



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**FAMILY AND RELIGIOUS STUDIES SYLLABUS**

**FORMS 1- 4**

**2024-2030**

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## **1.0 PREAMBLE**

### **1.1 Introduction**

The Heritage-based Family and Religious Studies learning area focuses on the study of the respective historical backgrounds, beliefs and practices, practitioners, rites and rituals of selected religions in Zimbabwe and their impact on an individual, family, local, national and global communities respectively. The Heritage-based Family and Religious Studies (FRS) learning area is a four-year syllabus that provides learners with opportunities to harness cognitive, religious and moral experiences. These experiences help the learners understand, interpret and apply religious and moral concepts to their everyday life. It is a multi-faith approach to the study of religion, which makes learners to be aware of their respective religious identities in the context of Ubuntu/Unhu/Vumunhu, religious plurality, as well as both their horizontal and vertical relationships with their respective families, communities, nation, the global village and the natural environment.

### **1.2 Rationale**

Family and Religious Studies facilitates the respect for human dignity and diversity. The learning area is significant in the development of Ubuntu/Unhu/Vumunhu, social responsibility and a sense of sound ethical norms from other religions. It also leads to the understanding of the role of religion in the formulation of appropriate ideologies that may help motivate, propel and sustain development. It seeks to develop a critical reflection of socio-economic and political issues as well as religious tolerance.

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

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

### **1.3 Summary of content**

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

### **1.4 Assumptions**

It is assumed that learners:

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

## 1.5 Cross-cutting themes

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

- Gender
- Health and well-being
- Environmental issues
- Business enterprise
- Children's Rights and Responsibilities
- Human Rights
- Climate change
- Financial literacy
- ICT
- Disaster Risk Management
- Collaboration

## 2.0 PRESENTATION OF THE SYLLABUS

The Family and Religious Studies syllabus is presented as a single document, which covers Forms 1- 4. All forms have the same topics which are developmental. The syllabus follows a spiral approach that will lead learners to grow into a mature relationship with religious and moral thinking and practice.

## 3.0 AIMS

The aims of the syllabus are to:

- 3.1 promote the religious and moral development of the learner
- 3.2 foster an understanding of the importance of belonging to a family, religion and community as a whole
- 3.3 enable the learner to appreciate religious and cultural diversity in Zimbabwe
- 3.4 integrate the concept of Ubuntu/Unhu/Vumunhu with various religious beliefs in shaping the character and behaviour of the learner
- 3.5 promote national heritage and identity
- 3.6 develop the spirit of national consciousness and patriotism
- 3.7 enable the learner to appreciate the value and dignity of hard work and teamwork for sustainable development through their respective religions

- 3.8 enable the learner to appreciate the impact of technology on religion and moral values
- 3.9 understand the importance of ICT in the study of religion

#### **4.0 SYLLABUS OBJECTIVES**

By the end of Form 4 learners should be able to:

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

#### **5.0 METHODOLOGY AND TIME ALLOCATION**

##### **5.1 Methodology**

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

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

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

## **5.2 Time allocation**

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

## **6.0 TOPICS**

- 6.1 Religions
- 6.2 Contemporary issues

## 7.0 SCOPE AND SEQUENCE

### 7.1 TOPIC 1: RELIGION

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

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Religion, Family and Identity	<ul style="list-style-type: none"> <li>The concept of family</li> <li>Structure of a family</li> <li>IR and Family Identity</li> </ul>	<ul style="list-style-type: none"> <li>Names and Totems</li> <li>IR and Community Identity</li> </ul>	<ul style="list-style-type: none"> <li>Inter-dependency of families</li> </ul>	<ul style="list-style-type: none"> <li>Changing culture and different types of families</li> </ul>



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

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Religion and the Natural Environment	<ul style="list-style-type: none"> <li>• Environment defined</li> <li>• Environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity and the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism and the natural environment</li> </ul>	

