and appreciate the diversity of people in Rwanda.
- **Peace and Tolerance:** This will be developed as learners appreciate living peacefully with people from different backgrounds and communities.

Cross cutting issues:

- **Inclusive Education:** To be addressed by emphasizing that population studies include all groups of people and ensuring equal participation of all learners.
- **Peace and Values Education:** To be addressed by promoting tolerance, respect, and peaceful coexistence among people from different communities.
- **Disaster Risk Reduction and Management:** To be addressed by explaining how population distribution influences vulnerability to disasters and the need for proper planning.
- **Comprehensive Sexuality Education:** To be addressed by discussing responsible decision-making, family planning awareness, and respect for reproductive choices according to learners' level.

***Assessment criteria: Ability** to Analyse consequences of over population and ways to control population growth.*

***Materials:** Illustrations on population distribution, Pictures, Films, Videos.*

TOPIC AREA: HISTORY	SUB-TOPIC AREA: HISTORY OF RWANDA	
P5 SOCIAL STUDIES.	Unit 8: Colonial Rwanda.	N°. of periods: 16

Key unit competence: Analyse important events of colonial Rwanda.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define colonialism – Identify different groups of foreigners who came to Rwanda. – State European countries that colonised Rwanda – State the causes of colonialism. – Identify the reasons for the disintegration of Rwanda Kingdom during the colonial period.	– Analyse effects of colonialism in Rwanda. – Analyse Rwanda's road to independence and political movements. – Describe the reactions of Rwandans towards colonial rule.	– Appreciate the role – of Political movements in fighting for Rwanda's independence. – Express concern about the reactions of Africans towards colonialism.	– Colonisation – Colonial Rwanda. – Causes of colonization. Of Rwanda. – Reactions of Rwandans towards colonial rule, (Musinga's resistance) – Why some Africans collaborated – impacts of foreigners who came to Rwanda	– 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

– Mention the impact of King Musinga, s resistance to colonial rule – Identify different groups of foreigners who came to Rwanda. – Identify political parties that were formed in the struggle for Rwanda's independence.	– Analyse the factors for the disintegration of Rwanda Kingdom during the colonial times. – 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 foreignerswho came to Rwanda and East African region. – Explain Rudahigwa's reforms and its effects.	– Appreciate the impact of King Musinga, s resistance to colonial rule – Advocate for Africans freedom. – Develop the spirit of patriotism. – Acknowledge the contributions of foreigners in Rwanda and East African region. – Acknowledge the reforms brought about by King Rudahigwa	– Christian missionaries who came to Rwanda. – Achievements of Missionaries – Traders who came to Rwanda. – Disintegration of the unity of Rwandans during colonial period. – Effects of Musinga's resistance to colonial rule. Explorers. – King Rudahigwa's reforms. – Roles of political parties. – Independence of Rwanda.	– Pupils will discuss about Rwandan resistance and its impact to Africans towards colonization and make presentation to the class. – Pupils will analyse the factors for the disintegration of Rwanda Kingdom during colonial period. – Pupils will discuss the reforms introduced by King Rudahigwa and make class presentation.

	– Recognize the roles of political parties in the struggle for Rwanda's independence. – Differentiate the types of government.			– 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.

Links to other subjects: *General Studies.*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed as learners analyze causes and effects of colonialism, examine different reactions of Rwandans to colonial rule, and evaluate the positive and negative impacts of foreign influence on Rwanda's history. The teacher guides learners to compare historical events and draw lessons for promoting unity and national development.
- **Creativity and Innovation:** This will be developed as learners create timelines, historical maps, presentations, drawings, and role plays showing events during the colonial period. The teacher encourages learners to present historical ideas using creative methods.
- **Research Skills:** This will be developed as learners collect information from textbooks, historical sources, elders, and other learning materials about colonial Rwanda, missionaries, traders, and the independence movement. The teacher guides learners to analyze and organize historical information.

Basic values:

- **National and Cultural Identity:** This will be developed as learners study Rwanda's history, traditions, and the importance of preserving national unity and cultural heritage.
- **Peace and Tolerance:** This will be developed as learners understand the consequences of division and discrimination during the colonial period and promote peaceful coexistence.
- **Justice:** This will be developed as learners examine issues of inequality, unfair treatment, and the importance of fairness and equal rights in society.

Cross cutting issues:

- **Genocide Studies:** To be addressed by helping learners understand how colonial policies contributed to divisions among Rwandans and by promoting lessons of unity, reconciliation, and prevention of discrimination and genocide ideology.
- **Environment and Sustainability:** To be addressed by discussing how colonial economic activities and resource exploitation affected land, natural resources, and community livelihoods.
- **Financial Education:** To be addressed by explaining the role of traders, economic activities, and the impact of colonial economic systems on Rwanda's development.
- **Gender Education:** To be addressed by discussing the roles and experiences of different groups in history and promoting equal recognition of contributions made by both men and women.
- **Inclusive Education:** To be addressed by ensuring that all learners participate in historical discussions and understand that every person's contribution to society is valuable.

Assessment criteria: *Ability to analyse important events of colonial Rwanda.*

Materials: *Illustrations of some events of colonial Rwanda.*

7.3. RELIGIOUS EDUCATION

7.3.1 Syllabus Unit for Primary Five

TOPIC AREA: Holy scriptures and beliefs		**Sub Topic: God's Revelation**		
PRIMARY 5: Religious Education		**Unit 9: Notion of the Bible and the Qur'an**		**No. of periods: 15**
Key Unit competence: A learner will be able to compare the structure of the Bible and the Qur'an.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define the Bible and the Qur'an – State the author of the Bible and the Qur'an – Identify major themes in the Bible and Qur'an.	– Describe the structure of the Bible and the Qur'an. – Explain the importance of the Bible and the Qur'an in the spiritual life of believers.	– Appreciate the role of the Bible and the Qur'an in the daily life of Believers. – Preserve the Holy Scripture by taking and keeping and handling them carefully.	– Meaning of the Bible – Parts, themes, and key messages of the Bible – The value and importance of the Bible – Meaning and structure of the Qur'an	Brainstorm what learners know about the Bible, its parts, and their purposes. In small groups, create a drawing or poster showing what the Bible means to Christians. Provide a summary and key message from the Bible and its parts.

	– Use the Holy scriptures in daily life.	– Adopt a culture of using Holy Scriptures for spiritual development.	– Main themes in the Qur'an – Importance of Qur'an – Authorship of the Bible and Qur'an.	Thereafter, tell simplified stories, and learners match with their corresponding parts in the Old or New Testament. In pairs, share how the Bible guides their lives, and the important verse/story. Use the techniques above for the meaning and structure of the Qur'an and how Muslims use the Qur'an in daily life. Use a table to compare how Christians and Muslims believe their holy books were revealed, written and preserved.
Assessment criteria: A learner can compare the structure of the Bible and the Qur'an, and use them correctly in daily life.				

Generic competencies:

- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group discussions and collaborative activities where learners respect different beliefs, listen to others, and practice peaceful interaction.
- **Critical Thinking and Problem-Solving Skills:** This will be developed as learners analyze the meaning, structure, themes, and importance of the Bible and Qur'an. The teacher guides learners to compare religious teachings, reflect on moral lessons, and apply positive values in daily life.
- **Creativity and Innovation:** This will be developed as learners prepare presentations, charts, summaries, and illustrations showing the structure, themes, and importance of the Bible and Qur'an.
- **Research Skills:** This will be developed as learners gather information from religious texts, textbooks, and other appropriate sources about the origin, authorship, and teachings of the Bible and Qur'an. The teacher guides learners to organize and present information respectfully.

Basic values:

- **Respect for Others and Human Rights:** This will be developed as learners recognize the importance of respecting every person's beliefs, dignity, and freedom of religion.
- **Solidarity and Democracy:** This will be developed as learners practice dialogue, cooperation, and mutual respect while discussing religious teachings.
- **Patriotism:** This will be developed as learners understand how religious values contribute to building responsible citizens and a peaceful society.
- **Hard Work:** This will be developed as learners engage in reading, studying, and understanding religious texts and their teachings.

Cross cutting issues:

- **Genocide Studies:** To be addressed by emphasizing religious teachings that promote love, unity, forgiveness, respect for human life, and the rejection of hatred and discrimination.
- **Environment and Sustainability:** To be addressed by highlighting teachings from the Bible and Qur'an about responsibility for caring for creation and protecting the environment.
- **Financial Education:** To be addressed by discussing religious teachings related to honesty, responsible use of resources, generosity, and avoiding harmful financial behaviors.
- **Gender Education:** To be addressed by promoting respect, dignity, and equal value of all people while discussing religious teachings.
- **Inclusive Education:** To be addressed by ensuring that all learners participate respectfully and that different religious backgrounds and abilities are valued.

