

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

***NATIONAL CURRICULUM DEVELOPMENT CENTER
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RELIGION PROGRAMME FOR ADVANCED LEVEL OF SECONDARY EDUCATION

I. INTRODUCTION

The present programme of Religion is for Advanced Level of Secondary Education.

Its global mission is to deepen the knowledge received in ordinary level of secondary education it is to contribute in the integral formation of the student.

It deepens the students faith and strengthens his identity as a believe in the World.

It emphasizes the knowledge of how scriptures as the some of faith insists on some important *steps* of church and Islam history and marks the issues of religious, moral and social life of the students.

Furthermore, this programme has the aim of developing the critical sense of the students giving them an open view of the actual social problems in general and those of faith in particular in order to help them to make solutions as believers.

The present programme has been prepared by teachers and technicians in educational area of different religious beliefs.

II. GENERAL ORIENTATION

The present programme of Religion has been prepared in order to harmonize the structure of previous different religious programmes.

It has the objective of deepening faith in the students of advanced Level of secondary' education, using the knowledge of the message which is in the holy scriptures and strengthens the capacity of using it to enlighten their life, in face of actual problems confronting their faith.

In addition to spiritual and moral formation, the present programme favors the opening of the students' mind. the sense of responsibility in their commitment.

The used approach in the construction of this programme is as follows

- The major themes which are in different programmes of S.4, S.5, S.6 different beliefs have been identified and brought together.
- These themes form the structure of this programme.
- Sub themes have also been formulated according to Christian and Islam orientation
- Different doctrinal beliefs will be presented in the detailed content
- Each religious belief will present specific themes which will be part of this programme.

III.GENERAL OBJECTIVES

1. To develop into the students the taste and the comprehension of the teachings from the Holy scriptures in order to strengthen their faith and to grow spiritually.
2. To help the students to understand the history of Christianity or Islam, the expression of faith through history and to draw a lesson from their teachings in order to be a source of positive change in his environment.
3. To make the student he able to take his/her responsibility as a believer in his personal life and commitment and in his/her choices concerning resolutions of multiple problems of life.
4. To prepare the students in teaching training colleges (TTC) to their mission as educators of faith in religion teaching.

SENIOR:4**A. SPECIFIC OBJECTIVES**

At the end of the course, the student should be able

1. to explain the particularity of the Bible or Coran, its structure, and to use **it** easily
2. to draw out and explain the fundamental elements and messages of the books of the old Testament chosen in the programme.
3. to show the message of Christ through the gospels and in other books of the New Testament describe its impact on his personal and religious life
4. to describe the social religious context in which Jesus began his mission.

MUSLIMS SPECIFIC OBJECTIVES:

The student should be able

- I. To describe the circumstances of the coranic revelation and how it was conserved.
2. To explain from the Coran the conception of “Tawid” (Divine Unity) and be able to describe how it has been transmitted to humanity through ages up to Muhammad (peace and salvation to him)
3. To show the importance of Hadith and Sumia (tradition) and to explain the authenticity of their system and comment on some important hadiths.

B. NOTIONAL CONTENTS

The Holy Scriptures

1. Introduction to the Bible

Inspiration and canonicity

2. Old Testament

- a) GENESIS
 - Creation
 - Sin, suffering and death
 - Abraham. Father of believers
- b) EXODUS
- c) MONARCHISM IN ISRAEL
 - Saul. David. Solomon
- d) THE PROPHETS
 - General introduction
 - Isaiah. Daniel, Amos. Their messages
- e) WISDOM BOOKS:
 - Job;
 - Psalms

3. New Testament

- a) Introduction to the New Testament ; Judaism
- b) Synoptic gospels (Matthew Mark, Luk)
- c) The Gospel of St John
- d) The Acts of Apostles
- e) Letters of St Paul - Letters to Different Churches
- Pastoral Letters
- f) Apostolic letters
- g) The book of Revelation

Content for Muslims

1. The Quran

- a) The necessity of the Quran
- b) History
- c) Monotheism in the Quran

2. Hadith and Sunna

SENIOR 5**A. SPECIFIC OBJECTIVES**

The student should be able:

- to show the characteristics of the early church.
- to describe the important steps in church history and its impact on the faith of the believers.
- to explain the process of Christian expansion in the world in general and particularly in Rwanda.
- to draw out the fundamental elements of faith and show the important moments of its and the characteristics of practical faith.

SENIOR 5: Teacher Training Colleges

The student-teacher will be able:

- to give and explain the methodological steps in the preparation of the Religion lesson
- to prepare and teach the subject of Religion in primary schools

MUSLIMS SPECIFIC OBJECTIVES

The student should be able:

1. To explain the action of the prophet (Muhammad) and his companions in general in the formation and the consolidation of the community (Ummah) and the Islamic state
2. To express the reasons of rapid expansion of Islam and of sciences and arts in the Muslim world and to show the Muslim contribution in those fields
3. To describe the most important periods of contemporary Islam from the end of Caliph up to the Introduction of Islam in Rwanda.
4. To show the characteristics of Iman (the faith) and the pillars of practical Islam.