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

## 8.0 COMPETENCY MATRIX

### FORM 1

#### TOPIC 1: RELIGIONS

##### SUB-TOPIC: CONCEPT OF RELIGION

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

#### TOPIC: RELIGION

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

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

**TOPIC: RELIGIONS**

**SUB-TOPIC: JUDAISM**

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

**TOPIC: RELIGION**

**SUB-TOPIC: CHRISTIANITY**

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

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

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

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND EDUCATION**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND DISABILITY**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Natural Environment	<ul style="list-style-type: none"> <li>define natural environment</li> <li>identify some components of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Natural Environment</li> <li>Components                             <ul style="list-style-type: none"> <li>-water</li> <li>-vegetation</li> <li>-wildlife</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the meaning of environment</li> <li>Stating components of the environment</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> <li>Picture</li> <li>Large print books</li> <li>Video clips</li> <li>Braille books</li> </ul>



Environmental issues	<ul style="list-style-type: none"> <li>• show how different religions use some components of the natural environment</li> <li>• list causes of environmental damage</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the environment</li> <li>• Causes</li> </ul>	<ul style="list-style-type: none"> <li>• Relating how different religions use some components of the natural environment</li> <li>• Stating causes of environmental damage</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• Picture</li> <li>• Large print books</li> <li>• Video clips</li> <li>• Braille books</li> </ul>
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## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, TECHNOLOGY AND ENTERPRISE

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Conflict	<ul style="list-style-type: none"> <li>define conflict</li> </ul>	<ul style="list-style-type: none"> <li>Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the meaning of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> </ul>
Causes of conflict	<ul style="list-style-type: none"> <li>identify causes of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Causes of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Stating causes of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> </ul>

**FORM 2**

**TOPIC 1: RELIGION**

**SUB-TOPIC: CONCEPT OF RELIGION**

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

**TOPIC: RELIGION**

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

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

**TOPIC: RELIGION**

**SUB-TOPIC: JUDAISM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs Scriptures	<ul style="list-style-type: none"> <li>list the key beliefs in Judaism</li> <li>identify scriptures in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Key beliefs</li> <li>scriptures</li> </ul>	<ul style="list-style-type: none"> <li>Stating the key beliefs in Judaism</li> <li>Explaining scriptures in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource Person</li> </ul>

Symbols	<ul style="list-style-type: none"> <li>Identify symbols of Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Symbols</li> </ul>	<ul style="list-style-type: none"> <li>Drawing some symbols of Judaism</li> <li>Describing the meaning the meaning of Judaism</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> </ul>
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**TOPIC: RELIGION**  
**SUB-TOPIC: CHRISTIANITY**

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

**TOPIC: RELIGION**

**SUB-TOPIC: ISLAM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key beliefs in Islam	<ul style="list-style-type: none"> <li>Outline the beliefs of Islam</li> </ul>	<ul style="list-style-type: none"> <li>Key beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Stating key beliefs in Islam</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource Person</li> </ul>

Symbols	<ul style="list-style-type: none"> <li>identify the symbol of Islam</li> </ul>	<ul style="list-style-type: none"> <li>Symbol</li> </ul>	<ul style="list-style-type: none"> <li>Drawing some symbol of Islam</li> <li>Describing the meaning of the symbol</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> </ul>
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## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, FAMILY AND IDENTITY

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND EDUCATION**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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



**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND DISABILITY**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IR and the natural environment	<ul style="list-style-type: none"> <li>Explain IR beliefs about the natural environment</li> <li>explain ways IR preserves the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Preservation of the natural environment through                             <ul style="list-style-type: none"> <li>- totems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Outlining IR beliefs about the natural environment</li> <li>Stating totems associated with animal species</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> </ul>

		<ul style="list-style-type: none"> <li>- sacred places</li> <li>- Sacred trees</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sacred places and trees in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Large print books</li> <li>• Talking books</li> <li>• Braille books</li> </ul>
Christianity and the natural environment	<ul style="list-style-type: none"> <li>• identify environmental problems in society</li> <li>• explain how Christianity takes care of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental problems</li> <li>• Preservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Listing environmental problems in society</li> <li>• Searching scriptures that take care of the natural environment</li> <li>• Outlining ways in which Christians preserve the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Text books</li> <li>• Resource person</li> <li>• Large print books</li> </ul>

### TOPIC: RELIGION AND CONTEMPORARY ISSUES

#### SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>• Basic human rights</li> </ul>	<ul style="list-style-type: none"> <li>• identify basic human rights</li> <li>• explain basic human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Listing basic human rights</li> <li>• Discussing basic human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• ICT tools</li> <li>• The Zimbabwean Constitution</li> <li>• Resource person</li> </ul>

