



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FAMILY, RELIGION AND MORAL EDUCATION

JUNIOR (GRADE 3-7) SYLLABUS

2015-2022

**Curriculum Development Unit
P.O. Box MP 133
Mount Pleasant
Harare**

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Family, Religion and Moral Education syllabus panel
- Zimbabwe School Examinations Council (ZIMSEC)
- Representatives from Ministry of Higher and Tertiary Education, Science and Technology Development
- Representatives from various Religious Institutions
- United Nations International Children’s Educational Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organisation (UNESCO)
- Publishers

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1 PREAMBLE

1.1 Introduction

The Grade 3-7 Family, Religion and Moral Education (FAREME) syllabus is a five year learning area which is designed to promote in learners an awareness and appreciation of different religions practised in Zimbabwe. The learning area seeks to develop a sense of family cohesion, unity, moral uprightness, inclusivity and tolerance among citizens with acceptable behaviours and values (*Unhu/Ubuntu/Vumunhu*).

1.2 Rationale

Family, Religion and Moral Education is the study of religious teachings, practitioners, rites and rituals and their impact on an individual and family as well as local, national and global community. The study of FAREME is significant in the development of moral responsibility and behaviour, capacity for discipline, a sense of sound ethical norms, values and goals. The learning area leads to the understanding of the processes of a free society, and heightening awareness of the importance of character development to the continued success, peace and stability of the Zimbabwean society.

The study of FAREME enables learners to develop skills in:

- problem solving
- critical thinking
- decision making
- conflict management
- leadership
- self-management
- communication
- technology and innovation
- enterprise
- social consciousness and self identity

These skills are also the Learner's exit profiles spread across all topics.

1.3 Summary of Content

The FAREME syllabus will cover the knowledge of various religions and their impact on self, family, community and the nation. The main thrust of the learning area is to inculcate, uphold and sustain:

- morals (*Unhu/Ubuntu/Vumunhu*)
- family relationships and dynamics
- rights and responsibilities

1.4 Assumptions

It is assumed that, learners:

- belong to a family
- belong to a religion
- are aware of the existence of the Supreme Being
- are aware of the diversity of families, religions and cultures
- have some norms and values
- are aware of some of the acceptable and unacceptable ethics
- have aspirations
- have spiritual needs
- are aware of the impact of religion on self, family, community and nation
- participate in religious festivals and ceremonies

1.5 Cross-Cutting Themes

In order to foster competency development for further studies, life and work, the teaching and learning of FAREME should integrate the following cross cutting themes:

- Gender roles and equality in religion
- Enterprise skills
- Collaboration
- Sexuality, HIV and AIDS
- Guidance and counseling
- Heritage studies
- Constitution of Zimbabwe
- Children's Rights and responsibilities
- Environmental issues
- Disaster Risk Management

2 PRESENTATION OF SYLLABUS

The FAREME syllabus is presented as a single document which covers Grade 3-7.

All Grades have the same topics which are developmental.

3 AIMS

The aims of the syllabus are to:

- 3.1 promote the spiritual, religious and moral development of the learner
- 3.2 develop an appreciation of the existence of the Supreme Being as portrayed by various religions
- 3.3 foster an understanding of the importance of belonging to a family, religion and community in shaping acceptable character, behaviour and attitudes
- 3.4 develop an appreciation of the value and dignity of hard work
- 3.5 inculcate and sustain *Unhu/Ubuntu/Vumunhu* in learners as they interact with family, community and society at large
- 3.6 increase an appreciation of Zimbabwe's religious heritage
- 3.7 develop and enhance respect of and tolerance for other people's religions, cultures and ways of life
- 3.8 develop an appreciation of the impact of technology on religion and moral values
- 4.5 discuss the importance of good moral values in different religions
- 4.6 state various names given to the Supreme Being
- 4.7 demonstrate ways of showing reverence for the Supreme Being
- 4.8 explain the structures, functions and importance of family
- 4.9 examine attributes associated with diverse religions in promoting tolerance
- 4.10 demonstrate behaviours, attitudes and norms that reflect *Unhu/Ubuntu/Vumunhu*
- 4.11 manage conflict amicably from real life situations or given scenarios
- 4.12 compromise during conflict management
- 4.13 practise good values
- 4.14 justify the need to uphold good values and practices
- 4.15 apply technology to advance moral and religious knowledge and values
- 4.16 research on religious phenomena and family relationships
- 4.17 relate gender, health and the environment to religion

5 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The FAREME syllabus is spiral in construction. Its teaching and learning should be multi-faith, non-proselytising and non-confessional using the following methods:

- Cultural transmission
- Narrative (story telling)
- Consideration (perspective-taking)
- Action learning (Drama, Role play, Simulation and Modeling)
- Cognitive development (moral reasoning and class discussion)
- Modified values (clarification, responsible decision making)
- Expert guest presentations

4 OBJECTIVES

By the end of the study learners should be able to:

- 4.1 define terms in FAREME
- 4.2 identify various religions practised in Zimbabwe
- 4.3 identify religious founders, practitioners, holy days, sacred books and places, ceremonies/festivals and symbols
- 4.4 compare and contrast religious teachings and practices

- Project-based learning
- Group work
- Demonstrations
- Discovery
- Question and answer
- Problem solving
- Multimedia
- Research and Presentations
- Educational Tours

The above suggested methods are enhanced by employing multi-sensory approaches to teaching and learning such as individualisation, totality, concreteness, tactility, stimulation and self-activity.

5.2 Time Allocation

FAREME should be allocated 4 periods of 30 minutes per week.

6 TOPICS

6.1 Family

- 6.1.1 Concept of Family
- 6.1.2 Family and religion
- 6.1.3 Family and community
- 6.1.4 Social and Emotional learning

6.2 Religion

- 6.2.1 Concept of Religion
- 6.2.2 Indigenous Religion
- 6.2.3 Christianity
- 6.2.4 Judaism
- 6.2.5 Islam

6.3 Morals and Values

- 6.3.1 The concept of morals and values
- 6.3.2 Rights and Responsibilities
- 6.3.3 Conflict and Conflict management
- 6.3.4 National value systems
- 6.3.5 Religion on Technology and Enterprise

6.4 Religion and Health

- 6.4.1 Religion and Abuse
- 6.4.2 Religion and Gender
- 6.4.3 Religion and Sexuality
- 6.4.4 Religion, HIV and AIDS
- 6.4.5 Healthy Living

7 SCOPE AND SEQUENCE

TOPIC 1: FAMILY

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Concept of Family	<ul style="list-style-type: none"> • Structure of families • Family names and totems • Family resources 	<ul style="list-style-type: none"> • Roles of family members • Family types • Family names and totems 	<ul style="list-style-type: none"> • Family origin • Family types and relationships • Lineages and totems 	<ul style="list-style-type: none"> • Family relationships • Family dynamics • Lineages and totems 	<ul style="list-style-type: none"> • Family relationships • Family dynamics • Lineages and totems
Family and Religion	<ul style="list-style-type: none"> • Family unity • Family life in religion 	<ul style="list-style-type: none"> • Family unity • Family life in religion 	<ul style="list-style-type: none"> • Family life and marriage in religion 	<ul style="list-style-type: none"> • Family life and marriage in religion 	<ul style="list-style-type: none"> • Family life and marriage in religion
Family and Community	<ul style="list-style-type: none"> • Family roles in the community • Caring for the needy 	<ul style="list-style-type: none"> • Family roles in the community • Caring for the needy 	<ul style="list-style-type: none"> • Family roles in the community • Family interaction • Caring for the needy 	<ul style="list-style-type: none"> • Family interaction • Community contribution to the family • Caring for the needy 	<ul style="list-style-type: none"> • Family interaction • Caring for the needy
Social and Emotional Learning	<ul style="list-style-type: none"> • Self-awareness and self-esteem • Behaviour management 	<ul style="list-style-type: none"> • Self-management 	<ul style="list-style-type: none"> • Social awareness • Respect for others • Empathy and appreciation for diversity 	<ul style="list-style-type: none"> • Relationship management • Building religious relationships • Responsible decision making 	<ul style="list-style-type: none"> • Relationship management • Communication and social management • Building relationships • Responsible decision making

TOPIC 2: RELIGIONS OF THE WORLD

SUB TOPIC: CONCEPT OF RELIGION

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
The Concept of Religion	<ul style="list-style-type: none"> • Religion in the family • Origins • Names of the Supreme Being • Sacred places • Songs and dances • Religious artefacts • Attire • Symbols and Sacred days 	<ul style="list-style-type: none"> • Religion in the community • Historical background • Roles of ancestors • Songs and dances • Religious practitioners • Key teachings • Food laws • Taboos 	<ul style="list-style-type: none"> • Religion in the country • National Ancestors • Religious ceremonies/festivals in families • Roles of lineages and totems • Religious artefacts and attire • Religious practitioners • Key teachings • Indigenous Religion and the environment 	<ul style="list-style-type: none"> • Religions in Africa • Development of Indigenous Religion in Zimbabwe • Key teachings • Religious ceremonies/festivals in the community • Lineages and totems • Religious practitioners and their roles • Indigenous Religion and the environment 	<ul style="list-style-type: none"> • Religions of the World • Key teachings • Rites and rituals • Lineages and totems • Indigenous Religion and the environment
Christianity	<ul style="list-style-type: none"> • Founder • Names of the Supreme Being • Sacred days • Place of worship • Symbol • Attire • Holy book 	<ul style="list-style-type: none"> • Origin • Key teachings • Songs and dances • Attire • Religious artefacts 	<ul style="list-style-type: none"> • Jesus Christ's life and ministry • Religious ceremonies/festivals • Artefacts and attire • Religious practitioners • Key teachings • Christianity and the environment • Food laws 	<ul style="list-style-type: none"> • Jesus Christ's life and ministry • Key teachings • Ceremonies and festivals • Religious practitioners and their roles • Christian worship and the early church • Christianity and the environment 	<ul style="list-style-type: none"> • Jesus Christ's life and ministry • Jesus Christ's death, burial and resurrection • Key teachings • Rites and rituals • Christianity and the environment • Christianity in Zimbabwe

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Judaism	<ul style="list-style-type: none"> • Founder • Names and titles of the Supreme Being • Holy days • Place of worship • Symbol • Attire • Holy book 	<ul style="list-style-type: none"> • Origin • Key teachings • Songs and dances • Religious artefacts • Attire 	<ul style="list-style-type: none"> • Historical background • Ceremonies/festivals • Artefacts and attire • Religious practitioners • Key teachings • Judaism and the environment • Food laws 	<ul style="list-style-type: none"> • Key teachings • Ceremonies /festivals • Religious practitioners and their roles • Jewish worship 	<ul style="list-style-type: none"> • Key teachings • Rites and rituals • Judaism and the environment • Judaism in Zimbabwe
Islam	<ul style="list-style-type: none"> • Founder • Names and titles of the Supreme Being • Place of worship • Holy days • Symbol • Attire • Holy book 	<ul style="list-style-type: none"> • Origin • Key teachings • Religious artefacts • Attire • Sacred places • Holy book 	<ul style="list-style-type: none"> • Historical background • Key teachings • Ceremonies/festivals • Artefacts and attire • Religious practitioners • Islam and the environment • Food laws 	<ul style="list-style-type: none"> • Key teachings • Ceremonies/festivals • Religious practitioners and their roles • Islamic worship 	<ul style="list-style-type: none"> • Key teachings • Rites and rituals • Islam and the environment • Islam in Zimbabwe