Links to other Subjects: Social studies.

Resources: Sacred texts, textbooks, the internet.

Topic Area: Religious Practices and Values	Sub Topic: Spiritual Growth	
PRIMARY 5: Religious Education	Unit 10: Acts of charity in the community and faith	No. of periods: 9

Key Unit competence: A Learner will be able to perform acts of charity in line with his/her belief.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define faith and charity. – State Christian and Islamic teachings on faith and charity. – Identify different acts of charity in the community	– Describe the characteristics of faith. – Explain the relationship between acts of charity and faith. – Justify the importance of faith and charity for a believer.	– Perform acts of charity at home, school and community – Appreciate the acts of charity done by various people in the community. – Display a commitment to live faith through kind deeds.	Acts of charity Meaning of Faith Faith and kind deeds as the identity of a believer	Based on images, learners brainstorm common acts of charity practiced in their community (e.g., helping the elderly, donating food/clothes) and their corresponding moral values. Emphasize the relationship between loving God and serving others (Love commandment and charity/ zakat).

				Through storytelling of a piece of scripture reading (e.g. Abraham, Moses) learners explore the meaning and characteristics of faith. They draw or write what faith means to them personally. In pairs, learners match examples of kind deeds to the important verses or teachings from their faith. Thereafter, write a commitment on how they will live out their faith through kind actions.

Assessment criteria: A learner performs acts of charity at school and home as a response to his/her belief.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed as learners analyze community needs, discuss the importance of charity, and identify ways of supporting vulnerable people. The teacher guides learners to think about practical solutions to social challenges through acts of kindness and faith.
- **Creativity and Innovation:** This will be developed as learners design charity projects, prepare messages of kindness, and suggest creative ways of helping people in their community.

- **Research Skills:** This will be developed as learners gather information about acts of charity practiced in their community and explore examples of faith-based support from different sources.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities where learners practice helping others, sharing responsibilities, showing empathy, and working together to support community members.

Basic values:

- **Peace and Tolerance:** This will be developed as learners practice kindness, forgiveness, and respect towards people of different backgrounds.
- **Justice:** This will be developed as learners understand the importance of supporting vulnerable people and promoting fairness in society.
- **Respect for Others and Human Rights:** This will be developed as learners recognize the dignity, needs, and rights of every person in the community.

Cross cutting issues:

- **Genocide Studies:** To be addressed by promoting values of compassion, forgiveness, unity, and helping survivors and vulnerable people while preventing hatred and discrimination.
- **Environment and Sustainability:** To be addressed by encouraging acts of charity that include caring for the environment, supporting community cleanliness, and protecting shared resources.
- **Financial Education:** To be addressed by teaching learners responsible sharing, wise use of resources, saving, and supporting others through appropriate financial decisions.

Links to other Subjects: Social studies.

Resources: Sacred texts, textbooks, prayer books, and photos of actions of charity.

Topic Area: Holy scriptures and beliefs	Sub Topic: Repentance and forgiveness	
PRIMARY 5: Religious Education	Unit 11: Sin and its consequences	No. of periods: 9

Key Unit competence: A Learner will be able to adopt a culture of avoiding sins in his/her daily life.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define what sin is. – State categories of sins. – Identify the roots of sins, their consequences and ways to avoid sins.	– Explain how sins entered the world. – Discuss the consequences of sins – Propose ways of avoiding sins in daily life	– Adopt a habit of self-control and discernment. – Reject conducts leading to sinful actions. – Display a habit of being repentant and seeking forgiveness.	Meaning of sin and its origin Types and roots of sins Consequences of sins Ways of preventing sins	Based on pictures, learners discover the meaning of sin (or wrongdoing) and its causes. Explain that sin began with the first human beings. In small groups, sort a list of actions into "good" and "sinful" (bad). Classify bad actions according to their severity.

				Thereafter, using a table, discuss causes that lead to those sins (e.g., anger, jealousy, lies) and ways to overcome the roots of sins. Role-play short scenarios showing the effects of sin (e.g., losing trust, hurting others). Brainstorm good habits that help avoid sin (e.g., prayer, respect, telling the truth). In pairs, create a poster for a good habit and explain why it is important for them.
Assessment criteria: *A learner has adopted a culture of avoiding sins and asking for forgiveness.*				

Generic competencies:

- **Creativity and Innovation:** This will be developed as learners prepare stories, role plays, posters, and presentations showing the effects of good and bad choices and ways of avoiding harmful behaviors.
- **Research Skills:** This will be developed as learners explore information from religious texts, class materials, and discussions to understand the origin, types, and prevention of sins.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group discussions and role plays where learners practice empathy, self-control, respect, and peaceful ways of solving problems.
- **Lifelong Learning:** This will be developed as learners gain moral awareness and decision-making skills that help them make responsible choices throughout life.

Basic values:

- **Dignity and Integrity:** This will be developed as learners understand the importance of honesty, self-discipline, and acting according to moral principles.
- **Self-reliance:** This will be developed as learners take responsibility for their actions and make positive decisions independently.
- **National and Cultural Identity:** This will be developed as learners appreciate moral values that contribute to responsible behavior and peaceful communities in Rwanda.
- **Peace and Tolerance:** This will be developed as learners understand how avoiding harmful actions promotes forgiveness, respect, and peaceful relationships.
- **Justice:** This will be developed as learners recognize the effects of wrongdoing and the importance of fairness and accountability.

Cross cutting issues:

- **Genocide Studies:** To be addressed by discussing how hatred, discrimination, injustice, and harmful actions can destroy communities, while promoting forgiveness, unity, and respect for human life.
- **Environment and Sustainability:** To be addressed by explaining that irresponsible actions such as environmental destruction are harmful and encouraging responsible care of creation.
- **Financial Education:** To be addressed by discussing how dishonest practices, greed, and irresponsible use of resources can negatively affect individuals and communities.
- **Standardization Culture:** To be addressed by emphasizing the importance of following rules, moral standards, and accepted values in society.
- **Impact of Social Media:** To be addressed by helping learners understand that misuse of social media, such as spreading harmful information or bullying, can have negative consequences.
- **Disaster Risk Reduction and Management:** To be addressed by promoting responsible behavior and cooperation during situations that affect community safety and wellbeing.

Links to other Subjects: *Social studies*

Resources: *Sacred texts, textbooks, articles about peace and values education, etc.*

8.1. Social Studies

8.1.1. Social Studies syllabus for Grade 6

8.1.2. Key competences at the end of 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.
- Identify different ways God reveals Himself to people.
- Describe the attributes of God.
- Distinguish healthy and unhealthy friendships.
- Prevent and manage conflicts peacefully.

8.1.3. Social studies Units for Grade 6

TOPIC AREA: COMMUNITY.		SUB-TOPIC AREA: OUR COUNTRY
P6 SOCIAL STUDIES.	**Unit 1: Our Country**	**No. of periods : 7**
Key unit competence: Draw and interpret Rwanda administrative map, East Africa and African maps.		

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
Locate Rwanda in East Africa and on the map of Africa.	– Draw and interpret the administrative map of Rwanda. – Draw and interpret maps of East Africa and Africa.	– Show awareness of Rwanda's boundaries with neighbouring countries. – Demonstrate a sense of cooperation.	– Administrative map of Rwanda. – Location of Rwanda on the map of East Africa and neighbouring countries. – Location of Rwanda on Africa map.	– 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: *Drawing techniques (Fine art).*

Generic competencies:

- **Communication**: Developed through greetings, introductions, listening and speaking activities.
- **Cooperation, Interpersonal Relations and Life Skills**: Developed through pair work, role-play, turn-taking, respect, and classroom interactions.
- **Lifelong Learning**: Developed through following instructions, participation in routines, and positive attitudes towards learning.

Basic values:

- **National and Cultural Identity:** This will be developed as pupils learn about Rwanda's administrative divisions, geographical location, and position in Africa. They will appreciate their country, its uniqueness, and its place among other African countries.
- **Patriotism:** This will be developed by helping pupils understand Rwanda's territory, provinces, districts, and neighboring countries. Pupils will develop love for their country and a sense of responsibility to protect and contribute to its development.
- **Respect for Others and Human Rights:** This will be developed through learning about Rwanda's neighboring countries and its relationship with other nations. Pupils will understand the importance of respecting other countries, cultures, and people.
- **Solidarity and Democracy:** This will be developed through activities such as map discussions and group work, where pupils cooperate, share ideas, and appreciate how different regions and communities contribute to the unity and development of Rwanda.