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND ENTERPRISE**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

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

### FORM 3

#### TOPIC 1: RELIGION

##### SUB-TOPIC: CONCEPT OF RELIGION

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

#### TOPIC: RELIGION

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rituals	<ul style="list-style-type: none"> <li>describe rituals in IR</li> <li>explain various myths in IR</li> </ul>	<ul style="list-style-type: none"> <li>Rituals</li> <li>Myths</li> </ul>	<ul style="list-style-type: none"> <li>Discussing rituals in IR</li> <li>Stating the importance of rituals and myths in IR</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Resource person</li> <li>Talking book</li> </ul>
Religious practitioners	<ul style="list-style-type: none"> <li>Identify religious practitioners in IR</li> <li>state the roles of religious practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Religious practitioners</li> <li>Roles</li> </ul>	<ul style="list-style-type: none"> <li>Naming religious practitioners in IR</li> <li>Explaining roles of religious practitioners in IR</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>

Sacred places	<ul style="list-style-type: none"> <li>• identify sacred places IR</li> <li>• describe the importance of sacred places in IR</li> </ul>	<ul style="list-style-type: none"> <li>• Places of religious importance</li> </ul>	<ul style="list-style-type: none"> <li>• Listing sacred places in their locality</li> <li>• Discussing the importance of sacred places in IR</li> <li>• Visiting sacred places in IR</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Resource person</li> <li>• Braille books</li> <li>• Talking book</li> </ul>
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**TOPIC: RELIGION**  
**SUB-TOPIC: JUDAISM**

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

**TOPIC: RELIGION**

**SUB-TOPIC: CHRISTIANITY**

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

**TOPIC: RELIGION**

**SUB-TOPIC: ISLAM**

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

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, FAMILY AND IDENTITY

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



**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND EDUCATION**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender in various religions	<ul style="list-style-type: none"> <li>identify what various religions say on gender roles</li> <li>explain gender roles in the above religions</li> </ul>	<ul style="list-style-type: none"> <li>Gender roles</li> </ul>	<ul style="list-style-type: none"> <li>Citing gender roles in various religions</li> <li>Comparing and contrasting gender roles in different religions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>

Religion and Women empowerment	<ul style="list-style-type: none"> <li>demonstrate how religion enhances women empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Women empowerment</li> </ul>	Explaining how religion enhances women empowerment	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>
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## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND DISABILITY**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>Religion and perceptions about disability</li> <li>Religion and marginalisation of Persons living with Disability</li> </ul>	<ul style="list-style-type: none"> <li>identify religious perceptions about disability</li> <li>explain religious perceptions about disability</li> <li>explain the severity of different types of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Religious perceptions</li> <li>Different types of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Discussing religious perceptions about disability</li> <li>Describing religious perceptions about disability</li> <li>Stating different types of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> <li>Pictures</li> <li>Charts</li> <li>ICT tools</li> <li>Braille books</li> </ul>

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUBTOPIC: RELIGION AND THE NATURAL ENVIRONMENT**

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

Islam and the natural environment	<ul style="list-style-type: none"> <li>describe the attitudes of Islam to the natural environment</li> <li>outline methods of preserving the natural environment in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes</li> <li>Methods</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the attitudes of Islam to the natural environment</li> <li>Describing the methods of preserving the natural environment in Islam</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> <li>Computers with Jaws software</li> <li>Talking book</li> </ul>
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## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Levels of conflict	<ul style="list-style-type: none"> <li>identify causes of conflict at community level</li> </ul>	<ul style="list-style-type: none"> <li>Communal conflict</li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes of conflict at community level.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Computers with Jaws software</li> <li>Talking book</li> </ul>
Religious causes of conflict	<ul style="list-style-type: none"> <li>explain religious causes of conflicts at community level</li> </ul>	<ul style="list-style-type: none"> <li>Religious conflict</li> </ul>	<ul style="list-style-type: none"> <li>Discussing religious based conflict</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Computers with Jaws software</li> <li>Talking book</li> </ul>
Role of religion in conflict management	<ul style="list-style-type: none"> <li>identify religious efforts at managing conflict at community level</li> </ul>	<ul style="list-style-type: none"> <li>Religious conflict management</li> </ul>	<ul style="list-style-type: none"> <li>Stating efforts by religious people to manage conflict at community levels</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Textbooks</li> <li>Resource person</li> <li>Computers with Jaws software</li> <li>Talking book</li> </ul>
Impact of conflict	<ul style="list-style-type: none"> <li>identify the impact of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Consequences of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Outlining possible results of conflict</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> <li>Computers with Jaws software</li> <li>Talking book</li> </ul>