TOPIC 3 MORALS AND VALUES

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Concept of Morals and Values	<ul style="list-style-type: none"> • Right and wrong • Attributes of good morals 	<ul style="list-style-type: none"> • Right and wrong • Attributes 	<ul style="list-style-type: none"> • Right and wrong 	<ul style="list-style-type: none"> • Right and wrong 	<ul style="list-style-type: none"> • Right and wrong
Rights and Responsibilities	<ul style="list-style-type: none"> • Right to belong to a religion • Respect for other human beings • Rights and responsibilities in fairness 	<ul style="list-style-type: none"> • Right to belong to a religion • Respect for other human beings • Rights and responsibilities in fairness 	<ul style="list-style-type: none"> • Right to belong to a religion • Rights and responsibilities in fairness • Children's rights 	<ul style="list-style-type: none"> • Right to belong to a religion • Rights and responsibilities in fairness • Community contribution to the family • Children's rights • International conventions 	<ul style="list-style-type: none"> • Right to belong to a religion • Rights and responsibilities in fairness • International conventions
Conflict and Conflict Management	<ul style="list-style-type: none"> • Conflict at home and at school • Conflict with friends • Conflict management at home and with friends 	<ul style="list-style-type: none"> • Family conflict • Managing family conflict 	<ul style="list-style-type: none"> • Conflict at school and community • Conflict management at school and community 	<ul style="list-style-type: none"> • Intra-personal conflict • Management of intra-personal conflict 	<ul style="list-style-type: none"> • Inter-personal conflict • Management of inter-personal conflict

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
National Value Systems	<ul style="list-style-type: none"> • Respect <ul style="list-style-type: none"> - tolerance - patriotism - empathy - self-respect 	<ul style="list-style-type: none"> • Responsibility <ul style="list-style-type: none"> - transparency - diligence - team building/player self-discipline - dignity 	<ul style="list-style-type: none"> • Responsibility <ul style="list-style-type: none"> - Accountability - Leadership • Integrity <ul style="list-style-type: none"> - honesty - trustworthy - fairness - genuineness 	<ul style="list-style-type: none"> • Care <ul style="list-style-type: none"> - Filial Piety - friendliness - stewardship - benevolence 	<ul style="list-style-type: none"> • Resilience <ul style="list-style-type: none"> - handling change - optimism - determination - resourcefulness
Religion on Technology and Enterprise	<ul style="list-style-type: none"> • Religious artefacts • Religion and Technology 	<ul style="list-style-type: none"> • Enterprise in religion • Technology and values 	<ul style="list-style-type: none"> • Religious artefacts and enterprise • Technology and values 	<ul style="list-style-type: none"> • Religious artefacts and enterprise • Technology and values 	<ul style="list-style-type: none"> • Religious artefacts • Religious art • Computer application and humanity

TOPIC 4 RELIGION AND HEALTH

SUB TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Religion and Abuse	<ul style="list-style-type: none"> • Religion, forms of sexual abuse and perpetrators 	<ul style="list-style-type: none"> • Forms of sexual abuse and perpetrators 	<ul style="list-style-type: none"> • Forms of sexual abuse and perpetrators 	<ul style="list-style-type: none"> • Forms of sexual and substance abuse 	<ul style="list-style-type: none"> • Forms of sexual and substance abuse
Religion and Gender	<ul style="list-style-type: none"> • Gender roles 	<ul style="list-style-type: none"> • Gender roles 	<ul style="list-style-type: none"> • Gender equality 	<ul style="list-style-type: none"> • Gender equality 	<ul style="list-style-type: none"> • Gender equality
Religion and Sexuality	<ul style="list-style-type: none"> • Sex identification 	<ul style="list-style-type: none"> • Boy-girl relationships 	<ul style="list-style-type: none"> • Boy-girl relationships 	<ul style="list-style-type: none"> • Boy-girl relationships 	<ul style="list-style-type: none"> • Boy-girl relationships
Religion, HIV and AIDS	<ul style="list-style-type: none"> • Causes of HIV and AIDS • Awareness on HIV and AIDS 	<ul style="list-style-type: none"> • Religious attitudes towards HIV and AIDS • Awareness on HIV and AIDS 	<ul style="list-style-type: none"> • Effects of HIV and AIDS • Solutions to HIV and AIDS • Awareness on HIV and AIDS 	<ul style="list-style-type: none"> • Attitudes towards HIV and AIDS • Awareness on HIV and AIDS 	<ul style="list-style-type: none"> • Effects of HIV and AIDS • Attitudes towards HIV and AIDS • Solutions to HIV and AIDS • Awareness on HIV and AIDS
Health Living	<ul style="list-style-type: none"> • Personal hygiene • Health habits 	<ul style="list-style-type: none"> • Personal hygiene • Health habits 	<ul style="list-style-type: none"> • Personal hygiene • Health habits 	<ul style="list-style-type: none"> • Personal hygiene • Health habits 	<ul style="list-style-type: none"> • Health habits • Hygiene during adolescence

8 COMPETENCY MATRIX
GRADE 3
TOPIC 1: FAMILY
SUB TOPIC: CONCEPT OF FAMILY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Structure of the family	<ul style="list-style-type: none"> • describe the structure of families. • compare and contrast the structure of families. 	<ul style="list-style-type: none"> • Structure of family <ul style="list-style-type: none"> - nuclear - monogamous - polygamous - child headed - one parent 	<ul style="list-style-type: none"> • Discussing the structure of families • Distinguishing types of families • Role playing various family set ups 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person(s) • Talking book • Braille books
Family names and totems	<ul style="list-style-type: none"> • identify names and family members. • State family totems. 	<ul style="list-style-type: none"> • Family identification: <ul style="list-style-type: none"> -names -totems 	<ul style="list-style-type: none"> • Researching on family names and totems • Discussing family names and totems 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person(s) • Newspapers • Magazines • Talking book • Braille books
Family resources	<ul style="list-style-type: none"> • identify family possessions. 	<ul style="list-style-type: none"> • Family possessions such as: <ul style="list-style-type: none"> - cattle - house - land 	<ul style="list-style-type: none"> • Listing family possessions • Discussing family possessions 	<ul style="list-style-type: none"> • Realia • Textbooks • Resource person(s) • Talking book • Braille books

NOTE: TEACHERS TO BE SENSITIVE TO VARIOUS FAMILY TYPES WITHOUT STIGMATISATION

SUB TOPIC: FAMILY AND RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family unity	<ul style="list-style-type: none"> describe family unity 	<ul style="list-style-type: none"> Family unity 	<ul style="list-style-type: none"> Explaining family unity Discussing activities that unite families 	<ul style="list-style-type: none"> Textbooks Multi-media Resource person(s) Talking book Braille books
Family life in religion	<ul style="list-style-type: none"> explain family practices in relation to religion 	<ul style="list-style-type: none"> Family practices 	<ul style="list-style-type: none"> Identifying family practices in various religions. Comparing family practices in religion 	<ul style="list-style-type: none"> ICT tools Newspapers Magazine Textbooks Talking book Braille books

SUB TOPIC: FAMILY AND COMMUNITY

Family roles in the community	<ul style="list-style-type: none"> identify the family chores explain the need to share tasks list family roles in the community 	<ul style="list-style-type: none"> Family chores Family roles in the community 	<ul style="list-style-type: none"> Listing family chores Identifying family roles in the community Discussing family roles in the community 	<ul style="list-style-type: none"> Pictures Textbooks ICT tools
Caring for the needy	<ul style="list-style-type: none"> identify the needy in the community state how communities help the needy state how religions help the needy 	<ul style="list-style-type: none"> Needy people such as: <ul style="list-style-type: none"> Orphans and Vulnerable Children (OVC) the aged the handicapped 	<ul style="list-style-type: none"> Listing the needy in the community Explaining how the needy are helped in the community Visiting and assisting the needy in the community Touring places where the needy are cared for 	<ul style="list-style-type: none"> Pictures Textbooks ICT tools Talking book Braille books

SUB TOPIC: SOCIAL AND EMOTIONAL LEARNING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Self- awareness and self-esteem	<ul style="list-style-type: none"> explain self- awareness and self- esteem 	<ul style="list-style-type: none"> Self-awareness - physical body [human anatomy] - emotion - intellect - self- esteem 	<ul style="list-style-type: none"> Discussing self-awareness and self -esteem 	<ul style="list-style-type: none"> Text books ICT Tools
Behaviour Management	<ul style="list-style-type: none"> identify the impact of one's actions on others explain the influence of one's actions in other people's lives 	<ul style="list-style-type: none"> Effects of one's actions 	<ul style="list-style-type: none"> Discussing the effects of one's actions on others Evaluating actions on others 	<ul style="list-style-type: none"> Text books ICT Tools Resource person(s)

TOPIC 2: RELIGION**SUB TOPIC: CONCEPT OF RELIGION**

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion in the family	<ul style="list-style-type: none"> identify religions in different families 	<ul style="list-style-type: none"> Religions: -Indigenous -Religion -Christianity -Islam -Judaism 	<ul style="list-style-type: none"> Researching on different family religions Listing different religions in families Discussing different religions in families 	<ul style="list-style-type: none"> ICT Tools Text books Resource person(s)

SUB TOPIC: INDIGENOUS RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Origins	<ul style="list-style-type: none"> describe the origins of Indigenous Religion 	<ul style="list-style-type: none"> Origins of Indigenous Religion <ul style="list-style-type: none"> where when 	<ul style="list-style-type: none"> Discussing the beginning of indigenous ways of prayer 	<ul style="list-style-type: none"> ICT Tools Text books Resource person(s) Talking book Braille books
Names of the Supreme Being	<ul style="list-style-type: none"> state the names of the Supreme Being find the meanings of names of the Supreme Being 	<ul style="list-style-type: none"> Names of the Supreme Being Meanings of names 	<ul style="list-style-type: none"> Listing names of the Supreme Being Explaining the meanings of different names of Supreme Being 	<ul style="list-style-type: none"> ICT Tools Text books Braille Books Talking Book Resource Persons
Sacred places	<ul style="list-style-type: none"> identify sacred places in Indigenous Religion compare sacred places in Indigenous Religion 	<ul style="list-style-type: none"> Sacred places such as: <ul style="list-style-type: none"> Home altar <i>Chikava/Emsamo</i> Sacred trees 	<ul style="list-style-type: none"> Naming sacred places in Indigenous Religion Visiting sacred places in the locality Identifying similarities among sacred places 	<ul style="list-style-type: none"> Textbooks ICT tools Pictures Resource person(s)
Songs and dances	<ul style="list-style-type: none"> identify songs related to ceremonies and festivals sing songs and perform dances related to ceremonies and festivals in Indigenous Religion 	<ul style="list-style-type: none"> Songs and dances related to ceremonies and festivals 	<ul style="list-style-type: none"> Practising singing and performing dances related to ceremonies and festivals 	<ul style="list-style-type: none"> Resource person(s) Textbooks ICT tools Musical Instruments Braille books
Religious artefacts and attire	<ul style="list-style-type: none"> name religious artefacts and attire in Indigenous Religion describe religious artefacts and attire in Indigenous Religion 	<ul style="list-style-type: none"> Artefacts such as: <ul style="list-style-type: none"> <i>Tsvimbo/Intonga</i> <i>Nhekwe/imfuko</i> Attire such as: <ul style="list-style-type: none"> <i>Chuma/amangonqo</i> <i>Machira emudzimu/izembatho</i> 	<ul style="list-style-type: none"> Identifying the artefacts and attire in Indigenous Religion Discussing the attire and artefacts 	<ul style="list-style-type: none"> Real objects Real regalia Pictures Talking book Braille books Resource person(s)