Cross cutting issues:

- **Environment and Sustainability:** This will be addressed by discussing Rwanda's physical location, natural resources, and the importance of protecting the environment in different provinces and regions. Pupils will understand the need to conserve Rwanda's environment for present and future generations.
- **Gender Education:** This will be addressed by ensuring equal participation of boys and girls during map activities, group discussions, and presentations. Pupils will understand that all citizens, regardless of gender, contribute to the development of Rwanda.
- **Inclusive Education:** This will be addressed by involving all pupils in learning activities, using adapted resources such as large maps or visual materials, and encouraging support for learners with different abilities during group work.
- **Peace and Values Education:** This will be addressed by helping pupils understand Rwanda's relationships with neighbouring countries and promoting values such as respect, cooperation, unity, and peaceful coexistence among different communities

***Assessment criteria**: Ability to draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.*

***Materials**: Maps, globes, compass.*

TOPIC AREA: CIVIC EDUCATION		
P6 SOCIAL STUDIES.	**Unit 2: Civics and governance**	**No. of periods : 19**

Key unit competence: Demonstrate unity, cooperation, patriotism and good citizenship.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Give examples of situations that show unity and cooperation among people. – Identify ways of promoting unity and cooperation. – Identify government and non-governmental organizations citizen. – Identify organs of the government.	– 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.	– Acknowledge the importance of unity ("Ndi-Umunyarwanda") and co-operation – Resist bad peer pressure. – Appreciate the importance of regional and international co-operation.	– Unity and cooperation – Fundamental principles and home-grown solutions – Definition of unity and co-operation. – National unity and "Ndi-Umunyarwanda" concept – Signs of unity and co-operation – Ways of promoting unity and co-operation.	– 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.

	– Explain the importance of government and non- governmental organizations in the development of the country. – –	– Appreciate the importance of government and non-governmental organizations in the development of the country. Appreciate the importance of democracy	– Importance of national unity. – Issues that hinder unity and cooperation. – Fundamental principles and home-grown solutions – Regional Cooperation, COMESA, East African Community, AU,CEPGL, – International Cooperation (UNO , WHO, UNICEF, WFP, UNESCO.) – Government and non-government organisations.	– 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 leading to a summary. – In groups pupils will discuss the importance of government and non-governmental organisations in the development of the country then make presentation to the class; followed by questions and answers leading to a summary.

– Explain the terms" Hero", "Heroine" and "Heroism".	– Acknowledge the contribution of Rwandan heroes.	– Demonstrate bravery and patriotism.	– Important government and Non governmental organisations. – 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.	– In group discussion, pupils will 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.

			– Leadership. – Main organs of the government. – Functions of each organ of government – Duties of the government. – Duties of citizens. – Elections and democracy in Rwanda	

Links to other subjects: *Peace education, (Political education).*

Generic competencies:

- **Critical and Problem-Solving Skills:** This will be developed through analyzing causes of conflicts, challenges to unity and cooperation, and suggesting solutions that promote peace, good governance, and national development.
- **Creativity and Innovation:** This will be developed through activities where pupils design messages, posters, or projects promoting unity, cooperation, good leadership, and responsible citizenship.

- **Research Skills:** This will be developed through collecting information about government organizations, NGOs, leaders, heroes, and examples of cooperation from different sources.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities that promote teamwork, respect for different opinions, responsibility, empathy, and peaceful conflict resolution.

Basic values:

- **Peace and Tolerance:** This will be developed through discussions on national unity, Ndi Umunyarwanda, reconciliation, and peaceful cooperation. Pupils will learn to respect differences, resolve conflicts peacefully, and promote harmony in society.
- **Patriotism:** This will be developed by helping pupils understand their role as responsible citizens, appreciate Rwanda's achievements, respect national values, and contribute to national development.
- **National and Cultural Identity:** This will be developed through learning about Ndi Umunyarwanda, national unity, Rwandan values, and the role of citizens in preserving Rwanda's identity and social cohesion.
- **Dignity and Integrity:** This will be developed through learning about good leadership, heroism, and responsible citizenship. Pupils will understand the importance of honesty, responsibility, and doing what is right for the benefit of society.

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by helping pupils understand the importance of unity, cooperation, respect, tolerance, and peaceful coexistence. Pupils will discuss how Ndi Umunyarwanda promotes national unity and how citizens can contribute to a peaceful society.
- **Gender Equality:** This will be addressed by emphasizing equal participation of boys and girls in leadership roles, decision-making activities, and community responsibilities. Pupils will learn that both men and women contribute to national development.
- **Inclusive Education:** This will be addressed by encouraging all pupils to participate in discussions and activities about citizenship, leadership, and cooperation. Teachers will ensure that every learner's ideas are valued regardless of their abilities or backgrounds.
- **Genocide Studies:** This will be addressed by explaining the importance of unity, reconciliation, and fighting divisionism and genocide ideology. Pupils will learn how promoting national unity helps prevent conflicts and contributes to a peaceful Rwanda.
- **Standardization Culture:** This will be addressed by encouraging pupils to respect rules, responsibilities, good leadership practices, and proper conduct as responsible citizens.

Assessment criteria: *Demonstrate, unity, cooperation, patriotism and good citizenship.*

Materials*: Film, Video, Photos on patriotism and good citizenship.*

TOPIC AREA: CIVIC EDUCATION				
P6 SOCIAL STUDIES.	**Unit 3: Rwandan values and risky behaviours in society**			**No. of periods: 8**
Key unit competence: Demonstrate good Rwandan values and avoid risky behaviours in society.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different forms of risky behaviours – Identify qualities a good Rwandan.	– Demonstrate a sense of development of the country. – Analyse the characteristics and contributions of heroes in Rwanda according to their respective categories.	– Adopt good behaviour. – Show concern about risky behaviour. – Appreciate the importance of delaying sexual debut. – Demonstrate Rwandan values.	– Rwandan values Rwandan values: Patriotism, ubupfura, kwihesha agaciro, Unity (Ndi-Umunyarwanda), kwigira – "Itorero ry'Igihugu" and its importance – Rwanda citizenship	

	– Justify the importance of heroes contributions to the life of a country. – Analyse causes and effects of different forms of risky behaviour. – -Analyse causes and effects of early sexual debut. – -Delay early Sexual debut – Explain qualities and values of a good Rwandan citizen.	– Adopt the qualities of a good citizen. – Show respect to leaders and institutions. – Appreciate the importance of democracy.	– **Risky behaviours** Drug abuse: **(e.g., kanyanga, opium, marijuana, cocaine, mayirungi,heroin, ubugoro, muriture, tobacco etc.** – Unprotected sex – Criminal behaviour – Causes and effects of risky behaviour of early sexual debut. – Different ways of delaying sexual debut. **(eg: Games, planned acivities, youth groups)**	– 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.

	– Explain the importance of itorero ry'igihugu.			– 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

Links to other subjects: *Peace education, (Political education).*

Generic competencies:

- **Critical thinking and Problem-Solving Skills:** Learners analyse different risky behaviours such as unprotected sex and examine their causes and consequences. They evaluate real-life situations, make informed decisions, and identify safe and responsible alternatives. This helps them develop the ability to solve personal and social problems wisely.
- **Lifelong Learning:** Learners develop a positive attitude toward continuous learning about health, values, and responsible living. They become aware that learning does not stop at school but continues throughout life, especially in making safe choices and maintaining good behaviour in society.
- **Research Skills:** Learners investigate information about Rwandan values, citizenship, and the effects of risky behaviours. They gather, analyze, and present findings, helping them become informed and responsible individuals

- **Communication:** Learners express ideas about Rwandan values, citizenship, and risky behaviours through discussions, debates, and presentations. They practice explaining sensitive topics (like unprotected sex) clearly and respectfully, improving their confidence and clarity in communication.

Basic values:

- **Dignity and Integrity:** Learners develop self-respect and moral responsibility, especially when learning about risky behaviours like unprotected sex. They understand the importance of making ethical decisions and protecting their wellbeing.
- **Self-reliance:** Learners build confidence to make independent and informed choices. They learn to resist peer pressure and take responsibility for avoiding risky behaviours.
- **National and Cultural Identity:** Learners appreciate Rwandan values and the role of **Itorero ry'Igihugu** in shaping good citizens. This helps them align their behaviour with positive cultural norms.
- **Respect for Others and Human Rights:** Learners understand the importance of respecting others in relationships, including issues of consent, equality, and protection. They learn to value human dignity and rights in all situations.