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

**SUB-TOPIC: RELIGION AND ENTERPRISE**

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

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
Role of IR in Chimurenga 2	<ul style="list-style-type: none"> <li>identify the IR religious practitioners who participated in Chimurenga 2</li> <li>explain the roles IR practitioners who participated in Chimurenga 2</li> </ul>	<ul style="list-style-type: none"> <li>IR religious practitioners</li> <li>Roles</li> </ul>	<ul style="list-style-type: none"> <li>Listing IR practitioners who participated in Chimurenga 2</li> <li>Discussing roles of IR practitioners who participated in Chimurenga 2</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> <li>Braille books</li> <li>Resource person</li> </ul>

Role of Christianity in the Liberation Struggle	<ul style="list-style-type: none"> <li>• identify the Christian religious practitioners who participated in Chimurenga 2</li> <li>• explain the roles of Christian practitioners who participated in Chimurenga 2</li> </ul>	<ul style="list-style-type: none"> <li>• Christian practitioners</li> <li>• Roles</li> </ul>	<ul style="list-style-type: none"> <li>• Listing Christian practitioners who participated in Chimurenga 2</li> <li>• Discussing roles of Christian practitioners who participated in Chimurenga 2</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Braille books</li> </ul>
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## FORM 4

### TOPIC1: RELIGIONS

#### SUB-TOPIC: CONCEPT OF RELIGION

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

### TOPIC: RELIGIONS

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

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

## TOPIC: RELIGIONS

### SUB-TOPIC: JUDAISM

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



	<ul style="list-style-type: none"> <li>describe the significance of sacred days in Judaism</li> </ul>		<ul style="list-style-type: none"> <li>Explaining the significance of sacred days in Judaism</li> </ul>	
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**TOPIC: RELIGIONS****SUB-TOPIC: CHRISTIANITY**

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

**TOPIC: RELIGIONS**

**SUB-TOPIC: ISLAM**

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Rites of passage in Islam	<ul style="list-style-type: none"> <li>identify the rites of passage in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Rites of passage</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the rites of passage in Islam</li> <li>Dramatizing various rites in Islam</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource Person</li> <li>Text books</li> </ul>
Attire in Islam	<ul style="list-style-type: none"> <li>describe the regalia in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Regalia</li> </ul>	<ul style="list-style-type: none"> <li>Describing sacred attire in Islam</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource Person</li> <li>Text books</li> </ul>

				<ul style="list-style-type: none"> <li>Islamic regalia</li> </ul>
Sacred Days	<ul style="list-style-type: none"> <li>identify sacred days in Islam</li> <li>describe the significance of sacred days in Islam</li> </ul>	<ul style="list-style-type: none"> <li>sacred days</li> </ul>	<ul style="list-style-type: none"> <li>Stating sacred days in Islam</li> <li>Explaining the significance of sacred days in Islam</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource Person</li> <li>Text books</li> <li>Braille books</li> </ul>

## TOPIC: CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, FAMILY AND IDENTITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family and the changing culture	<ul style="list-style-type: none"> <li>identify the various agents of cultural change</li> <li>explain how change in culture is affecting the nature of the family</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Culture change</li> </ul>	<ul style="list-style-type: none"> <li>Listing various agents of cultural change</li> <li>Describing how change in culture is affecting the nature of family</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Pictures</li> <li>ICT tools</li> <li>Braille books</li> </ul>
Family, national values and good citizenship	<ul style="list-style-type: none"> <li>describe the role of the family in promoting national values</li> <li>illustrate the significance of religion in promoting national values and good citizenship</li> </ul>	<ul style="list-style-type: none"> <li>National values</li> <li>Good citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how the family promotes national values</li> <li>Describing the significance of religion in promoting national values and good citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>ICT tools</li> <li>Resource person</li> <li>Braille books</li> </ul>
IR and African Identity	<ul style="list-style-type: none"> <li>explain the role of IR in fostering African identity</li> </ul>	<ul style="list-style-type: none"> <li>African identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how IR fosters African identity</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Picture</li> <li>ICT tools.</li> </ul>