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Symbols and Sacred Days	<ul style="list-style-type: none"> name the symbols used in Indigenous Religion show the significance of the symbols state sacred days in Indigenous Religion 	<ul style="list-style-type: none"> Symbols Sacred days : -chisi/izilo 	<ul style="list-style-type: none"> Identifying the symbols in Indigenous Religion Explaining the significance of the symbols Naming the sacred days in Indigenous Religion Explaining the significance of the sacred days in Indigenous Religion 	<ul style="list-style-type: none"> Symbols Resource person(s) ICT tools Pictures Text books Talking book Braille books

SUB TOPIC: CHRISTIANITY**SUB TOPIC: CHRISTIANITY**

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Founder	<ul style="list-style-type: none"> identify the founder of Christianity 	<ul style="list-style-type: none"> Founder 	<ul style="list-style-type: none"> Naming the founder of Christianity 	<ul style="list-style-type: none"> Portrait of founder Religious literature ICT tools Resource person(s) Textbooks
Names of Supreme Being	<ul style="list-style-type: none"> state names and titles of the Supreme Being. 	<ul style="list-style-type: none"> Names of the Supreme Being 	<ul style="list-style-type: none"> Identifying the names of the Supreme Being. Explaining the significance of the titles of Supreme Being. 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Talking book Braille books
Sacred days	<ul style="list-style-type: none"> state the sacred days 	<ul style="list-style-type: none"> Sacred days 	<ul style="list-style-type: none"> Identifying sacred days 	<ul style="list-style-type: none"> Text books ICT tools

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
			<ul style="list-style-type: none"> Explaining activities done on the sacred days 	<ul style="list-style-type: none"> Bible
Place of Worship	<ul style="list-style-type: none"> identify places of worship 	<ul style="list-style-type: none"> Places of worship 	<ul style="list-style-type: none"> Visiting places of worship within the locality Explaining different places of worship 	<ul style="list-style-type: none"> Pictures Text books Talking book Braille books
Symbol	<ul style="list-style-type: none"> identify the Christian symbol 	<ul style="list-style-type: none"> Symbol 	<ul style="list-style-type: none"> Drawing the symbol that identifies Christianity as a religion Explaining the significance of the symbol 	<ul style="list-style-type: none"> Pictures Text books
Attire	<ul style="list-style-type: none"> identify religious attire 	<ul style="list-style-type: none"> Attire 	<ul style="list-style-type: none"> Describing different attire 	<ul style="list-style-type: none"> Newspaper cuttings Pictures ICT tools
Holy book	<ul style="list-style-type: none"> name the Holy book 	<ul style="list-style-type: none"> Holy book; - Division of Holy Book 	<ul style="list-style-type: none"> Identifying the Holy book Describing the Holy book 	<ul style="list-style-type: none"> The Bible ICT tools Pictures Resource person(s) Talking book Braille books

SUB TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Founder	<ul style="list-style-type: none"> name the founder 	<ul style="list-style-type: none"> Founder 	<ul style="list-style-type: none"> Identifying the founder Recalling the historical background of founder 	<ul style="list-style-type: none"> ICT Tools Textbooks Talking book Braille books
Names and titles of the Supreme Being	<ul style="list-style-type: none"> state the names and the titles of the Supreme Being 	<ul style="list-style-type: none"> Names and titles 	<ul style="list-style-type: none"> Naming the Supreme Being and titles Explaining the significance of the titles 	<ul style="list-style-type: none"> ICT Tools Textbooks Talking book Braille books
Place of worship	<ul style="list-style-type: none"> identify the place of worship 	<ul style="list-style-type: none"> Place of worship 	<ul style="list-style-type: none"> Visiting the place of worship Describing the different places of worship 	<ul style="list-style-type: none"> Pictures Diagrams ICT tools Talking book Braille books
Sacred days	<ul style="list-style-type: none"> state the sacred days in Judaism 	<ul style="list-style-type: none"> Sacred days 	<ul style="list-style-type: none"> Identifying sacred days Outlining activities done during sacred days 	<ul style="list-style-type: none"> ICT tools Textbooks
Symbol	<ul style="list-style-type: none"> identify the Jewish Symbol 	<ul style="list-style-type: none"> Symbol 	<ul style="list-style-type: none"> Drawing the symbol that identifies Judaism as a religion Explaining the significance of the symbol 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures
Attire	<ul style="list-style-type: none"> identify religious attire 	<ul style="list-style-type: none"> Attire 	<ul style="list-style-type: none"> Describing the religious attire 	<ul style="list-style-type: none"> Pictures ICT tools Textbooks Talking book Braille books
Holy books	<ul style="list-style-type: none"> list the holy books 	<ul style="list-style-type: none"> Holy books 	<ul style="list-style-type: none"> Identifying the holy books 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Braille books

SUB TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Founder	<ul style="list-style-type: none"> name the founder of Islam 	<ul style="list-style-type: none"> Founder 	<ul style="list-style-type: none"> Identifying the founder Recalling the historical background of the founder 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s)
Names and titles of the Supreme Being	<ul style="list-style-type: none"> state the names and titles of the Supreme Being in Islam 	<ul style="list-style-type: none"> Names and titles 	<ul style="list-style-type: none"> Listing names and titles of the Supreme Being. Explaining the significance of the titles 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Talking book Braille books
Place of worship	<ul style="list-style-type: none"> identify the place of worship in Islam 	<ul style="list-style-type: none"> Place of worship 	<ul style="list-style-type: none"> Visiting the place of worship in Islam 	<ul style="list-style-type: none"> Pictures ICT tools
Holy days	<ul style="list-style-type: none"> state the Holy days in Islam 	<ul style="list-style-type: none"> Holy days 	<ul style="list-style-type: none"> Identifying the Holy days Outlining activities done during the holy days 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Pictures Drawings Talking book Braille books
Symbol	<ul style="list-style-type: none"> identify the symbol for Islam 	<ul style="list-style-type: none"> Symbol 	<ul style="list-style-type: none"> Drawing the symbol that identifies Islam as a religion Explaining the significance of the symbol 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s)

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Attire	<ul style="list-style-type: none"> identify the attire in Islam 	<ul style="list-style-type: none"> Attire 	<ul style="list-style-type: none"> Naming attire Describing the attire 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Talking book Braille books
Holy book	<ul style="list-style-type: none"> state the Holy book 	<ul style="list-style-type: none"> Holy book 	<ul style="list-style-type: none"> Identifying the Holy book 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s)

TOPIC 3: MORALS AND VALUES

SUB TOPIC: CONCEPT OF MORALS AND VALUES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right and wrong	<ul style="list-style-type: none"> state what is right and wrong at home and school 	<ul style="list-style-type: none"> Morals 	<ul style="list-style-type: none"> Explaining what is right and wrong at home and school 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Talking book Braille books
Attributes of good morals	<ul style="list-style-type: none"> describe attributes of good morals 	<ul style="list-style-type: none"> Attributes 	<ul style="list-style-type: none"> Mentioning attributes of good morals 	<ul style="list-style-type: none"> Textbooks Resource person(s)
Right to belong to a religion	<ul style="list-style-type: none"> state the importance of belonging to a religion explain the responsibilities associated with a particular religion 	<ul style="list-style-type: none"> Religious rights and responsibilities 	<ul style="list-style-type: none"> Explaining the importance of belonging to a religion Identifying the responsibilities associated with a particular religion 	<ul style="list-style-type: none"> Religious books Resource person(s) Pictures Talking book Braille books
Respect for other human beings	<ul style="list-style-type: none"> demonstrate ways of showing respect for other human beings state the benefits of showing respect for other human beings 	<ul style="list-style-type: none"> Respect Benefits 	<ul style="list-style-type: none"> Illustrating respect Explaining benefits of respecting other human beings 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Talking book Braille books

Rights and responsibilities in fairness	<ul style="list-style-type: none"> state the positive ways of treating each other fairly explain benefits attached to good behaviour state the rights and responsibilities of citizens 	<ul style="list-style-type: none"> positive ways of treating each other Benefits of good behavior Rights and responsibilities of citizens 	<ul style="list-style-type: none"> Describing positive ways of treating each other Stating the benefits of good behaviour Explaining rights and responsibilities of citizens 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Zimbabwe Constitution Talking book Braille books
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SUB TOPIC: CONFLICT AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Conflict at home	<ul style="list-style-type: none"> identify causes of conflict at home 	<ul style="list-style-type: none"> Causes of conflict at home 	<ul style="list-style-type: none"> Listing conflict at home Explaining causes of conflict at home 	<ul style="list-style-type: none"> Charts Pictures Textbooks ICT tools Talking book Braille books
Conflict with friends	<ul style="list-style-type: none"> identify causes of conflict with friends 	<ul style="list-style-type: none"> Cause of conflict with friends 	<ul style="list-style-type: none"> stating causes of conflict Describing personal qualities that destroy relationships Telling stories to show how conflict affects relationships 	<ul style="list-style-type: none"> Pictures Textbooks ICT tools Talking book Braille books
Conflict management at home and with friends	<ul style="list-style-type: none"> suggest ways of managing conflict at home explain ways of managing conflict with friends 	<ul style="list-style-type: none"> Ways of managing conflict 	<ul style="list-style-type: none"> Explaining ways of managing conflict at home and with friends Story-telling on conflict management Role-playing conflict management 	<ul style="list-style-type: none"> Pictures Textbooks ICT tools Magazines Talking book Braille books

SUB TOPIC: NATIONAL VALUE SYSTEMS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Respect	<ul style="list-style-type: none"> explain the importance of self- respect and respect for others identify characteristics associated with respect 	<ul style="list-style-type: none"> Respect <ul style="list-style-type: none"> - tolerance - patriotism - empathy - self respect 	<ul style="list-style-type: none"> Stating the importance of self-respect and respect for others Demonstrating acts that show respect Dramatising aspects that show respect 	<ul style="list-style-type: none"> ICT tools Textbooks Talking book Braille books 	