B. NOTIONAL CONTENTS

History of the Church and Foundation of faith Islam

I) Some STEPS IN THE history of the church

- a) Early church birth and organization
- b) Fathers of the church
- c) Principal heresies and major church councils
 - Council of Nice 325 AD
 - Council of Constantinople 381
 - Council of Ephesus 431
 - Council of Chalcedon 451
- d) The eastern schism
- e) Islam and the crusades
- f) Reformation and Council of Trent
- g) The expansion of Christianity in the world
- h) Evangelization in Rwanda.

2) Foundation of Faith

- a) Basic elements of Faith
- b) Profession of Faith
- c) Practical Faith

Content for Muslims

The history of Islam:

- a) The Prophet of Islam
- b) Companions of the Prophet: the first four caliphs
- c) Ummayyades and Abbasids
- d) Islam
- e) Islam in Spain
- f) The contribution of Islam towards Sciences and Arts
- g) Contemporary Islam:
 - Ohaman Califah
 - Colonization and independence
 - Islamic movements
 - Islam in Rwanda

3) Foundations of Faith in Islam

- a) Articles of Faith:
 - God predestination
 - Angels
 - The holy book
 - The prophets
 - The last judgment
- b) Basic principles :
 - Shahad
 - Sulat
 - Zakat
 - Ramadan
 - Heijja

3. Annex: A SPECIAL METHOD IN TEACHING RELIGION

(BASICALLY FOR TEACHER TRAINING; COLLEGES)

SPECIFIC OBJECTIVES	CONTENTS
<p>The student teacher will be able :</p> <ul style="list-style-type: none"> ● to explain the importance of the religion course learning in primary schools ● to analyze the programme of the religion course teaching, given in the primary school and elaborate an action plan related to it 	<ul style="list-style-type: none"> - Importance of the religion course teaching at the primary school level - - Programmes of the Religion course teaching: <ul style="list-style-type: none"> annual distribution of the content the time-table <ul style="list-style-type: none"> • academic calendar • the progressive aspect of learning

SPECIFIC OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> ▪ To identify the documents and the didactic material used in the religion course teaching at the primary school ▪ To describe the specific methods of each type of lesson in the religion course teaching ▪ To pick out advantages and disadvantages of each method used ▪ To make a lesson plan, prepare a detailed lesson of a religion course and teach it ▪ To plan and use means of controlling the pursued objectives ▪ To explain the main factors influencing the religion course learning ▪ To present the means of preventing handicaps in the religion course learning 	<ul style="list-style-type: none"> ▪ Documents and didactic materials used at the primary school in the religion course ▪ Methodology of the different types of lessons in the religion course teaching ▪ Advantages and disadvantages of each method ▪ Lesson plan, detailed preparation, school practice and teaching methods ▪ The control means and their use ▪ Main factors influencing the religion course learning ▪ Means of preventing handicaps in the religion course learning at the primary school

SENIOR:6**A. SPECIFIC OBJECTIVES**

The student should be able:

1. To show and describe the different types of vocations, their aims and should be able to propose solutions to some problems related to the vocations
2. To show that for the believer work has a religious and social value, and to discuss the criteria of the validity and the distribution of work.
3. To identify and discuss the different types of social devaluation of man and propose me resolutions.
4. To make a critical analysis of atheism and polytheism, to draw out their internal contradictions in relation to faith in god and explain the importance of faith in his life.

B. NOTIONAL CONTENTS

THE BELIEVER FACING LIFE

1) Commitment of a believer in life

- a. Human vocation
- b. Marriage vocation
 - Bride wealth/Down'
 - Validity of marriage
 - Responsible parenthood

2) Work

- a. Religious value of work
- h. Social value of work
- c. Professional ethics/ Ijtihad
- d. Unemployment
- e. Exploitation of workers

3) Social problems

- a. Different *forms of* segregation
 - Racism
 - Ethnic segregation
 - Regional
 - Religion segregation
 - Favoritism

b. Juvenile delinquency

- Prostitution
- Alcoholism
- Drugs
- Banditry

c. Corruption

4) Faith and atheism

- a. God, Master of the universe
- b. Atheism Polytheism Obscurantism
- c. The Christian or Islamic vision of the world

V. METHODOLOGICAL APPROACH

In order to reach the set objectives assumed in this programme two methodological approaches have been proposed:

- To use the known situation and human experience which should be clarified by a word of *Got*
- To use the word of' God in order to extract the application to daily life.

The teacher of the religion course will adopt the system of individual research work, group work and collective work, which will be put together and discussed in class.

The teachers of Religion in the same school should meet regularly in order to harmonize the system of teaching this subject and the system of evaluation.

VI. EVALUATION

1. The teacher should give individual and collective evaluation.
2. Every type of evaluation should be predictive, formative and summative.
3. The form of questioning will be essentially open.
4. The sense of collaboration and self evaluation will be cultivated among the students.

VII. PARTICULAR FACTORS

1. In order to reach the set objectives assigned for this course of Religion a minimum schedule of 2 hours per week is indispensable.
2. The religion course involves theory and practice so, the teacher and the students should belong to the same religion belief
3. In the case of a mixed Christian teaching (Christian Religious Education) which is independent from Religious beliefs the Religious teaching should be done by one teacher who is qualified in Religious Education.
4. Another meeting is needed to perfect this programme.
5. The programme of the moral course should be worked out for the students who do not belong to any of the two identified groups Christian and Muslim groups.

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