Cross cutting issues:

- **Comprehensive Sexuality Education:** Learners gain accurate knowledge about unprotected sex, its consequences, and how to make safe and responsible decisions. This helps them develop healthy behaviours, understand relationships, and protect their wellbeing.
- **Peace and Values Education:** Learners explore Rwandan values, citizenship, and Itorero ry'Igihugu, promoting good character, responsible behaviour, and peaceful coexistence. This strengthens moral development and guides learners away from risky behaviours.
- **Gender Education:** Learners understand equality, respect, and roles of both genders in society. They learn to avoid harmful stereotypes, respect others in relationships, and make responsible decisions related to behaviour and health.
- **Impact of Social Media:** Learners examine how social media can influence behaviour, including exposure to risky practices. They learn to think critically, avoid negative influences, and use media responsibly.

Assessment criteria: *Demonstrate patriotism and good citizenship.*

Materials*: Film, Video, Photos on patriotism and good citizenship.*

TOPIC AREA: WEALTH	SUB-TOPIC AREA: MONEY	
P6 SOCIAL STUDIES.	Unit 4: Budget	No. of periods : 8

Key unit competence: - Analyse the importance of family, national budget and explain factors that promote development.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define: • Income. • Expenditure. • Revenues. • Budget. – Distinguish between family budget and national budget. – Define development. – Identify factors and indicators of development.	– 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 development contribute to national economy	– 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..	– **Family budget** – Family income and expenditure. – Importance of family budget. – **National budget.** – National revenues and expenditure. – Types of budget. – Importance of National budget.	– 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

			– **Development** – Factors that promote development. – (Trade, Agriculture, Tourism) – Factors that hinder development. – Indicators of development.	– 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.

Links to other subjects: *Family budget (Economics)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners analyze income and expenditure in both family and national budgets. They identify financial problems (such as overspending or limited resources) and suggest practical solutions like prioritizing needs over wants and proper allocation of resources.

- **Research Skills:** Learners gather information about sources of income, government spending, and national development projects. They investigate how budgets are planned and used, helping them make informed financial decisions.
- **Cooperation, Interpersonal Management, and Life Skills:** Learners work in groups to prepare simple family or school budgets. They practice decision-making, negotiation, and teamwork while allocating resources and agreeing on priorities.
- **Lifelong Learning:** Learners develop habits of planning, saving, and responsible spending that are useful throughout life. They understand that budgeting is a continuous process important for personal and national development.

Basic values:

- **Self-reliance:** Learners develop the ability to manage resources responsibly by preparing simple budgets, distinguishing between needs and wants, saving money, and making informed financial decisions.
- **Dignity and Integrity:** Learners develop honesty and responsibility in the use of money and resources. They understand the importance of transparency, accountability, and avoiding misuse of public and family resources.
- **Hard Work:** Learners understand that income and development require effort, planning, and responsible use of resources. They appreciate the value of working hard to achieve personal and national goals.
- **Patriotism:** Learners develop love and responsibility for their country by understanding the role of the national budget in financing public services and development projects. They learn the importance of contributing to national progress.

Cross cutting issues:

- **Financial Education:** This will be addressed by teaching learners how to prepare a family budget, differentiate between needs and wants, save money, and use resources responsibly. Learners will understand the importance of proper financial planning in personal and national development.
- **Environment and Sustainability:** This will be addressed by helping learners understand how budgets can support environmental protection and sustainable development. They will discuss responsible use of resources, waste reduction, and investment in activities that protect the environment.
- **Gender Education:** This will be addressed by promoting equal participation of both boys and girls in budgeting activities. Learners will understand that everyone, regardless of gender, has a role in managing resources and contributing to development.
- **Inclusive Education:** This will be addressed by ensuring that all learners participate in budgeting activities and discussions. Teachers will use appropriate methods and materials to support learners with different abilities and encourage equal contribution.

***Assessment criteria**: Analyse the importance of family and national budget. Explain factors that promote development.*

***Materials**: Film, Video, Photos, Illustrations of factors that promote development.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: PHYSICAL GEOGRAPHY	
P6 SOCIAL STUDIES.	Unit 5: Direction and location.	No. of periods: 5

Key unit competence: Locate different places using longitude and latitude on a map and determine time differences.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Differentiate longitudes and latitudes. – Locate Rwanda on East Africa and African map.	– 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.	– Appreciate national sovereignty. – Develop the sense of observation.	– Direction and location. – Latitudes and longitudes. – Location of Rwanda on – East Africa and African – Map using latitudes and – Longitudes. – Time zones	– 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)

Links to other subjects: *Drawing (Fine art)*
Generic competencies:
• Critical Thinking and Problem-Solving Skills: **This will be developed through activities requiring learners to interpret maps, use coordinates, calculate time differences, and solve location-related problems using latitudes, longitudes, and time zones.**
• Research Skills: **This will be developed by collecting information from maps, atlases, globes, and digital sources to identify locations, coordinates, and time zones of different places.**
• Communication: **This will be developed through explaining locations, describing directions, presenting map interpretations, and discussing time differences using appropriate geographical terms.**
• Lifelong Learning: **This will be developed by helping learners apply knowledge of directions, locations, and time zones in real-life situations such as travel, communication, and understanding the world around them.**

- **Basic values:** Self-reliance: **This will be developed by encouraging learners to independently use maps, globes, and coordinates to locate places, determine directions, and solve geographical problems.**
- Hard Work: **This will be developed through continuous practice in reading maps, identifying coordinates, and calculating time differences. Learners will understand the importance of effort and accuracy in geographical activities.**
- Cooperation and Solidarity: **This will be developed through group activities where learners work together to interpret maps, share ideas, and support each other in solving location and time-related tasks.**
- Commitment and Resilience: **This will be developed by encouraging learners to persist when dealing with challenging activities such as understanding coordinates and calculating time zones, learning from mistakes, and improving their skills.**

Cross cutting issues:

- Environment and Sustainability: **This will be addressed by using maps to identify different regions of the world and discussing how location influences climate, natural resources, and human activities. Learners will understand the importance of protecting the environment in different places.**
- Gender Education: **This will be addressed by ensuring equal participation of boys and girls in map-reading activities, group discussions, and problem-solving tasks. Learners will understand that both genders contribute equally to geographical studies and decision-making.**
- Inclusive Education: **This will be addressed by providing opportunities for all learners to participate in activities involving maps, globes, and coordinates. Teachers will use adapted materials and support learners with different abilities.**
- Standardization Culture: **This will be addressed by encouraging accuracy, careful use of maps and instruments, proper recording of coordinates, and respect for procedures when solving geographical tasks.**

***Assessment criteria**: Analyse influence of physical features and human activities to climate change and its effects.*

***Materials**: Photos, Illustration of climate change's effects, Films, Video, Compass, Globes, Physical and economic maps, Atlas.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: PHYSICAL GEOGRAPHY	
P6 SOCIAL STUDIES.	**Unit 6: Physical features and effects of climate change**	**No. of periods: 10**

Key unit competence: Analyse influence of physical features and human activities to climate change and its effects.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– 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 condition	– Draw the physical maps and locate physical features of Rwanda, East Africa and Africa – Describe the process of formation of different physical features – Explain characteristics of different types of climate of Rwanda, East Africa and Africa..	– Appreciate the importance of physical features. – Show respect for physical features. – Show awareness of different types of climate. – Adopt various climatic conditions.	– **Main physical features.** – Physical features of Rwanda. – Formation of physical features. – Importance of physical features. – **Climate** – Types of climate. – Characteristics of Rwanda's climate..	Field visit to nearby place and find out existing physical features then make class presentations. In groups identify the importance of physical Features. – Class presentations will be followed by questions and answers leading to a summary.

	– Describe how physical features influence climate change. – Analyse problems associated with climate change and ways of overcoming them.	– Appreciate the role of physical features in influencing climate. – Show awareness of climate change.	Characteristics of East Africa and African climate. – Climate change. – Influence of physical features on Climate change. – Causes of climate change – Effects of climate change and how to overcome them.	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 change 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: *Drawing (Fine art)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed through analyzing the causes and effects of climate change, examining challenges related to physical features and climate, and suggesting solutions for environmental protection and climate adaptation.
- **Research Skills:** This will be developed by collecting information about physical features, climate types, and climate change from maps, textbooks, weather records, and other reliable sources. Learners analyze and present findings about environmental changes.
- **Creativity and Innovation:** This will be developed through creating models, drawings, posters, and projects showing physical features, climate processes, and ways of reducing the effects of climate change.