SUB TOPIC: RELIGION ON TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Religious artefacts	<ul style="list-style-type: none"> state religious artefacts 	<ul style="list-style-type: none"> Artefacts 	<ul style="list-style-type: none"> Describing religious artefacts Drawing religious artefacts 	<ul style="list-style-type: none"> Pictures Textbooks ICT tools Magazines 	
Religion and technology	<ul style="list-style-type: none"> identify the technology used in religion 	<ul style="list-style-type: none"> Technology in religion 	<ul style="list-style-type: none"> Explaining how technology is used in religion 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Talking book Braille books 	

TOPIC 4: RELIGION AND HEALTH

SUB TOPIC: RELIGION AND ABUSE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion, forms of sexual abuse and perpetrators	<ul style="list-style-type: none"> • identify forms of sexual abuse • identify potential perpetrators of child sexual abuse • suggest religious solutions to child sexual abuse 	<ul style="list-style-type: none"> • Forms of child sexual abuse • Potential perpetrators of child sexual abuse • Religious solutions to child sexual abuse 	<ul style="list-style-type: none"> • Discussing forms of child sexual abuse • Stating potential perpetrators of child sexual abuse • Identifying religious ways of preventing child sexual abuse 	<ul style="list-style-type: none"> • Text books • ICT Tools • Resource person(s) • Talking book • Braille books

SUB TOPIC: RELIGION AND GENDER

Religion and Gender roles	<ul style="list-style-type: none"> • give the meaning of gender • identify gender roles 	<ul style="list-style-type: none"> • Gender roles 	<ul style="list-style-type: none"> • Explaining the meaning of gender • Outlining gender roles • Stating the importance of religion on Gender 	<ul style="list-style-type: none"> • Text books • ICT Tools • Video / films • Pictures • Talking book • Braille books
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SUB TOPIC: RELIGION AND SEXUALITY

Sex Identification	<ul style="list-style-type: none"> • state the characteristics of a boy and a girl • Identify religious practices on sexuality 	<ul style="list-style-type: none"> • characteristics of boys and girls • Religious practices and sex identification 	<ul style="list-style-type: none"> • Identifying the characteristics of boys and girls • Listing religious practices on sexuality 	<ul style="list-style-type: none"> • Text books • ICT Tools • Video / films • Pictures • Talking book • Braille books
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SUB TOPIC: RELIGION, HIV AND AIDS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Causes of AIDS	<ul style="list-style-type: none"> state what HIV and AIDS stand for list the cause of AIDS 	<ul style="list-style-type: none"> HIV and AIDS Cause of AIDS 	<ul style="list-style-type: none"> Discussing the meaning of HIV and AIDS Stating the cause of AIDS 	<ul style="list-style-type: none"> Text books ICT Tools Video / films Pictures Talking book Braille books
Religious attitudes towards HIV and AIDS	<ul style="list-style-type: none"> give facts on HIV and AIDS 	<ul style="list-style-type: none"> Religious facts on HIV and AIDS 	<ul style="list-style-type: none"> Stating religious facts on HIV and AIDS 	<ul style="list-style-type: none"> Text books Resource person(s) Videos Talking book Braille books
Awareness on HIV and AIDS	<ul style="list-style-type: none"> disseminate information on HIV and AIDS 	<ul style="list-style-type: none"> Dissemination of information 	<ul style="list-style-type: none"> Explaining issues on HIV and AIDS 	<ul style="list-style-type: none"> Resource person Videos ICT tools Pictures, Posters Fliers Talking book

SUB TOPIC: HEALTH LIVING**SUB TOPIC: HEALTH LIVING**

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Personal hygiene	<ul style="list-style-type: none"> name body parts explain ways of taking care of various body parts 	<ul style="list-style-type: none"> Hygiene 	<ul style="list-style-type: none"> Identifying the body parts Stating ways of caring for the body 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Talking book Braille books
Health habits	<ul style="list-style-type: none"> explain the need for exercise and rest list healthy eating habits 	<ul style="list-style-type: none"> Health habits 	<ul style="list-style-type: none"> Stating the need for exercise and rest Participating in games Explaining eating habits 	<ul style="list-style-type: none"> Pictures Textbooks Food ICT tools Talking book Braille books

GRADE 4
TOPIC 1: FAMILY
SUB TOPIC: CONCEPT OF THE FAMILY

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Roles of family members	<ul style="list-style-type: none"> • identify members of a family • state roles of family members 	<ul style="list-style-type: none"> • Family members • Roles 	<ul style="list-style-type: none"> • Naming members of the family • Listing roles of family members • Explaining the roles played by family members 	<ul style="list-style-type: none"> • Pictures • ICT tools • Textbooks • Talking book • Braille books
Family types	<ul style="list-style-type: none"> • identify different types of families 	<ul style="list-style-type: none"> • Family types <ul style="list-style-type: none"> - nuclear - monogamous - polygamous - child headed - one parent 	<ul style="list-style-type: none"> • Stating family types in the locality • Describing family types 	<ul style="list-style-type: none"> • Pictures • ICT tools • Textbooks • Talking book • Braille books
Family names and totems	<ul style="list-style-type: none"> • state family names • identify totems 	<ul style="list-style-type: none"> • Names • Totems 	<ul style="list-style-type: none"> • Listing family names • Explaining the importance of totems • Reciting poems on totems • Drawing totemic representations 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Family chart • Talking book • Braille books

NOTE: TEACHERS TO BE SENSITIVE TO VARIOUS FAMILY TYPES WITHOUT STIGMATISATION

SUB TOPIC: FAMILY AND RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family unity	<ul style="list-style-type: none"> Identify the religious activities that bring families together 	<ul style="list-style-type: none"> Ceremonies Rituals Rites <ul style="list-style-type: none"> Indigenous Religion Christianity Judaism Islam 	<ul style="list-style-type: none"> Stating religious activities that unite families Explaining the importance of uniting families 	<ul style="list-style-type: none"> Textbooks ICT tools Pictures Sacred books Talking book Braille books
Family life in religion	<ul style="list-style-type: none"> State family religions Explain the religious ways of life in a family 	<ul style="list-style-type: none"> Family and religion 	<ul style="list-style-type: none"> Identifying family religions Explaining how family members participate in religion 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Magazines

SUB TOPIC: FAMILY AND COMMUNITY

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family roles in the community	<ul style="list-style-type: none"> • identify family roles in the community • demonstrate family roles in the community 	<ul style="list-style-type: none"> • Family community roles 	<ul style="list-style-type: none"> • Stating family roles in the community • Explaining family roles in the community • Dramatising family roles in the community 	<ul style="list-style-type: none"> • Textbooks • ICT tools • Pictures • Talking book • Braille books
Caring for the needy	<ul style="list-style-type: none"> • state different ways of helping the needy • explain ways of helping the needy 	<ul style="list-style-type: none"> • The needy such as: <ul style="list-style-type: none"> - Orphans and Vulnerable Children (OVC) - the aged - the handicapped 	<ul style="list-style-type: none"> • Listing different ways of helping the needy • Explaining how the needy are taken care of • Identifying ways in which the community cares for the needy • Visiting and assisting the needy in the community • Touring places where the needy are cared for 	<ul style="list-style-type: none"> • Textbooks • ICT tools • Pictures • Videos • Talking book • Braille books

SUB TOPIC: SOCIAL AND EMOTIONAL LEARNING

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Self-management	<ul style="list-style-type: none"> • explain the importance of managing oneself • justify the need to control emotions • state the role played by religion in self- management 	<ul style="list-style-type: none"> • Self- management • Emotions; <ul style="list-style-type: none"> -anger -sulk • Role played by religion 	<ul style="list-style-type: none"> • Explaining the importance of self- management • Dramatising how emotions can be controlled 	<ul style="list-style-type: none"> • Textbooks • ICT tools • Pictures • Talking book • Braille books

TOPIC 2: RELIGION

SUB TOPIC: THE CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion in the community	<ul style="list-style-type: none"> identify different religions in the locality 	<ul style="list-style-type: none"> Different religions 	<ul style="list-style-type: none"> Listing different religions in the locality Explaining ways of worship 	<ul style="list-style-type: none"> ICT tools Text books Pictures Resource person(s)

SUB TOPIC: INDIGENOUS RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical background	<ul style="list-style-type: none"> state the origin of the religion explain its historical background 	<ul style="list-style-type: none"> Historical background of Indigenous Religion 	<ul style="list-style-type: none"> Explaining the origins of the religion Outlining the historical background of the religion Researching on the historical background 	<ul style="list-style-type: none"> Resource person(s) Text books ICT tools Talking book Braille books
Roles of ancestors	<ul style="list-style-type: none"> list the roles of ancestors Explain the roles of ancestors name family ancestors 	<ul style="list-style-type: none"> Ancestors and their roles in the family Family ancestors 	<ul style="list-style-type: none"> Stating the roles of ancestors Listing family ancestors Researching on family genealogy 	<ul style="list-style-type: none"> Resource person(s) Text books ICT tools Pictures Family chart

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Songs and dances	<ul style="list-style-type: none"> • name and sing spiritual songs • identify musical instruments in Indigenous Religion • demonstrate dances performed at spiritual functions in the community 	<ul style="list-style-type: none"> • Spiritual songs such as: <ul style="list-style-type: none"> - Bhuka tiende (Thobela) - Nhemamusasa (Mhondoro kuna Save) • Various dances in the community such as: <ul style="list-style-type: none"> - Jerusalem - Hossana - Amabhiza 	<ul style="list-style-type: none"> • Singing spiritual songs • Naming artists who sing spiritual songs • Naming musical instruments • Playing musical instruments • Performing dances from home and the community 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Actual instruments • Talking book • Braille books
Religious practitioners	<ul style="list-style-type: none"> • identify the practitioners in Indigenous Religion • name the duties of practitioners in Indigenous Religion • describe the attire of practitioners in Indigenous Religion 	<ul style="list-style-type: none"> • Religious practitioners in Indigenous Religion <ul style="list-style-type: none"> - Chiefs - Spirit Mediums - Traditional Healers <ul style="list-style-type: none"> • Duties of practitioners <ul style="list-style-type: none"> - divination - communicating with ancestral spirits - leading spiritual ceremonies - healing with herbs • Attire 	<ul style="list-style-type: none"> • Naming practitioners in Indigenous Religion • Listing duties of Indigenous Religion • Describing ceremonial attire of practitioners 	<ul style="list-style-type: none"> • Text books • ICT tools • Pictures • Actual objects • Talking book • Braille books