## TOPIC: CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND EDUCATION

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND GENDER ROLES

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender in various religions	<ul style="list-style-type: none"> <li>identify what various religions say on gender</li> <li>explain gender roles in the various religions</li> </ul>	<ul style="list-style-type: none"> <li>Gender gender</li> <li>Religious views</li> </ul>	<ul style="list-style-type: none"> <li>Citing gender roles in various religions</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>

			<ul style="list-style-type: none"> <li>Comparing and contrasting gender roles in different religions</li> </ul>	
Gender based violence	<ul style="list-style-type: none"> <li>identify forms of gender-based violence</li> <li>identify causes of gender-based violence</li> <li>state possible religious ways of solving gender-based violence</li> </ul>	<ul style="list-style-type: none"> <li>Forms of gender-based violence</li> <li>Causes</li> <li>Solutions</li> </ul>	<ul style="list-style-type: none"> <li>Role-playing forms of gender-based violence</li> <li>Listing causes of gender-based violence</li> <li>Suggesting possible solutions to gender-based violence</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Resource person</li> <li>Pictures</li> <li>Films</li> <li>Charts</li> </ul>

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, ETHICS, HEALTH AND SEXUALITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
IR and Unhu/Ubuntu	<ul style="list-style-type: none"> <li>summarize morals and values from IR</li> <li>examine morals and values from the various religions</li> <li>examine principles of Unhu/Ubuntu derived from IR</li> </ul>	<ul style="list-style-type: none"> <li>IR as a source of morals and values</li> <li>IR and Unhu/Ubuntu</li> </ul>	<ul style="list-style-type: none"> <li>Identifying morals and values from IR</li> <li>Identifying principles of Unhu/Ubuntu derived from IR</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>
Religious beliefs and sexuality	<ul style="list-style-type: none"> <li>assess the contributions of IR to Unhu/Ubuntu</li> <li>explain how religious beliefs help shape societal attitudes on femininity and masculinity</li> </ul>	<ul style="list-style-type: none"> <li>Religious beliefs in IR</li> <li>Religion, femininity and masculinity</li> </ul>	<ul style="list-style-type: none"> <li>Relating the contribution of IR to Unhu/Ubuntu</li> <li>Discussing ways in which various religions shape societal attitudes on femininity and masculinity</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>

Religion and health	<ul style="list-style-type: none"> <li>describe how religious beliefs influence people with health conditions</li> </ul>	<ul style="list-style-type: none"> <li>Religious beliefs</li> <li>Health conditions</li> </ul>	<ul style="list-style-type: none"> <li>Illustrating some positive and negative religious influences on people with health conditions</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>Resource person</li> <li>Braille books</li> <li>Talking book</li> </ul>
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## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND DISABILITY

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

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
Right to freedom of worship	<ul style="list-style-type: none"> <li>Identify advantages and disadvantages of freedom of worship</li> </ul>	<ul style="list-style-type: none"> <li>Advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>Discussing advantages and disadvantages of freedom of worship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Talking book</li> <li>Resource person</li> </ul>

				<ul style="list-style-type: none"> <li>Constitution of Zimbabwe</li> </ul>
Leadership, rights and social responsibility	<ul style="list-style-type: none"> <li>demonstrate the relationship between rights and social responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Rights</li> <li>social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Illustrating the relationship between rights and social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Talking book</li> <li>Resource person</li> </ul>
Religion and levels of leadership	<ul style="list-style-type: none"> <li>explain the role of religion in shaping leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the role of religion in shaping leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Text books</li> <li>Talking book</li> <li>Resource person</li> </ul>