Basic values:

- **Responsibility and Integrity:** This will be developed by encouraging learners to understand their responsibility in protecting the environment, using natural resources wisely, and taking actions that reduce the effects of climate change.
- **Solidarity and Democracy:** This will be developed through group activities on environmental conservation and climate change solutions, where learners cooperate, share ideas, and work together for the common good.
- **Commitment and Resilience:** This will be developed by encouraging learners to remain committed to environmental protection and adapt to climate challenges through continuous efforts and responsible actions.
- **National and Cultural Identity:** This will be developed by helping learners appreciate Rwanda's physical features, natural resources, and environmental protection efforts as part of national heritage.

Cross cutting issues:

- **Environment and Sustainability:** This will be addressed by helping learners understand the importance of physical features, natural resources, and ecosystems. Learners will discuss human activities that affect the environment and suggest ways of conserving nature and reducing climate change effects.
- **Disaster Risk Reduction and Management:**This will be addressed by examining how climate change causes hazards such as floods, droughts, and landslides. Learners will identify prevention measures, preparedness strategies, and safe practices to reduce the impact of climate-related disasters.
- **Standardization Culture:** This will be addressed by encouraging accuracy and discipline when using geographical tools such as maps, diagrams, and weather information. Learners will develop the habit of careful observation, proper recording, and quality work when studying physical features and climate.
- **Inclusive Education:** This will be addressed by ensuring that all learners participate in activities related to climate and physical features. Teachers will provide suitable learning materials, such as visual aids and models, to support learners with different learning needs.

***Assessment criteria**: Analyse influence of physical features and human activities to climate change and its effects.*

***Materials**: Photos, Illustration of climate change's effects, Films, Video, Compass, Globes, Physical and economic maps, Atlas.*

TOPIC AREA: GEOGRAPHY		SUB-TOPIC AREA: ECONOMIC GEOGRAPHY		
P6 SOCIAL STUDIES.	**Unit 7: Economic activities.**			**No. of periods: 5**
Key unit competence: Justify the linkage between economic activities and sustainable development				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify the main economic activities in Rwanda, East Africa and Africa.	– Explain the importance of economic activities to sustainable development.	– Appreciate the importance of economic activities in Rwanda, East Africa and Africa.	– Economic activities. – Economic activities in Rwanda and East Africa. – Economic activities in Africa. – Importance of Economic activities to sustainable development.	– 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: *Economic activities (Economics), income generating activities (Entrepreneurship).*

Generic competencies:

- Critical Thinking and Problem-Solving Skills: **Developed by analyzing different economic activities (agriculture, trade, industry), identifying challenges (e.g. unemployment, low productivity), and suggesting practical solutions for improvement.**
- Research Skills: **Developed through gathering information on economic activities across Rwanda, East Africa, and Africa using maps, reports, and case studies, then comparing patterns and trends.**
- Communication in Official Languages: **Developed by explaining economic processes, presenting findings, and discussing the importance of various activities using clear and appropriate terminology.**
- Lifelong Learning: **Developed by linking classroom knowledge to real-life economic situations such as business, employment, and community development, encouraging continuous learning beyond school**

Basic values:

- Hard Work: **This will be promoted through understanding that economic development depends on effort, productivity, and active participation in different sectors.**
- Self-reliance: **This will be developed by encouraging learners to value local production, entrepreneurship, and using available resources to improve livelihoods.**
- Patriotism: **This will be promoted by appreciating Rwanda's and Africa's economic potential and encouraging support for local products and services.**
- Commitment and Resilience: **This will be developed by understanding economic challenges and encouraging persistence, innovation, and adaptability in improving economic activities.**

Cross cutting issues:

- Financial Education: **Addressed by helping learners understand income generation, saving, investment, and responsible use of resources within economic activities.**
- Environment and Sustainability: **Addressed by examining how economic activities (like farming, mining, industry) impact the environment and promoting sustainable practices.**
- Gender Education: **Addressed by discussing equal participation of men and women in economic activities and breaking stereotypes about roles in production and trade.**
- Inclusive Education: **Addressed by recognizing that all people, including vulnerable groups, can participate in and benefit from economic activities.**

***Assessment criteria**: Ability to justify the linkage between economic activities and sustainable development.*

***Materials**: Photos, Illustration of economic activities, Films, Video, Globes, Economic map, Atlas.*

TOPIC AREA: GEOGRAPHY		
P6 SOCIAL STUDIES.	Unit 8: Natural resources	No. of periods: 6

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**		
– Identify natural resources in the region.	– Explain different ways of preserving natural resources. – Analyse the importance of preserving natural resources.	– Show concern on preserving natural resources. – Appreciate the importance of natural resources.	– Natural resources. – Natural resources of Rwanda. – Natural resources of East Africa and Africa. – Importance of natural resources – Preservation of natural resources.	– In groups pupils will discuss natural resources in Rwanda, in East Africa, in Africa and their importance then make a class presentation. – Pupils 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: *Natural resources (EST)*

Generic competencies:

- Critical Thinking and Problem-Solving Skills: **Developed by analyzing different types of natural resources, examining problems such as overexploitation and depletion, and proposing practical solutions for sustainable use and conservation.**
- Research Skills: **Developed through identifying and gathering information about natural resources in Rwanda and beyond, using maps, textbooks, and local observations to understand their distribution and use.**
- Cooperation, Interpersonal Management, and Life Skills: **Developed through group discussions and activities on managing natural resources, sharing responsibilities, and making collective decisions on environmental protection.**
- Lifelong Learning: **Developed by encouraging learners to apply knowledge of natural resources in daily life, such as conserving water, protecting land, and using resources responsibly for future generations.**

Basic values:

- Dignity and Integrity: **This will be developed by helping learners understand their responsibility to use natural resources honestly and responsibly. They will learn to avoid waste, misuse, and harmful activities that damage the environment.**
- Self-reliance: **This will be developed by encouraging learners to identify available resources in their communities and think of ways they can use them wisely to support their wellbeing and development.**
- Patriotism: **This will be developed by helping learners appreciate Rwanda's natural resources and understand their role in protecting resources that contribute to national development.**
- Solidarity and Democracy: **This will be developed through group activities where learners discuss resource management, share ideas, and cooperate in finding solutions for conserving natural resources for the benefit of everyone.**

Cross cutting issues: 1. Environment and Sustainability: **This will be addressed by helping learners understand the importance of conserving natural resources such as land, water, forests, and minerals. Learners will discuss human activities that threaten resources and propose sustainable ways of using and protecting them.** 2. Financial Education: **This will be addressed by helping learners understand the economic value of natural resources and how responsible management can support livelihoods, income generation, and national development.** 3. Gender Education: **This will be addressed by discussing the role of both men and women in using and managing natural resources. Learners will understand that everyone has equal responsibility in environmental protection and sustainable development.** 4. Inclusive Education: **This will be addressed by ensuring that all learners participate in activities related to natural resources. Teachers will use different teaching approaches, visual materials, and practical examples to support learners with diverse abilities.**
***Assessment criteria**: Ability to explain the importance of natural resources and ways of preserving them.*
***Materials**: Photos, Illustration of natural resources, Films, Video, Globes, physical maps, Atlas*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: INFRASTRUCTURE	
P6 SOCIAL STUDIES.	UNIT 9: Transport and communication	No. of periods: 8

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**		
– Identify different means, and types of transport and communication. – State difficulties and dangers related to transport and communication.	– 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.	– Acknowledge the importance of transport and communication in East Africa.	– 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	– In groups pupils will discuss advantages and disadvantages of transport and communication and present their findings to class.

			– .Measures of overcoming problems associated with transport and communication.	– 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: *Infrastructure (Economics)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed by analyzing the importance and challenges of transport and communication networks, such as poor infrastructure, accessibility, and communication barriers. Learners suggest solutions for improving connectivity and service delivery.
- **Research Skills:** This will be developed by collecting information about different transport and communication systems in East Africa from maps, textbooks, community experiences, and digital sources, then comparing their uses and challenges.

- **Communication in Official Languages:** This will be developed through discussions, debates, and presentations where learners explain different means of transport and communication, their importance, and their effects on society using appropriate vocabulary.
- **Creativity and Innovation:** This will be developed by encouraging learners to design ideas, posters, or models showing improved transport and communication systems and innovative solutions to existing challenges.
- **Lifelong Learning:** This will be developed by helping learners understand how transport and communication technologies continue to change and how they can adapt to new systems in their daily lives.