KEY CONCEPT	OBJECTIVES Learners should be able to	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> describe the key teachings in Indigenous Religion regarding the Supreme deity explain the role of ancestral spirits in Indigenous Religion 	<ul style="list-style-type: none"> Key teachings <ul style="list-style-type: none"> Nature of the Supreme Being in Indigenous Religion Pray through ancestral spirits Roles of ancestral spirits such as: <ul style="list-style-type: none"> Protection 	<ul style="list-style-type: none"> Explaining aspects of the Supreme Being in Indigenous Religion Describing the process of supplication Stating the roles of ancestral spirits 	<ul style="list-style-type: none"> Textbook Resource person(s) Ndiru, fodya, chikuva (home altar) Talking book Braille books Culture huts
Food laws	<ul style="list-style-type: none"> identify various foods in indigenous diet describe how indigenous foods are prepared state foods eaten during ceremonies/festivals describe how ceremonial foods are prepared 	<ul style="list-style-type: none"> Indigenous foods and food taboos Indigenous food preparation Food and ceremonies/festivals 	<ul style="list-style-type: none"> Listing foods in indigenous diet Discussing foods eaten during ceremonies/festivals Explaining the preparation of ceremonial foods Preparing some indigenous foods 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Actual food Cooking utensils Resource person(s) Talking book Braille books
Taboos	<ul style="list-style-type: none"> define the term taboo state some common taboos in Indigenous Religion explain the importance of taboos 	<ul style="list-style-type: none"> Importance of taboos 	<ul style="list-style-type: none"> Listing some common taboos Explaining taboos Stating the importance of taboos 	<ul style="list-style-type: none"> Textbook Pictures ICT tools Resource person(s) Talking book Braille books

SUB TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Origin	<ul style="list-style-type: none"> outline Jesus Christ's birth and early life explain Jesus Christ's baptism and temptation 	<ul style="list-style-type: none"> Jesus Christ's birth and early life Baptism and temptation 	<ul style="list-style-type: none"> Explaining Jesus Christ's birth and early life Outlining how Jesus was baptised and tempted Stating the significance of Jesus Christ's baptism and temptation 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Resource person(S) Talking book Braille books
Key teachings	<ul style="list-style-type: none"> identify teachings in Christianity 	<ul style="list-style-type: none"> Key teachings such as: <ul style="list-style-type: none"> Salvation Holy Spirit 	<ul style="list-style-type: none"> Explaining Christian key teachings Stating the roles of the Holy Spirit 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Resource person(s)
Songs and dances	<ul style="list-style-type: none"> list artists who sing Christian songs identify songs and dances in Christianity 	<ul style="list-style-type: none"> Artists Christian songs and dances 	<ul style="list-style-type: none"> Naming artists Singing and dancing to Christian songs Composing and singing Christian songs 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Musical instruments Talking book Braille books
Attire	<ul style="list-style-type: none"> identify attire worn in Christianity 	<ul style="list-style-type: none"> Christian attire 	<ul style="list-style-type: none"> Collecting pictures of Christian attire Drawing Christian attire Describing Christian attire 	<ul style="list-style-type: none"> Pictures ICT tools Real attire
Religious artefacts	<ul style="list-style-type: none"> identify religious artefacts state the significance of religious artefacts 	<ul style="list-style-type: none"> Artefacts Significance of artefacts 	<ul style="list-style-type: none"> Listing the artefacts Drawing the artefacts Explaining the significance of religious artefacts 	<ul style="list-style-type: none"> Textbooks ICT tools Real artefacts

SUB TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Origin	<ul style="list-style-type: none"> state the origin of Judaism 	<ul style="list-style-type: none"> Origin of Judaism 	<ul style="list-style-type: none"> Explaining the origin of Judaism Explaining the development of Judaism 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Resource person(s)
Key teachings	<ul style="list-style-type: none"> identify the teachings in Judaism 	<ul style="list-style-type: none"> Key teachings <ul style="list-style-type: none"> - Monotheism - Prophets 	<ul style="list-style-type: none"> Outlining the key teachings in Judaism 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Resource person(s)
Songs and dances	<ul style="list-style-type: none"> list artists in Judaism identify songs and dances in Judaism 	<ul style="list-style-type: none"> Artists Jewish songs and dances 	<ul style="list-style-type: none"> Naming artists Singing and dancing to Jewish songs 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Musical instruments
Religious artefacts	<ul style="list-style-type: none"> name the Jewish religious artefacts 	<ul style="list-style-type: none"> Religious artefacts such as: <ul style="list-style-type: none"> - Menorah - Shabbat - Yad - Mezuzah 	<ul style="list-style-type: none"> Listing religious artefacts in Judaism Drawing simple religious artefacts in Judaism 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Artefacts Talking book Braille books
Attire	<ul style="list-style-type: none"> describe the Jewish religious attire 	<ul style="list-style-type: none"> Jewish attire 	<ul style="list-style-type: none"> Collecting pictures of Jewish attire Drawing the Jewish attire Describing the Jewish attire 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)

SUB TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Origin	<ul style="list-style-type: none"> state the origin of Islam 	<ul style="list-style-type: none"> Origin of Islam 	<ul style="list-style-type: none"> Explaining the origin of Islam Explaining the development of Islam 	<ul style="list-style-type: none"> Qur`an Textbooks Pictures ICT tools Resource person(s)
Key teachings	<ul style="list-style-type: none"> identify key teachings in Islam 	<ul style="list-style-type: none"> Key teachings <ul style="list-style-type: none"> - Allah - Prophet 	<ul style="list-style-type: none"> Listing key teachings in Islam Outlining key teachings in Islam 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)
Attire	<ul style="list-style-type: none"> describe the Islamic religious attire 	<ul style="list-style-type: none"> Islamic attire 	<ul style="list-style-type: none"> Collecting pictures of the Islamic attire Drawing the Islamic attire Describing the Islamic attire 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)
Songs and dances	<ul style="list-style-type: none"> list artists in Islam identify songs and dances in Islam 	<ul style="list-style-type: none"> Artists Songs and dances 	<ul style="list-style-type: none"> Naming artists Singing and dancing to Islamic songs 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Musical instruments
Religious artefacts	<ul style="list-style-type: none"> Name Islamic religious artefacts 	<ul style="list-style-type: none"> Religious artefacts such as: <ul style="list-style-type: none"> - Prayer mat - Greeting cards - Ka`bah 	<ul style="list-style-type: none"> Listing religious artefacts in Islam Drawing simple religious artefacts in Islam Describing Islamic religious artefacts 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Artefacts
Sacred places	<ul style="list-style-type: none"> name sacred places in Islam 	<ul style="list-style-type: none"> Islamic sacred places 	<ul style="list-style-type: none"> Listing sacred places in Islam Describing sacred places in Islam Drawing and labelling sacred places in Islam 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Braille books Talking book

TOPIC 3: MORALS AND VALUES

SUB TOPIC: CONCEPT OF MORALS AND VALUES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right and wrong	<ul style="list-style-type: none"> distinguish right from wrong 	<ul style="list-style-type: none"> Morals 	<ul style="list-style-type: none"> Comparing and contrasting good and bad morals Explaining the right and wrong in human behaviour Dramatising acceptable behaviour 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools
Attributes	<ul style="list-style-type: none"> identify the qualities of an upright person 	<ul style="list-style-type: none"> Qualities of an upright person 	<ul style="list-style-type: none"> Stating the qualities of an upright person/individual Demonstrating acceptable behaviour Stating the rewards of acceptable behaviour 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)
Right to belong to a religion	<ul style="list-style-type: none"> name different religions explain the right to belong to a religion describe responsibilities of belonging to a religion state benefits of belonging to a religion 	<ul style="list-style-type: none"> Religions: <ul style="list-style-type: none"> Indigenous Religion/Spiritually Christianity Judaism Islam Responsibility of belonging to a religion Benefits of belonging to a religion 	<ul style="list-style-type: none"> Stating known religions Stating religious rights Outlining benefits of respecting each other's religion Explaining the responsibilities of belonging to a religion Listing the benefits of belonging to a religion 	<ul style="list-style-type: none"> Textbooks Resource person(s) Pictures The Zimbabwe Constitution

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Respect for other human beings	<ul style="list-style-type: none"> state respectful manners acceptable in society 	<ul style="list-style-type: none"> Respectful manners 	<ul style="list-style-type: none"> Identifying respectful manners Demonstrating respectful manners 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools
Rights and responsibilities in fairness	<ul style="list-style-type: none"> state children's rights and responsibilities identify ways of treating others fairly 	<ul style="list-style-type: none"> Rights and responsibilities 	<ul style="list-style-type: none"> Identifying rights and responsibilities Dramatising how to treat others fairly 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

SUB TOPIC: CONFLICT AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family conflict	<ul style="list-style-type: none"> Identify the causes of family conflict explain the effects of family conflict 	<ul style="list-style-type: none"> Conflict in the family 	<ul style="list-style-type: none"> Stating the causes of family conflict Stating the effects of conflict in families 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Videos Braille books Talking book
Managing family conflict	<ul style="list-style-type: none"> suggest appropriate ways of managing family conflict 	<ul style="list-style-type: none"> Conflict management 	<ul style="list-style-type: none"> Identifying ways of managing conflict Dramatising ways of managing conflict Telling stories that reflect proper ways of managing conflict 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools

SUB TOPIC: NATIONAL VALUE SYSTEMS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Responsibility	<ul style="list-style-type: none"> • state aspects of responsibility • explain responsibility as it relates to various contexts 	<ul style="list-style-type: none"> • Aspects of responsibility <ul style="list-style-type: none"> - Transparency - Team building/Player - Self-discipline - Dignity - Diligence • Responsibility contexts <ul style="list-style-type: none"> - Self - Family - Community - Nation 	<ul style="list-style-type: none"> • Explaining the meaning of each aspect of responsibility • Describing responsibility as it relates to various contexts • Researching on aspects of responsibility 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Work cards • Questionnaires

SUB TOPIC: RELIGION ON TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Enterprise in religion	<ul style="list-style-type: none"> identify ways of enterprising in religion 	<ul style="list-style-type: none"> Ways of enterprise 	<ul style="list-style-type: none"> Listing ways of enterprising in religion Explaining ways of enterprising in religion strategies 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Braille books Talking book
Technology and values	<ul style="list-style-type: none"> demonstrate use of Information, Communication and Technology tools in religion discuss the impact of technology on acceptable values 	<ul style="list-style-type: none"> Impact of technology on values 	<ul style="list-style-type: none"> Explaining how Information, Communication and Technology tools are used in religion Explaining the pros and cons of technology on values 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)

TOPIC 4: RELIGION AND HEALTH

SUB TOPIC: RELIGION AND ABUSE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Forms of sexual abuse and perpetrators	<ul style="list-style-type: none"> identify different forms of sexual abuse and possible perpetrators discuss ways of preventing sexual abuse state actions to be taken when sexually abused 	<ul style="list-style-type: none"> Forms of sexual abuse Ways of preventing sexual abuse Actions to be taken when abused 	<ul style="list-style-type: none"> Listing forms of sexual abuse Stating possible perpetrators of sexual abuse Suggesting ways of preventing sexual abuse Discussing actions to be taken when sexually abused 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Talking book Braille books

SUB TOPIC: RELIGION AND GENDER

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender roles	<ul style="list-style-type: none"> define gender roles identify gender roles 	<ul style="list-style-type: none"> Gender roles 	<ul style="list-style-type: none"> Explaining gender roles Discussing gender roles as portrayed by society 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

SUB TOPIC: RELIGION AND SEXUALITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Boy-girl relationship	<ul style="list-style-type: none"> identify characteristics of boys and girls mention how boys and girls can relate 	<ul style="list-style-type: none"> Characteristics of boys and girls Relationship between boys and girls 	<ul style="list-style-type: none"> Stating the characteristics of boys and girls Explaining how boys and girls relate 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