## TOPIC: RELIGION AND CONTEMPORARY ISSUES

### SUB-TOPIC: RELIGION AND THE LIBERATION STRUGGLE

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

	<ul style="list-style-type: none"> <li>describe the roles of the religious practitioners who participated in the liberation struggle</li> </ul>		<ul style="list-style-type: none"> <li>Explaining the roles of Christian practitioners who participated in the liberation struggle</li> </ul>	
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**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion and Technology	<ul style="list-style-type: none"> <li>Identify forms of technology</li> <li>Examine the forms of interaction between religion and technology</li> </ul>	<ul style="list-style-type: none"> <li>Forms of technology</li> <li>Forms of interaction</li> </ul>	<ul style="list-style-type: none"> <li>Stating forms of technology</li> <li>Discussing forms of interaction</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> <li>Resource person</li> <li>Braille books</li> </ul>
Role of religion in enterprising	<ul style="list-style-type: none"> <li>describe the positive impact of religion on enterprise</li> <li>assess the negative impact of religion on enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Role of religion               <ul style="list-style-type: none"> <li>Provision of work ethic</li> <li>Influencing fiscal discipline</li> </ul> </li> <li>Religious tourism</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating the role of religion in promoting enterprise</li> <li>Discussing the negative impact of religion on enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> <li>Resource person</li> <li>Braille books</li> </ul>

**TOPIC: RELIGION AND CONTEMPORARY ISSUES**

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

KEY CONCEPT	OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Levels of conflict Impact of conflict	<ul style="list-style-type: none"> <li>identify causes of religious conflict at national level</li> <li>discuss the impact of conflict at national level</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Impact</li> <li>Role of religion</li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes of religious conflicts at national and global level.</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> <li>ICT tools</li> <li>Braille books</li> </ul>

Religion and conflict management	<ul style="list-style-type: none"> <li>• discuss the role religion in conflict management</li> </ul>		<ul style="list-style-type: none"> <li>• Listing the consequences of religious conflict nationally</li> <li>• Researching the role of religion in conflict management</li> </ul>	
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FAMILY AND RELIGIOUS STUDIES F1-4 2024-2025



## **9.0 ASSESSMENT**

The Family and Religious syllabus learning area for Form 1-4 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary school level. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

### **9.1 Assessment objectives**

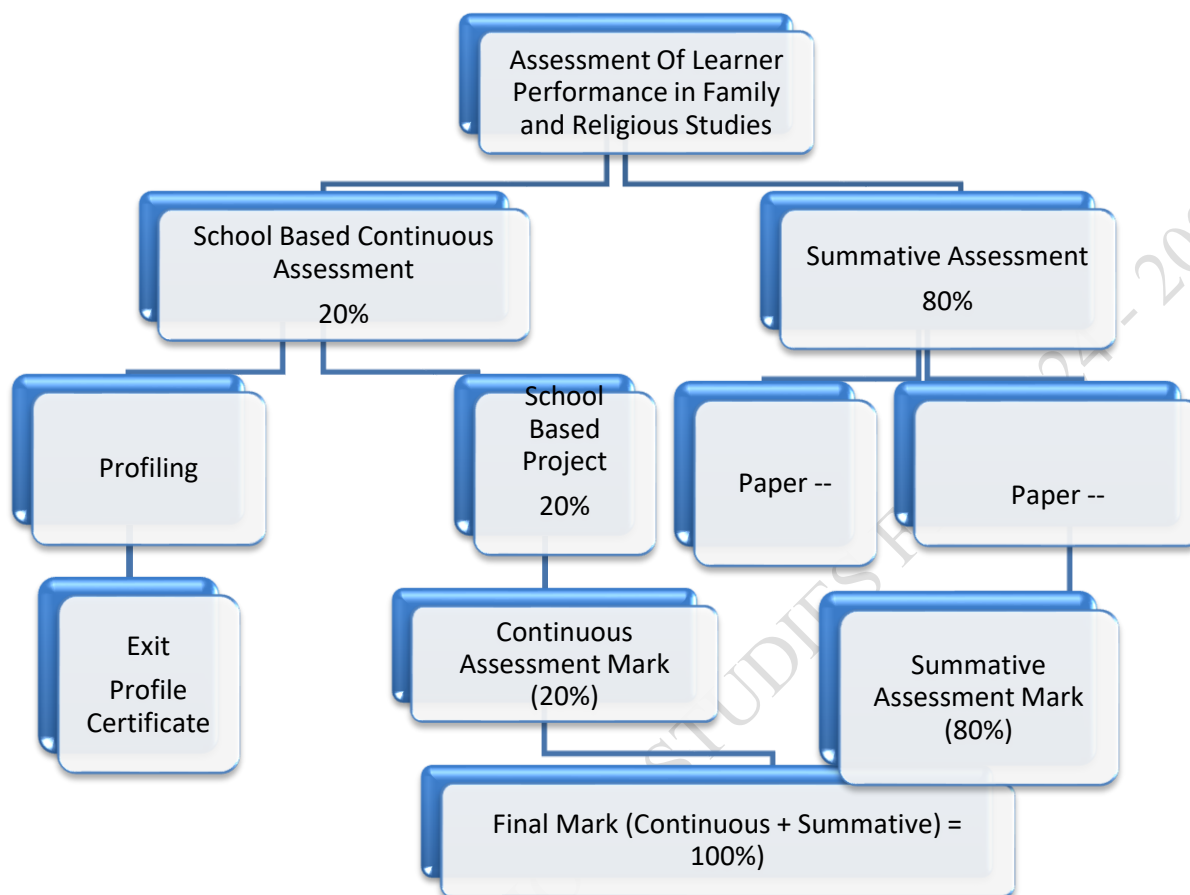
By the end of the Family and Religious Studies syllabus for Forms 1- 4 , learners should be able to:

- 9.1.1 identify various religions in Zimbabwe
- 9.1.2 state the main features of a religion
- 9.1.3 identify places of religious importance in Zimbabwe
- 9.1.4 explain the significance of the heritage sites and how they foster national identity
- 9.1.5 discuss the concept of Ubuntu/Unhu/Vumunhu
- 9.1.6 demonstrate the concept of Ubuntu/Unhu/Vumunhu to the various religious beliefs in Zimbabwe
- 9.1.7 explain the role of religion in fostering team work, hard work and good citizenship

### **9.2 Assessment Model**

Assessment of learners at Lower Secondary school level for Family and Religious syllabus shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative

assessment at school level shall include terminal examinations which are at the end of the term and year.



*Fig. 1 Assessment Model*

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher's Guide to Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

### 9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
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<b>School Based Continuous Assessment</b>	<b>20%</b>
<b>Summative Assessment</b>	<b>80%</b>
<b>Total</b>	<b>100%</b>

### 9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per Form which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Form 5 and 6. The two School Based Projects shall include those done at Form 5 and Form 6. Each one will contribute 10%.

#### 9.3.1.1 School – Based Project: Continuous Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

<b>Project Execution Stages</b>	<b>Description</b>	<b>Timelines</b>	<b>Marks</b>
<b>1</b>	Problem Identification	January	5
<b>2</b>	Investigation of related ideas to the problem/innovation	February	10
<b>3</b>	Generation of possible solutions	March	10
<b>4</b>	Selecting the most suitable solution	April-May	5
<b>5</b>	Refinement of selected solution	June	5
<b>6</b>	Presentation of the final solution	July	10
<b>7</b>	Evaluation of the solution and Recommendations	August-September	5
	<b>TOTAL</b>		<b>50</b>

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

### 9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Form 6. The examination consists of 2 papers of equal weighting.

Paper	Paper type	Marks	Duration	Weighting
1	Structured questions	100	2 hours	40%
2	Essays	100	2 hours 30 minutes	40%
<b>TOTAL</b>				<b>80%</b>

#### Paper Description

##### Paper 1 (2 hours)

This component consists of 20 structured questions on all the four religions in this syllabus. The component is in three sections of which Section **A** is compulsory covering Indigenous Religion and Christianity. Candidates will then choose **either** Section **B** on Judaism **or** Section **C** on Islam.

##### Paper 2 (2 hours 30 minutes)

This component consists of 16 essay type questions which cover all the four religions. The component is in four Sections of which Section A is Indigenous Religion, Section B Christianity, Section C Judaism and Section D Islam. Each Section has four questions each carrying 25 marks. A candidate is required to attempt four questions. Sections A and B are compulsory while candidates may choose **either** Section **C or D**

### 9.4 Specification Grid

Skill	Paper 1	Paper 2
Knowledge and comprehension	40%	40%
Application and Analysis	40%	40%
Problem solving	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

### 9.5 Assessment Instruments/Tools

The following are suggested tools:

FORM OF ASSESSMENT	SUGGESTED INSTRUMENTS
Profiling	Check list Observation schedules Rating Scale
Continuous Assessment	Practical activities School based continuous projects
Summative Assessment	Tests Exercises