Basic values:

- **Self-reliance:** This will be developed by helping learners understand how transport and communication skills enable people to access information, services, and opportunities. Learners will appreciate the importance of using available systems effectively to improve their daily lives.
- **Respect for Others and Human Rights:** This will be developed by discussing the importance of equal access to transport and communication services. Learners will understand the need to respect all users, including people with disabilities and those from different communities.
- **Hard Work:** This will be developed by helping learners recognize the efforts of individuals, communities, and governments in developing transport infrastructure and communication networks that support economic growth.
- **Commitment and Resilience:** This will be developed by discussing challenges affecting transport and communication networks and encouraging learners to propose solutions and remain committed to improving connectivity in society.

Cross cutting issues:

- **Impact of Social Media:** This will be addressed by helping learners understand the role of modern communication technologies, including social media, in sharing information and connecting people. Learners will also discuss responsible use, online safety, and avoiding misuse of digital platforms.
- **Environment and Sustainability:** This will be addressed by examining how transport activities affect the environment through pollution and resource use. Learners will explore sustainable transport solutions such as public transport, walking, and environmentally friendly technologies.
- **Inclusive Education:** This will be addressed by discussing the importance of accessible transport and communication services for all people, including persons with disabilities and people living in remote areas. Learners will appreciate equal access to services.
- **Gender Education:** This will be addressed by emphasizing equal participation of males and females in transport and communication sectors. Learners will understand that both genders can use, manage, and contribute to the development of these systems.

***Assessment criteria: Ability** to analyse communication services and transport networks in Rwanda and in the region.*

***Materials:** Illustrations of communication and transport services, Pictures, Computer, Post offices, Phones.*

TOPIC AREA: GEOGRAPHY	SUB-TOPIC AREA: HUMAN GEOGRAPHY	
P6 SOCIAL STUDIES.	Unit 10: The people of East Africa.	No. of periods: 4

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**		
– Identify major ethnic groups in East Africa. – -Differentiate between immigration and emigration.	– Explain the causes and effects of migration in East Africa.	– Show 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 – Major ethnic groups in East Africa (Bantu, Nilotics, Hamites, Nilo-Hamites) – Immigration/Emigration. – Causes and effects of migration in East Africa.	– 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: *Population movements (General studies)*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed by analyzing the causes and effects of migration, including immigration and emigration, and discussing possible solutions to challenges related to population movement and social integration.

- **Research Skills:** This will be developed by collecting information about different ethnic groups in East Africa, their cultures, languages, and migration patterns using maps, books, community members, and other reliable sources.
- **Communication:** This will be developed through discussions, presentations, and written activities where learners explain cultural diversity, migration processes, and relationships among East African communities using appropriate vocabulary.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group activities that encourage learners to work together, respect cultural differences, appreciate diversity, and build positive relationships with others.
- **Creativity and Innovation:** This will be developed through creating cultural presentations, charts, maps, or projects that show the diversity, traditions, and contributions of East African peoples.
- **Lifelong Learning:** This will be developed by encouraging learners to continue learning about different communities, cultures, and social changes in East Africa and apply this knowledge in daily interactions.

Basic values:

- **National and Cultural Identity:** This will be developed by helping learners appreciate the cultures, traditions, languages, and contributions of different peoples of East Africa. Learners will understand the importance of preserving cultural heritage while respecting other cultures.
- **Peace and Tolerance:** This will be developed through discussions about ethnic diversity and migration. Learners will understand the importance of accepting differences, avoiding discrimination, and promoting peaceful relationships among communities.
- **Respect for Others and Human Rights:** This will be developed by teaching learners to respect the dignity, rights, and freedoms of people from different ethnic, cultural, and social backgrounds, including migrants and refugees.

- **Solidarity and Democracy:** This will be developed through group activities where learners share ideas about cooperation among East African communities and understand the importance of working together despite differences.

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by helping learners appreciate cultural diversity among the peoples of East Africa. Learners will discuss the importance of tolerance, respect, cooperation, and peaceful coexistence among different ethnic groups and communities.
- **Gender Education:** This will be addressed by showing the roles and contributions of both men and women in different East African communities. Learners will understand that all people, regardless of gender, contribute to social and economic development.
- **Inclusive Education:** This will be addressed by encouraging learners to respect people from different ethnic, cultural, and social backgrounds. Classroom activities will promote equal participation and appreciation of diversity among all learners.
- **Impact of Social Media:** This will be addressed by guiding learners to understand how communication technologies can promote cultural exchange and connection among East African communities while avoiding the spread of stereotypes, discrimination, or misinformation.
- **Genocide Studies:** This will be addressed by helping learners understand the dangers of discrimination, ethnic division, and intolerance. Learners will appreciate the importance of unity, respect, and peaceful relationships among different groups.

Assessment criteria: *Ability to differentiate major ethnics groups, Interpret causes and effects of migration in East Africa.*

Materials: *Illustration of ethnic group settlement, Films, Video, Globes, Map, Atlas, Internet.*

TOPIC AREA: HISTORY.	SUB-TOPIC AREA: HISTORY OF RWANDA AND THE REGION	
P6 SOCIAL STUDIES.	Unit 11: Post independent Rwanda	No. of periods: 8

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. State the reasons and objectives of liberation war of 1990 in Rwanda.	– Explain the 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 - 1994) – NB: It is recommended that the teacher should use the indicated method of teaching post independent Rwanda including the visit of nearby historical sites and museums).	– 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. -The teacher will organize a study trip with learners to visit museums or historical sites in the district where the school is located.

Links to other subjects: *Pre-colonial period (oral Rwandan literature/Kinyarwanda).*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed by analyzing major events, policies, and challenges during Rwanda's post-independence period. Learners examine causes and consequences of political and social issues and suggest lessons for promoting unity, good governance, and peaceful coexistence.
- **Research Skills:** This will be developed through collecting and analyzing information from history books, documents, photographs, testimonies, and other sources about Rwanda's post-independence history and the Liberation War.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group discussions and collaborative activities that encourage learners to listen to different perspectives, respect others' views, and develop values of dialogue and peaceful conflict resolution.

Basic values:

- **National and Cultural Identity:** This will be developed by helping learners understand Rwanda's history, national identity, and the importance of preserving unity, shared values, and national heritage after independence.
- **Peace and Tolerance:** This will be developed through examining the consequences of divisionism, conflicts, and the Liberation War. Learners will understand the importance of dialogue, reconciliation, tolerance, and peaceful coexistence.
- **Justice:** This will be developed by analyzing issues of inequality, discrimination, and injustice during different periods of Rwanda's history. Learners will appreciate the importance of fairness, equal rights, and responsible leadership.

- **Solidarity and Democracy:** This will be developed by discussing the importance of citizen participation, inclusive governance, and cooperation in building a united and democratic society.
- **Patriotism:** This will be developed by helping learners appreciate the efforts made to rebuild Rwanda and encouraging them to contribute positively to national unity and development.

Cross cutting issues:

- **Genocide Studies:** This will be addressed by helping learners understand the historical factors that contributed to divisionism, discrimination, and the 1994 Genocide against the Tutsi. Learners will reflect on the importance of fighting genocide ideology, promoting unity, and preventing such tragedies in the future.
- **Peace and Values Education:** This will be addressed by discussing the importance of reconciliation, tolerance, respect, and peaceful conflict resolution. Learners will identify values that support national healing and social cohesion.
- **Gender Education:** This will be addressed by examining the roles and experiences of both men and women during Rwanda's historical periods. Learners will appreciate equal participation of all citizens in rebuilding and developing the country.
- **Inclusive Education:** This will be addressed by encouraging learners to consider the experiences of different groups of people during Rwanda's history and promoting respect, equal rights, and participation of all citizens regardless of background.
- **Standardization Culture:** This will be addressed by encouraging learners to use historical sources accurately, respect evidence, and develop responsible habits when studying and interpreting past events.

Assessment criteria: *Ability to demonstrate historical elements of post-independent Rwanda.*

Materials: *Illustrations of some historical element in post independent Rwanda, pictures and videos.*

TOPIC AREA: HISTORY.	SUB-TOPIC AREA: HISTORY OF RWANDA AND THE REGION	
P6 SOCIAL STUDIES.	UNIT 12: 1994 Genocide against the Tutsi.	N°. of periods: 11

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**		
Explain the following terms: – Genocide – Genocide ideology – Genocide against the Tutsi. – Holocaust. – Identify factors that contributed to the development of government of national unity.	– Differentiate genocide ideology and genocide denial. – Compare Holocaust and other genocides to 1994 genocide. Against Tutsi – Explain the achievements of government of national unity.	– 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.	– **Genocide against the Tutsi.** – Causes of 1994 Genocide against the Tutsi – Planning and execution. – How it was stopped? – Holocaust and other genocides – Genocide prevention.	– 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.