SUB TOPIC: RELIGION, HIV AND AIDS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religious attitudes towards HIV and AIDS	<ul style="list-style-type: none"> describe religious attitudes towards people living with HIV and AIDS 	<ul style="list-style-type: none"> Religious attitudes 	<ul style="list-style-type: none"> Highlighting religious attitudes towards people living with HIV and AIDS Identifying ways of relating to people with HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Posters Pictures Resource person(s)
Awareness on HIV and AIDS	<ul style="list-style-type: none"> discuss ways of contracting HIV and AIDS list ways of preventing HIV and AIDS 	<ul style="list-style-type: none"> Ways of contracting HIV and AIDS Ways of preventing HIV and AIDS 	<ul style="list-style-type: none"> Listing ways of contracting HIV and AIDS Stating ways preventing HIV and AIDS Reciting poems on HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Magazines Pamphlets ICT tools Resource person(s)

SUB TOPIC: HEALTHY LIVING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Personal hygiene	<ul style="list-style-type: none"> explain religious teachings with respect to personal hygiene 	<ul style="list-style-type: none"> Religion and hygiene <ul style="list-style-type: none"> Indigenous Religion Christianity Judaism Islam 	<ul style="list-style-type: none"> Identifying religious teachings which promote personal hygiene Researching on religious teachings which promote personal hygiene 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Resource person(s) Sacred books
Health habits	<ul style="list-style-type: none"> state different healthy habits explain the importance of health habits 	<ul style="list-style-type: none"> Healthy habits Importance of health habits 	<ul style="list-style-type: none"> Listing different healthy habits Practising healthy habits 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Resource person(s)

GRADE 5
TOPIC 1: FAMILY
SUB TOPIC: CONCEPT OF THE FAMILY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family origin	<ul style="list-style-type: none"> state the origins of families 	<ul style="list-style-type: none"> Origins of the family 	<ul style="list-style-type: none"> Discussing the origins of families Researching on the family origins 	<ul style="list-style-type: none"> Resource person(s) ICT tools Textbooks
Family types and relationships	<ul style="list-style-type: none"> state types of families list members in families describe relationships within families 	<ul style="list-style-type: none"> Types of families <ul style="list-style-type: none"> Nuclear Child headed One parent Members in the family Relationships within the families 	<ul style="list-style-type: none"> Listing types of families Identifying members of families Discussing relationships within families 	<ul style="list-style-type: none"> ICT tools Textbooks Pictures Family chart Braille books Talking book
Lineages and totems	<ul style="list-style-type: none"> define a lineage identify own totem recite own totem 	<ul style="list-style-type: none"> Lineages Totem 	<ul style="list-style-type: none"> Explaining the meaning of lineage Identifying ethnic groups in families and communities Naming family totems Reciting poems of family totems 	<ul style="list-style-type: none"> Resource person(s) ICT tools Textbooks Braille books Talking book

SUB TOPIC: FAMILY AND RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family life and marriages in religion	<ul style="list-style-type: none"> state ways of marrying in religion 	<ul style="list-style-type: none"> Ways of marrying 	<ul style="list-style-type: none"> Discussing different methods of marrying Role-playing ways of marriage 	<ul style="list-style-type: none"> ICT tools Textbooks Magazines Resource person(s) Braille books Talking book

SUB TOPIC: FAMILY AND COMMUNITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family roles in the community	<ul style="list-style-type: none"> • identify family roles in the community • explain why it is important to have family roles in the community 	<ul style="list-style-type: none"> • Family roles <ul style="list-style-type: none"> - Cooperatives - Attending funerals - Attending weddings - Attending various ceremonies and festivals 	<ul style="list-style-type: none"> • Classifying family roles in the community • Discussing the significance of having family roles in the community 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person(s) • Braille books • Talking book
Family interaction	<ul style="list-style-type: none"> • explain how families interact with each other 	<ul style="list-style-type: none"> • Family interaction such as: <ul style="list-style-type: none"> - working together - sharing resources - child minding - emotional support 	<ul style="list-style-type: none"> • Discussing how families depend on each other • Listing resources, they can share 	<ul style="list-style-type: none"> • Resource person(s) • ICT tools • textbooks
Caring for the needy	<ul style="list-style-type: none"> • state ways of caring for the needy in the community 	<ul style="list-style-type: none"> • Ways of caring for the needy <ul style="list-style-type: none"> - Home based care 	<ul style="list-style-type: none"> • Identifying social and religious institutions caring for the needy 	<ul style="list-style-type: none"> • Resource person(s) • ICT tools • Textbooks • Talking book • Braille books

SUB TOPIC: SOCIAL AND EMOTIONAL LEARNING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Social awareness	<ul style="list-style-type: none"> • identify neighbours • explain the importance of socialisation within the communities 	<ul style="list-style-type: none"> • neighbours • Socialisation within communities 	<ul style="list-style-type: none"> • Naming neighbours • Discussing the importance of socialising within the communities 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Pictures • Braille books
Respect for others	<ul style="list-style-type: none"> • explain ways of showing respect • state the merits of showing respect for others 	<ul style="list-style-type: none"> • Ways of showing respect • Merits of showing respect 	<ul style="list-style-type: none"> • Discussing ways of showing respect • Demonstrating respect • Discussing benefits of showing respect 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Pictures • Braille books • Talking book
Empathy and appreciation for diversity	<ul style="list-style-type: none"> • identify diversity in human beings • justify the need to appreciate diversity 	<ul style="list-style-type: none"> • Diversity in human beings • Tolerance 	<ul style="list-style-type: none"> • Stating differences in people • Explaining the need to appreciate diversity • Discussing the importance of tolerance 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Braille books • Talking book

TOPIC 2: RELIGION

SUB TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religion in the country	<ul style="list-style-type: none"> • list major religions in Zimbabwe • state the advantages of belonging to a religion 	<ul style="list-style-type: none"> • Religions in Zimbabwe <ul style="list-style-type: none"> - Indigenous Religion - Christianity - Judaism - Islam 	<ul style="list-style-type: none"> • Identifying religions in Zimbabwe • Discussing advantages of belonging to a religion 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Braille books • Talking book

SUB TOPIC: INDEGENOUS RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
National ancestors	<ul style="list-style-type: none"> name national ancestors state the various roles played by the national ancestors in the liberation of Zimbabwe 	<ul style="list-style-type: none"> National ancestors such as: <ul style="list-style-type: none"> Chaminuka Mufemberi Malandela kaNdaba Mbuya Nehanda Sekuru Kaguvi Thobela Roles played by National ancestors in the liberation struggle 	<ul style="list-style-type: none"> Listing the national ancestors Identifying roles played by National ancestors during the first and second wars of liberation 	<ul style="list-style-type: none"> Resource person(s) Text books ICT tools Pictures Braille books Talking book
Religious ceremonies/festivals in families	<ul style="list-style-type: none"> name religious ceremonies/festivals done in families list religious ceremonial artefacts state the items of ritual clothing worn by practitioners 	<ul style="list-style-type: none"> Religious ceremonial festivals <ul style="list-style-type: none"> Thanksgiving Receiving ancestral spirits Artefacts such as: <ul style="list-style-type: none"> Wooden plate Snuff container Raw tobacco mound Ceremonial spear Attire of practitioners <ul style="list-style-type: none"> Ceremonial cloths jewellery 	<ul style="list-style-type: none"> Distinguishing between known ceremonies/festivals Describing processes involved in conducting family ceremonies/festivals Naming ceremonial artefacts Explaining functions of ceremonial artefacts Naming and describing different cloths for rituals Identifying jewellery and how they are worn 	<ul style="list-style-type: none"> ICT tools Pictures Textbooks Actual objects Braille books Talking book Resource person(s)
Roles of lineages and totems	<ul style="list-style-type: none"> explain the roles of lineages and totems 	<ul style="list-style-type: none"> Lineages and totems 	<ul style="list-style-type: none"> Discussing roles of lineages and totems Researching on lineages and totems 	<ul style="list-style-type: none"> Textbooks Resource person(s) Talking book Braille books

Artefacts and attire	<ul style="list-style-type: none"> describe ceremonial attire and artefacts draw various ceremonial attire and artefacts 	<ul style="list-style-type: none"> Ceremonial artefacts and attire such as: <ul style="list-style-type: none"> head gear whisk gourd walking stick 	<ul style="list-style-type: none"> Discussing ceremonial attire and artefacts Illustrating ceremonial attire and artefacts Constructing ceremonial artefacts 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Real artefacts
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners describe religious practitioners 	<ul style="list-style-type: none"> Religious practitioners <ul style="list-style-type: none"> Spirit mediums/Boterwa/Sangoma Traditional Healers/N`anga/Inyanga 	<ul style="list-style-type: none"> Listing religious practitioners Discussing religious practitioners and their attire 	<ul style="list-style-type: none"> Resource person(s) Real objects Pictures Textbooks
Key teachings	<ul style="list-style-type: none"> name key teachings 	<ul style="list-style-type: none"> Concept of Unhu/Ubuntu/Vumunhu <ul style="list-style-type: none"> I am because you are Revering ancestors Oneness with nature and wildlife 	<ul style="list-style-type: none"> Stating key teachings Reciting core values of Unhu/Ubuntu/Vumunhu Discussing the meaning of core values of Unhu/Ubuntu/Vumunhu Explaining aspects of living in oneness Explaining ancestor reverence 	<ul style="list-style-type: none"> Textbooks Resources person(s) ICT tools Braille books Talking book
Indigenous Religion and the environment	<ul style="list-style-type: none"> describe values that relate to the environment state penalties for disrespecting the environment 	<ul style="list-style-type: none"> Indigenous Religion and the environment <ul style="list-style-type: none"> Reverence Sacred places Domestic firewood Penalties <ul style="list-style-type: none"> Fined by Chief Mystical disappearance Taken by mermaid 	<ul style="list-style-type: none"> Explaining ways in which sacredness of the environment is reflected Naming specific environmental taboos Identifying penalties for disrespecting the environment 	<ul style="list-style-type: none"> Textbooks Resources person(s) ICT tools Local environment Braille books Talking book

SUB TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Jesus Christ's life and Ministry	<ul style="list-style-type: none"> list the names of Jesus Christ's disciples define a parable deduce meaning from the parable 	<ul style="list-style-type: none"> Disciples of Jesus Christ Jesus Christ's teachings such as: <ul style="list-style-type: none"> Sermon on the mount Parable The two sons 	<ul style="list-style-type: none"> Naming Jesus Christ's disciples Discussing moral teachings from the Sermon on the mount and the parable 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Resource person(s) Braille books Talking book
Religious ceremonies/festivals	<ul style="list-style-type: none"> list ceremonies/ festivals in Christianity discuss the significance of ceremonies/festivals in Christianity 	<ul style="list-style-type: none"> Ceremonies/festivals in Christianity such as: <ul style="list-style-type: none"> Christmas Easter 	<ul style="list-style-type: none"> Naming ceremonies and festivals in Christianity Explaining the significance of ceremonies/festivals in Christianity Dramatising ceremonies/festivals in Christianity 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person(s) Braille books Talking book
Religious artefacts and attire	<ul style="list-style-type: none"> identify different artefacts and attire in Christianity 	<ul style="list-style-type: none"> Artefacts and attire in Christianity 	<ul style="list-style-type: none"> Listing artefacts and attire in Christianity Describing artefacts and attire in Christianity Drawing artefacts and attire in Christianity 	<ul style="list-style-type: none"> Bible Textbooks Pictures ICT tools Real artefacts
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in Christianity describe religious practitioners in Christianity 	<ul style="list-style-type: none"> Practitioners such as: <ul style="list-style-type: none"> Pastor Evangelist Prophet Apostle Teacher Priest Bishop 	<ul style="list-style-type: none"> Listing religious practitioners in Christianity Discussing the roles of religious practitioners in Christianity 	<ul style="list-style-type: none"> Resource person(s) Textbooks Pictures Artefacts ICT tools Talking book Braille books

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> identify the key teachings in Christianity 	<ul style="list-style-type: none"> Key teachings such as <ul style="list-style-type: none"> One God (monotheism) Jesus as the son of God Trinity 	<ul style="list-style-type: none"> Discussing Christian teachings Explaining the link between God and the living 	<ul style="list-style-type: none"> Resource person(s) Textbooks ICT tools
Christianity and the environment	<ul style="list-style-type: none"> Suggest Christian ways of conserving the environment justify the need for good use of the environment 	<ul style="list-style-type: none"> Conservation Christianity and environment 	<ul style="list-style-type: none"> Discussing how Christians conserve the environment Debating on the use of the environment 	<ul style="list-style-type: none"> Local environment Textbooks ICT tools
Food laws	<ul style="list-style-type: none"> identify prohibited food in Christianity 	<ul style="list-style-type: none"> Prohibited foods 	<ul style="list-style-type: none"> Listing the prohibited foods in Christianity 	<ul style="list-style-type: none"> Resource person(s) Textbooks Pictures Talking book Braille books

SUB TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical background	<ul style="list-style-type: none"> Explain the historical background of Judaism 	<ul style="list-style-type: none"> Historical background <ul style="list-style-type: none"> Place of origin Founder Followers 	<ul style="list-style-type: none"> Researching on the historical background of Judaism Discussing the historical background of Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools
Ceremonies/festivals	<ul style="list-style-type: none"> identify ceremonies/festivals in Judaism 	<ul style="list-style-type: none"> Ceremonies/festivals <ul style="list-style-type: none"> New year Passover 	<ul style="list-style-type: none"> Listing ceremonies/festivals in Judaism Explaining activities done during the ceremonies/festivals in Judaism Discussing the significance of ceremonies/festivals in Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Artefacts and attire	<ul style="list-style-type: none"> identify artefacts and attire in Judaism 	<ul style="list-style-type: none"> Artefacts such as: <ul style="list-style-type: none"> Torah scroll Kippah Attire such as: <ul style="list-style-type: none"> Tallit 	<ul style="list-style-type: none"> Listing attire and artefacts in Judaism Drawing artefacts and attire in Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in Judaism state the roles of religious practitioners in Judaism 	<ul style="list-style-type: none"> Jewish practitioners <ul style="list-style-type: none"> Priest Prophet Rabbi Scribe 	<ul style="list-style-type: none"> Listing religious practitioners in Judaism Discussing religious practitioners in Judaism Discussing roles of practitioners in Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Talking book
Key teachings	<ul style="list-style-type: none"> state key teachings in Judaism explain key teachings in Judaism 	<ul style="list-style-type: none"> Key teachings in Judaism such as: <ul style="list-style-type: none"> Torah Eternity 	<ul style="list-style-type: none"> Discussing key teachings in Judaism Listing the Jewish teachings found in the Pentateuch Explaining eternity in Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Talking book Braille book

Judaism and the environment	<ul style="list-style-type: none"> Suggest ways Jews conserve the environment justify the need for good use of the environment 	<ul style="list-style-type: none"> Judaism and environment 	<ul style="list-style-type: none"> Discussing how the environment is being used Debating on the use of the environment Researching on how Jews conserve the environment 	<ul style="list-style-type: none"> Local environment Textbooks ICT tools Braille book Talking book Resource person(s)
Food laws	<ul style="list-style-type: none"> state Jewish food laws explain the recommended Jewish food laws discuss why the Jews do not eat animal blood 	<ul style="list-style-type: none"> Food laws <ul style="list-style-type: none"> - kosher 	<ul style="list-style-type: none"> Listing food laws in Judaism Discussing Jewish recommended food laws Explaining why the Jewish people do not eat blood Discussing the duties of the Shochet (trained slaughterer of animals) 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book

SUB TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Historical background	<ul style="list-style-type: none"> narrate the historical background of Islam state the two main groups found in Islam 	<ul style="list-style-type: none"> Historical background <ul style="list-style-type: none"> - Origin - Founder - The life story of Muhammad - Main groups in Islam: <ul style="list-style-type: none"> - <i>Sunni</i> - <i>Shi`a</i> 	<ul style="list-style-type: none"> Discussing the historical background in Islam Locating the place of origin from a map Differentiating the main groups found in Islam 	<ul style="list-style-type: none"> Textbooks Map ICT tools Resource person(s) Braille books Talking book
Key teachings	<ul style="list-style-type: none"> state key teachings in Islam explain key teachings in Islam 	<ul style="list-style-type: none"> Key teachings such as: <ul style="list-style-type: none"> - Allah - Muhammad 	<ul style="list-style-type: none"> Listing key teachings in Islam Discussing key teachings in Islam 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools

Ceremonies/festivals	<ul style="list-style-type: none"> state ceremonies/festivals in Islam 	<ul style="list-style-type: none"> Islamic Ceremonies/festivals <ul style="list-style-type: none"> - Hajj - Eid-ul-fitr - Eid-ud-adha 	<ul style="list-style-type: none"> Listing ceremonies/ festivals in Islam Discussing what is done during ceremonies/festivals in Islam Researching on ceremonies/festivals in Islam 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Artefacts and attire	<ul style="list-style-type: none"> name religious artefacts in Islam describe religious attire in Islam 	<ul style="list-style-type: none"> Religious artefacts in Islam such as: <ul style="list-style-type: none"> - Qur'an - Ra`el` (Qur`an stand) Islamic attire 	<ul style="list-style-type: none"> Listing religious artefacts in Islam Drawing simple religious artefacts and attire in Islam Discussing religious attire in Islam 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Real artefacts Braille books Talking book
Religious practitioners	<ul style="list-style-type: none"> identify religious practitioners in Islam state the roles performed by the religious practitioners in Islam 	<ul style="list-style-type: none"> Islamic religious practitioners and their roles <ul style="list-style-type: none"> -Imam (male prayer leader) -Muezzin (caller to prayer) -Ulama (interpreter of the Koran) -Mujahid (one who analyses the Koran) 	<ul style="list-style-type: none"> Listing Islamic religious practitioners Describing the role of each of the practitioners Researching on Islamic religious practitioners 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Islam and the environment	<ul style="list-style-type: none"> Suggest Islamic ways of conserving the environment justify the need for good use of the environment in Islam 	<ul style="list-style-type: none"> Islam and the environment 	<ul style="list-style-type: none"> Discussing how Moslems conserve the environment Researching on how Moslems conserve the environment Debating on the use of the environment in Islam 	<ul style="list-style-type: none"> Local environment Textbooks ICT tools Braille books Talking book Resource person(s)
Food laws	<ul style="list-style-type: none"> list forbidden foods in Islam explain the significance of Halaal 	<ul style="list-style-type: none"> Food laws -Halaal 	<ul style="list-style-type: none"> Discussing forbidden foods in Islam Discussing the significance of Halaal Researching on food laws in Islam 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Braille books Talking book

TOPIC 3: MORALS AND VALUES

SUB TOPIC: CONCEPT OF MORALS AND VALUES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right and wrong	<ul style="list-style-type: none"> identify good and bad morals 	<ul style="list-style-type: none"> Morals 	<ul style="list-style-type: none"> Listing right and wrong morals Comparing and contrasting good and bad morals Debating on morals 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book
Right to belong to a religion	<ul style="list-style-type: none"> explain the right to belong to a religion identify responsibilities of belonging to a religion 	<ul style="list-style-type: none"> Right to belong to a religion Responsibilities 	<ul style="list-style-type: none"> Discussing the right to belong to a religion Discussing responsibilities and obligations of belonging to a religion 	<ul style="list-style-type: none"> Textbooks Resource person(s) Pictures Constitution Braille books Talking book
Rights and responsibilities in fairness	<ul style="list-style-type: none"> state rights and responsibilities at school and community identify ways of treating others fairly 	<ul style="list-style-type: none"> Rights and responsibilities 	<ul style="list-style-type: none"> Discussing rights Listing responsibilities at school and community Discussing how to treat others fairly 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book
Children's rights	<ul style="list-style-type: none"> list basic children's rights and responsibilities explain the role of religion in promoting children's rights 	<ul style="list-style-type: none"> Children's rights Responsibilities Religion and children's rights 	<ul style="list-style-type: none"> Identifying children's rights and responsibilities Explaining the importance of children's rights and responsibilities Researching on religious contributions towards promoting children's rights 	<ul style="list-style-type: none"> The Zimbabwe Constitution The African Charter UN convention Braille books Talking book Textbooks Resource person(s)

SUB TOPIC: CONFLICT AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Conflict at school and community	<ul style="list-style-type: none"> state causes of conflict at school and community 	<ul style="list-style-type: none"> Conflict at school and community 	<ul style="list-style-type: none"> Identifying the causes of conflict at school and community Discussing the effects of conflict at school and community 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book
Conflict management at school and community	<ul style="list-style-type: none"> identify forms of conflict give the meaning of conflict management suggest ways of managing conflict 	<ul style="list-style-type: none"> Forms of conflict such as: <ul style="list-style-type: none"> bullying fighting scolding others Conflict management Ways of managing conflict 	<ul style="list-style-type: none"> Listing forms of conflict Discussing ways of managing conflict Researching on ways of managing conflict Dramatising conflict management 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Braille books Talking book

SUB TOPIC: NATIONAL VALUE SYSTEMS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Responsibility and Integrity	<ul style="list-style-type: none"> identify aspects of integrity and responsibility explain responsibility and integrity as it relates to various contexts 	<ul style="list-style-type: none"> Responsibility <ul style="list-style-type: none"> Accountability Leadership Integrity <ul style="list-style-type: none"> Honesty Trustworthy Fairness Genuineness 	<ul style="list-style-type: none"> Relating aspects of integrity and responsibility Describing the elements of responsibility and integrity in relation to various contexts 		<ul style="list-style-type: none"> ICT tools Textbooks Braille books Talking book