		– Acknowledge the contribution of government of national unity in rebuilding the nation.	– Genocide ideology and genocide denial. – Consequences of 1994 Genocide against the Tutsi. – Government of National unity – Achievements – Challenges	– Planning for a study tour of visiting memorial sites in the district where the school is located (the school will facilitate) – Pupils in groups, will discuss the achievements and challenges of the government of national unity.

Links to other subjects: *Oral Rwandan literature (Kinyarwanda).*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills;** This will be developed by analysing the causes and consequences of the 1994 Genocide against the Tutsi, examining how genocide ideology develops, and identifying ways of preventing hatred, discrimination, and violence in society.
- **Research Skills:** This will be developed through the study of historical documents, testimonies, books, and other reliable sources to understand the causes, events, effects, and lessons from the 1994 Genocide against the Tutsi and other genocides.
- **Lifelong Learning:** This will be developed by encouraging learners to continue learning about genocide prevention, human rights, unity, and peace-building. Learners understand that preventing genocide requires continuous commitment and responsible actions in daily life

Basic values:

- **Peace and Tolerance:** This will be developed through learning about the causes and consequences of genocide and discussing the importance of dialogue, forgiveness, reconciliation, and peaceful coexistence among people.
- **Justice:** This will be developed by examining the importance of accountability for genocide crimes, respect for human rights, and the role of justice in rebuilding society and preventing future atrocities.
- **Respect for Others and Human Rights:** This will be developed by helping learners recognize the equal dignity and rights of every person. Learners will understand the dangers of discrimination, genocide ideology, and denial.
- **Solidarity and Democracy:** This will be developed by discussing the role of unity, cooperation, and inclusive participation in rebuilding Rwanda. Learners will appreciate the importance of working together to promote peace and social cohesion

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by guiding learners to develop values of peace, tolerance, empathy, reconciliation, and respect for others. Learners will discuss how these values contribute to preventing conflicts and strengthening social cohesion.
- **Gender Education:** This will be addressed by helping learners understand that women, men, girls, and boys were affected by genocide and that everyone has a role in promoting peace, justice, and national recovery.
- **Impact of Social Media:** This will be addressed by teaching learners how misinformation, hate speech, and propaganda can contribute to division and conflict. Learners will develop responsible use of media and the ability to identify and reject harmful messages.

Assessment criteria: Ability *to analyse the factors that led to the 1994 Genocide against the Tutsi and its consequences.*
Materials: *Illustrations of genocide consequences and memorial sites, Pictures, Videos, Resourceful personal*

8.2. RELIGIOUS EDUCATION

8.2.1. Syllabus Units for Primary 6

<table>
<tr><td colspan="3">TOPIC AREA: Holy scriptures and beliefs</td><td colspan="2">Sub Topic: God's Revelation</td></tr>
<tr><td>PRIMARY 6 Religious Education</td><td colspan="2">Unit 13: GOD'S REVELATION</td><td colspan="2">N° of periods: 6</td></tr>
<tr><td colspan="5">Key Unit Competence: A learner will be able to identify different ways God reveals Himself to people.</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 revelation
– Identify different ways through which God reveals Himself.
– Name key individuals to whom God revealed His message.</td><td>– Describe ways of God's revelation.
– Explain the importance of God's revelation
– Explain ways to respond to God's revelation.</td><td>– Appreciate God's ways of revelation
– Show respect to God's creation and Scriptures.
– Protect the environment and creation as God's revelation.</td><td>Meaning of God's Revelation
Types of God's Revelation</td><td>In pairs, learners reflect on places and times where they feel close to God (e.g., nature, through prayer, kindness). Connect 'revelation' to personal experience.
Describe images and explain ways of God revealed Himself to people.</td></tr>
</table>

				In small groups, learners sort different scenarios or pictures (e.g. Bible, dreams, prophets, Jesus, nature) into two categories: Natural Revelation and Special Revelation. Groups explain their choices to the class. Thereafter, justify the importance of each category of revelation and how to preserve it.

Assessment criteria: A learner is able to demonstrate ways in which God revealed Himself to people.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed by encouraging learners to analyze different understandings of God's revelation, compare general and special revelation, and reflect on how religious teachings guide moral choices and daily behaviour.
- **Communication:** This will be developed through discussions, group presentations, and written activities where learners explain the meaning and types of God's revelation using appropriate religious vocabulary and express their ideas respectfully.
- **Research Skills:** This will be developed by guiding learners to explore information from religious texts, classroom resources, and other reliable sources to understand examples of God's revelation and their importance in human life.

Basic values:

- **Dignity and Integrity:** This will be developed by helping learners understand that God's revelation teaches moral uprightness, honesty, and respect for life. Learners will be encouraged to act with integrity in their daily decisions and relationships.
- **Respect for Others and Human Rights:** This will be developed through religious teachings that emphasize love, respect, and care for others. Learners will understand that all people are equal and deserve respect as part of God's creation.
- **Peace and Tolerance:** This will be developed by guiding learners to appreciate values of forgiveness, harmony, and peaceful coexistence as taught through God's revelation. Learners will practice resolving conflicts peacefully.
- **Commitment and Resilience:** This will be developed by encouraging learners to follow positive values from religious teachings consistently, even in challenging situations, and remain committed to doing what is right.

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by guiding learners to understand moral teachings from God's revelation such as love, forgiveness, humility, and respect. Learners will apply these values in promoting peaceful relationships in their daily lives.
- **Inclusive Education:** This will be addressed by encouraging respect for different religious beliefs and perspectives. Learners will understand that all individuals should be valued and included regardless of their faith or background.
- **Gender Education:** This will be addressed by emphasizing that God's teachings apply equally to both males and females. Learners will appreciate equal dignity, roles, and responsibilities of all people.

• **Environment and Sustainability:** This will be addressed by helping learners understand that caring for the environment is part of respecting God's creation. Learners will be encouraged to protect natural resources and act responsibly toward the environment.
Links to other Subjects: Social studies
Resources: Sacred texts, textbooks, the internet, articles about human rights and dignity, and the environment.

TOPIC AREA: Holy scriptures and beliefs			Sub Topic: GOD'S REVELATION	
PRIMARY 6: Religious Education	Unit 14: Attributes of God			No. of periods: 10
Key Unit competence: A learner will be able to describe the attributes of God.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and Values**		
– Define God's attributes. – Identify the main attributes of God. – State the meaning of each attribute.	– Differentiate attributes of God. – Describe attributes of God. – Explain the relationship between God's attributes.	– Appreciate the greatness and unity of God. – Promote respect for different beliefs. – Show resilience by trusting in the supreme God.	Meaning of the attributes of God Oneness and uniqueness of God Omnipresence and omnipotence of God Omniscience and immutability of God Mercy and love of God	In groups, learners brainstorm to list qualities they think describe God. Compare with a teacher-provided list of God's attributes. Observe images and explain how they show God's attributes. Create a poster for each attribute. Role-play sketches showing situations where God is everywhere (omnipresence), all-powerful (omnipotence), and does not change (immutability).

				In pairs, share stories of God's love and mercy. Write a paragraph or compose a song about God's love and mercy.

Assessment criteria: A learner is able to identify attributes of God and demonstrate trust in His supreme purpose.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners analyze different attributes of God and reflect on how they guide moral choices, responsible behaviour, and peaceful living.
- **Communication:** Learners discuss and explain attributes of God through oral presentations, discussions, and written activities using appropriate religious terms.
- **Research Skills:** Learners use religious texts and learning materials to identify examples of God's attributes and explain their meaning.
- **Cooperation, Interpersonal Management, and Life Skills:** Learners work in groups to discuss how attributes such as love, mercy, and justice can be applied in relationships and daily life.
- **Lifelong Learning:** Learners are encouraged to continue applying values from God's attributes, such as love, kindness, and forgiveness, beyond the classroom.

Basic values:

- **Dignity and Integrity:** This will be developed by helping learners understand that God's attributes guide people to live morally, act honestly, and make responsible choices based on love and righteousness.
- **Peace and Tolerance:** This will be developed by relating God's mercy and love to forgiveness, compassion, respect, and peaceful relationships with others.
- **Respect for Others and Human Rights:** This will be developed by emphasizing that all people are valued and deserve respect. Learners will practice kindness, care, and acceptance of others.
- **Commitment and Resilience:** This will be developed by encouraging learners to remain faithful to positive values and demonstrate perseverance, patience, and hope when facing challenges.

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by helping learners relate God's attributes, especially love, mercy, and justice, to values such as forgiveness, kindness, respect, and peaceful relationships with others.
- **Inclusive Education:** This will be addressed by encouraging learners to respect different views and backgrounds while recognizing the dignity and value of every person.
- **Gender Education:** This will be addressed by emphasizing that God's love and care apply equally to all people. Learners will appreciate equal dignity and respect for both males and females.
- **Environment and Sustainability:** This will be addressed by linking God's creation and care to human responsibility for protecting the environment and using natural resources responsibly

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, the internet, and articles about living in harmony.

TOPIC AREA: RELIGIOUS PRACTICES AND VALUES		Sub Topic: Spiritual growth
PRIMARY 6: Religious Education	Unit 15: Relationship and friendship	N°. of periods: 10

Key Unit competence: A learner will be able to distinguish healthy and unhealthy friendships.

Learning Objectives			Content	Learning Activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
– Define relationship and friendship. – Identify characteristics of good and bad relationships. – Identify effective strategies to respond to peer pressure in different situations.	– Estimate the consequences of an unhealthy relationship. – Discuss ways of coping with peer pressure. – Explain the importance of relationship and Friendship.	– Reject unhealthy relationship. – Build a healthy relationship – Live a wise and peaceful life with others.	Meaning of relationship and friendship Characteristics of healthy and unhealthy relationships Copying with peer pressure Importance of friendship and relationship.	Learners brainstorm types of relationship and friendship (family, classmates, neighbours), and describe what makes a person a true friend. Observe pictures and identify whether they illustrate a healthy or unhealthy relationship. In groups, list characteristics of healthy and unhealthy relationships.

				Present common peer pressure situations, and learners identify whether they would respond by No" or "Walk Away. In groups, learners discuss about the importance of relationship and friendship.

Assessment criteria: A learner is able to distinguish healthy and unhealthy friendships and make positive choices.

Generic competencies:

- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed by helping learners build healthy relationships, practice empathy, respect, active listening, teamwork, and peaceful conflict resolution. Learners will also develop skills to handle peer pressure and make responsible choices.
- **Critical Thinking and Problem-Solving Skills:** This will be developed by analyzing examples of healthy and unhealthy relationships, identifying risks, and suggesting appropriate ways of responding to challenges in friendships and social interactions.
- **Communication:** This will be developed through discussions, role plays, and presentations where learners express their feelings, share opinions, and practice respectful communication in relationships.
- **Self-Learning (Lifelong Learning):** This will be developed by encouraging learners to continue developing positive relationship skills, adapt to social changes, and apply lessons about respect, trust, and responsibility throughout life.

Basic values:

- **Respect for Others and Human Rights:** This will be developed by helping learners understand the importance of respecting others' feelings, opinions, boundaries, and dignity. Learners will practice kindness, empathy, and acceptance in their relationships.
- **Dignity and Integrity:** This will be developed by encouraging learners to be honest, trustworthy, and responsible in their friendships. They will learn to make morally right choices and avoid harmful behaviours influenced by peer pressure.
- **Peace and Tolerance:** This will be developed through activities that promote listening, understanding differences, resolving disagreements peacefully, and maintaining positive relationships.
- **Self-reliance:** This will be developed by helping learners build confidence to make independent decisions, resist negative peer pressure, and choose healthy friendships.

Cross cutting issues:

- **Comprehensive Sexuality Education:** This will be addressed by helping learners understand healthy relationships, respect for personal boundaries, responsible decision-making, and the dangers of risky behaviours. Learners will discuss how to build respectful friendships and avoid harmful influences.
- **Peace and Values Education:** This will be addressed by promoting values such as respect, empathy, forgiveness, tolerance, and peaceful conflict resolution. Learners will practice ways of maintaining positive relationships with others.
- **Gender Education:** This will be addressed by helping learners understand equality and respect between boys and girls in relationships. Learners will discuss avoiding stereotypes, discrimination, and harmful behaviours based on gender.
- **Inclusive Education:** This will be addressed by encouraging learners to value and include everyone regardless of differences. Learners will develop acceptance, support, and respect for people with different abilities and backgrounds.

Links to other Subjects: Social studies
Resources: Sacred texts, textbooks, the internet, and articles about relationship and friendship.

TOPIC AREA: RELIGIOUS VALUES	Sub Topic: LIVING IN PEACE	
PRIMARY 6: Religious Education	Unit 16: Conflict Resolution	No. of periods: 7

Key Unit competence: A learner will be able to prevent and manage conflicts in a peaceful way.

Learning Objectives			Content	Learning Activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
– Define "conflict" and 'conflict resolution'. – State types of conflicts – Identify the causes of conflicts.	– Classify consequences of conflicts. – Describe methods of conflict resolution. – Explain the importance of conflict resolution.	– Show commitment to peace. – Exhibit self-control and discernment in critical situations. – Participate actively in the peacebuilding activities of	Types of conflict Methods of conflict resolution Impacts of conflict resolution on society	Based on images, learners brainstorm the meaning and types of conflict. In small groups, learners list conflicts at school and community, their root causes, consequences, and ways to overcome them. Role-play simple conflict situations and practice resolution methods like apologizing, listening, and dialogue. In pair, draw a peaceful and a conflict-filled community. Present to the class how resolving conflicts can lead to cooperation, safety, and development.

Assessment criteria: A learner is able to exhibit self-control and discernment in avoiding and managing situations that may lead to conflicts.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** This will be developed by helping learners identify causes and effects of different conflicts, analyze conflict situations, and suggest peaceful solutions through dialogue, negotiation, and cooperation.
- **Cooperation, Interpersonal Management, and Life Skills:** This will be developed through group discussions, role plays, and activities that help learners practice empathy, active listening, teamwork, respect for others, and peaceful ways of managing disagreements.
- **Communication:** This will be developed by engaging learners in discussions, debates, and presentations where they express ideas clearly, listen to others' opinions, and use respectful language during conflict resolution.
- **Research Skills:** This will be developed by allowing learners to explore examples of conflicts from their communities and other societies, collect information, and identify effective methods used to resolve them.

Basic values:

- **Peace and Tolerance:** This will be developed by helping learners understand the importance of dialogue, forgiveness, respect for differences, and peaceful approaches to solving disagreements.
- **Respect for Others and Human Rights:** This will be developed by teaching learners to listen to others, value different opinions, respect people's rights, and avoid actions that cause harm or discrimination.
- **Justice:** This will be developed by helping learners understand fairness, equal treatment, and the importance of finding balanced solutions when resolving conflicts.
- **Solidarity and Democracy:** This will be developed through group activities where learners practice cooperation, shared decision-making, negotiation, and working together to find solutions.

Cross cutting issues:

- **Peace and Values Education:** This will be addressed by helping learners understand causes of conflicts, develop peaceful ways of solving disagreements, and practice values such as tolerance, empathy, forgiveness, and respect.
- **Genocide Studies:** This will be addressed by helping learners understand how hatred, discrimination, and intolerance can lead to serious conflicts and violence. Learners will develop commitment to preventing divisionism and promoting unity.
- **Inclusive Education:** This will be addressed by encouraging learners to respect different opinions, backgrounds, and abilities. Learners will practice inclusion and peaceful interaction with all members of society.
- **Impact of Social Media:** This will be addressed by helping learners understand how social media can either increase conflicts through misinformation and harmful messages or support peace through responsible communication.

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, the internet, and articles about peace and conflict resolution.

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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**		

Religious Education Units distribution for Upper Primary

Grade	Units		Key unit competence	Number of periods
P4	1	The Ten Commandments of God	Adopt a culture of respecting God's Commandments and other regulations in his/her community.	11
	2	Introduction to Christian and Islamic faith	Demonstrate a better understanding of Christian and Islamic faith.	12
	3	Values in the bible and the Qur'an	Identify values embedded in the Bible and the Qur'an.	10
	Total			33
P5	1	Notion of the Bible and the Qur'an	Compare the structure of the Bible and the Qur'an.	15
	2	Acts of charity in the community and faith	Perform acts of charity in line with his/her belief.	9
	3	Sin and its consequences	Adopt a culture of avoiding sins in his/her daily life.	9
	Total			33

P6	**1**	God's Revelation	Identify different ways God reveals Himself to people.	**6**
	2	Attributes of God	Describe the attributes of God.	**10**
	3	Relationship and friendship	Distinguish healthy and unhealthy friendships.	**8**
	4	Conflict Resolution	Prevent and manage conflicts in a peaceful way.	**7**
	Total			