SUB TOPIC: RELIGION ON TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	LEARNING	RESOURCES
Religious artefacts and enterprise	<ul style="list-style-type: none"> identify different designs on religious artefacts design religious artefacts 	<ul style="list-style-type: none"> Religious art 	<ul style="list-style-type: none"> Describing religious artefacts Explaining the importance of religious artefacts as an enterprise Drawing different religious artefacts Creating designs of religious artefacts Marketing religious artefacts 		<ul style="list-style-type: none"> Resource person(s) ICT tools Textbooks Braille books Talking book
Technology and values	<ul style="list-style-type: none"> state the impact of technology on religious and social values 	<ul style="list-style-type: none"> Impact of technology on religious and social values 	<ul style="list-style-type: none"> Discussing the advantages and disadvantages of technology on religious and social values 		<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

TOPIC 4: RELIGION AND HEALTH

SUB TOPIC: SEXUAL ABUSE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Forms of sexual abuse and perpetrators	<ul style="list-style-type: none"> state forms of sexual abuse identify perpetrators of sexual abuse state the importance of reporting cases of sexual abuse 	<ul style="list-style-type: none"> Forms of sexual abuse Perpetrators Reporting systems 	<ul style="list-style-type: none"> Listing forms of sexual abuse Listing possible perpetrators of sexual abuse Explaining the importance of reporting cases of sexual abuse 	<ul style="list-style-type: none"> Resource person Textbooks ICT tools Pictures Braille books Talking book Resource person(s)

SUB TOPIC: RELIGION AND GENDER

Gender Equality	<ul style="list-style-type: none"> Give the meaning of gender equality Identify ways of balancing opportunities between men and women 	<ul style="list-style-type: none"> Equal opportunities 	<ul style="list-style-type: none"> Stating the meaning of gender equality Suggesting ways of sharing responsibilities equally between men and women 	<ul style="list-style-type: none"> Textbooks ICT tools Pictures Braille books Talking book Resource person(s)
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SUB TOPIC: RELIGION AND SEXUALITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Boy and girl relationship	<ul style="list-style-type: none"> • identify ways through which boys can interact • identify ways through which girls can interact 	<ul style="list-style-type: none"> • ways of interacting 	<ul style="list-style-type: none"> • Explaining ways through which boys can interact • Explaining ways through which girls can interact 	<ul style="list-style-type: none"> • Textbooks • ICT tools • Pictures • Braille books • Talking book

SUB TOPIC: RELIGION, HIV AND AIDS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Effects of HIV and AIDS	<ul style="list-style-type: none"> • list the effects of HIV and AIDS at home and at school 	<ul style="list-style-type: none"> • Effects of HIV and AIDS 	<ul style="list-style-type: none"> • Engaging in quiz on HIV and AIDS • Discussing the effects of HIV and AIDS 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Braille books • Talking book
Solutions to HIV and AIDS	<ul style="list-style-type: none"> • suggest ways by which religions help in preventing the spread of HIV and AIDS 	<ul style="list-style-type: none"> • Ways of preventing the spread of HIV and AIDS 	<ul style="list-style-type: none"> • Explaining ways by which religions help in preventing the spread of HIV and AIDS 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Braille books • Talking book
Awareness on HIV and AIDS	<ul style="list-style-type: none"> • write poems on HIV and AIDS awareness • state the role of religion in HIV and AIDS awareness 	<ul style="list-style-type: none"> • HIV and AIDS awareness <ul style="list-style-type: none"> - Poetry - Drama • Role of religion in HIV and AIDS awareness 	<ul style="list-style-type: none"> • Reciting poems on HIV and AIDS awareness • Explaining the role of religion in HIV and AIDS awareness 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Poems • Charts

SUB TOPIC: HEALTHY LIVING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Personal hygiene	<ul style="list-style-type: none"> • identify different religious teachings on personal hygiene 	<ul style="list-style-type: none"> • Religious teachings in <ul style="list-style-type: none"> - Indigenous Religion - Christianity - Judaism - Islam 	<ul style="list-style-type: none"> • Discussing different religious teachings on personal hygiene 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s)
Health habits	<ul style="list-style-type: none"> • discuss health habits • suggest ways in which health habits are encouraged in religions 	<ul style="list-style-type: none"> • Habits such as <ul style="list-style-type: none"> - Eating right and moderate food - Rest - Exercise 	<ul style="list-style-type: none"> • Explaining health habits in religions • Discussing ways in which health habits are encouraged in religions 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Braille books • Talking book

GRADE 6
TOPIC 1: FAMILY
SUB TOPIC: CONCEPT OF THE FAMILY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family relationships	<ul style="list-style-type: none"> identify other family relations 	<ul style="list-style-type: none"> Family relations such as: <ul style="list-style-type: none"> - Cousin - Nephew - Niece 	<ul style="list-style-type: none"> Naming titles of relationship in families 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Family chart Braille books Talking book
Family dynamics	<ul style="list-style-type: none"> explain causes of changes in families outline effects of family dynamics 	<ul style="list-style-type: none"> Dynamics such as: <ul style="list-style-type: none"> -migration -religious affiliation 	<ul style="list-style-type: none"> Identifying causes of family dynamics Discussing effects of family dynamics Researching on family dynamics 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book
Lineages and totems	<ul style="list-style-type: none"> identify family lineages recite totems 	<ul style="list-style-type: none"> Lineages Totems 	<ul style="list-style-type: none"> Narrating family lineages Drawing the family tree Reciting family totem praise poems Researching on lineages and totems 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s)

SUB TOPIC: FAMILY AND RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family life and marriage in religion	<ul style="list-style-type: none"> state the role of religion in the marriage institution and family life 	<ul style="list-style-type: none"> Role of religion in marriage and family life such as: <ul style="list-style-type: none"> Counselling 	<ul style="list-style-type: none"> Discussing the role of religion in the marriage institution and family life 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

SUB TOPIC: FAMILY AND COMMUNITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family Interaction	<ul style="list-style-type: none"> describe the role of the family in promoting interaction 	<ul style="list-style-type: none"> Families assist each other when: <ul style="list-style-type: none"> Raising children funerals celebrations 	<ul style="list-style-type: none"> Explaining the role of the family in promoting interaction 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book
Community contribution to the family	<ul style="list-style-type: none"> state how the community contributes to the family 	<ul style="list-style-type: none"> Contributions of the community to the family such as: <ul style="list-style-type: none"> Counselling Disaster mitigation Mediation Religious ceremonies Corporate social responsibility 	<ul style="list-style-type: none"> Discussing community contributions to the family Discussing the importance of community contributions to families Researching on community contributions to the family Dramatising given situations on community participation 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

Caring for the needy	<ul style="list-style-type: none"> state ways in which religious institutions assist the needy in Zimbabwe 	<ul style="list-style-type: none"> Voluntary Organisations Religious Institutions such as: <ul style="list-style-type: none"> -Bumhudzo -Matthew Rusike 	<ul style="list-style-type: none"> Listing known religious institutions that assist the needy in Zimbabwe Discussing ways in which religious institutions assist the needy in Zimbabwe Visiting institutions that care for the needy 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks
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SUB TOPIC: SOCIAL AND EMOTIONAL LEARNING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Relationship management	<ul style="list-style-type: none"> state different ways of managing relationships in religion identify different ways of managing religious differences 	<ul style="list-style-type: none"> Religious ways of managing relationships 	<ul style="list-style-type: none"> Explaining how relationships are managed Discussing the importance of managing religious differences 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Building religious relationships	<ul style="list-style-type: none"> explain ways of making friends explain the need for love, forgiveness and reconciliation in relationships 	<ul style="list-style-type: none"> Relationships Love, forgiveness and reconciliation 	<ul style="list-style-type: none"> Discussing how to make friends Suggesting the importance of loving, forgiving and reconciling with friends 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Responsible decision making	<ul style="list-style-type: none"> choose right friends make informed decisions explain the importance of wisdom in decision making 	<ul style="list-style-type: none"> Friends Peer pressure Wisdom Decision making 	<ul style="list-style-type: none"> Listing characteristics of good and bad friends Discussing peer pressure Suggesting ways of withstanding peer pressure Telling religious stories that reflect wisdom in decision making 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Pictures Braille books Talking book

TOPIC 2: RELIGION

SUB TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religions in Zimbabwe	<ul style="list-style-type: none"> identify religions in Zimbabwe 	<ul style="list-style-type: none"> Religions 	<ul style="list-style-type: none"> Listing religions in Zimbabwe Researching on religions in Zimbabwe 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Pictures Talking book Braille books

SUB TOPIC: INDIGENOUS RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Development of Indigenous Religion in Zimbabwe	<ul style="list-style-type: none"> state how colonialism affected Indigenous Religion name laws used to suppress Indigenous Religion in Zimbabwe 	<ul style="list-style-type: none"> Colonialism and religion Legal suppression <ul style="list-style-type: none"> Witchcraft Suppression Act 	<ul style="list-style-type: none"> Explaining the impact of colonialism on religion Describing how laws affected the practice of Indigenous Religion 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Key teachings	<ul style="list-style-type: none"> explain the concept of eternity in Indigenous Religion name the National Guardians identify sacred places in Zimbabwe 	<ul style="list-style-type: none"> Eternity symbols such as: <ul style="list-style-type: none"> Ndoro Spiral Snake Ancestral spirits National Guardians Sacred places such as: <ul style="list-style-type: none"> Njelele 	<ul style="list-style-type: none"> Naming symbols of eternity in Indigenous Religion Explaining the roles of National Guardian Spirit in the 1st and 2nd Chimurenga Explaining the importance of sacred places in Indigenous Religion 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

<p>Religious ceremonies/festivals in the community</p>	<ul style="list-style-type: none"> • name festivals/ceremonies done at community level • state the role of traditional leaders 	<ul style="list-style-type: none"> • Ceremonies/festivals <ul style="list-style-type: none"> - Thanks giving - Rain making - Cleansing • Role of traditional leaders such as: <ul style="list-style-type: none"> - Village head - Sub chief - Chief 	<ul style="list-style-type: none"> • Describing community level ceremonies/festivals • Explaining purposes of different ceremonies/festivals • Discussing roles played by traditional leaders in ceremonies/festivals • Researching on the significance of community ceremonies/festivals 	<ul style="list-style-type: none"> • Textbooks • Resource person(s) • Braille books • Talking book • ICT tools
<p>Lineages and totems</p>	<ul style="list-style-type: none"> • explain the significance of lineages and totems 	<ul style="list-style-type: none"> • Significance <ul style="list-style-type: none"> - Manifestation of ancestral spirits through lineages - Leading family proceedings 	<ul style="list-style-type: none"> • Discussing the significance of lineages and totems in families 	<ul style="list-style-type: none"> • Resource person(s) • Textbooks • ICT tools
<p>Religious practitioners and their roles</p>	<ul style="list-style-type: none"> • list religious practitioners in Indigenous Religion • state roles of religious practitioners in Indigenous Religion 	<ul style="list-style-type: none"> • Religious practitioners such as: <ul style="list-style-type: none"> - Spirit mediums - Traditional healers • Roles of religious practitioners 	<ul style="list-style-type: none"> • Identifying religious practitioners in Indigenous Religion • Describing roles of religious practitioners • Researching on the roles religious practitioners in Indigenous Religion 	<ul style="list-style-type: none"> • Resource person(s) • ICT tools • Pictures • Artefacts • Textbooks • Talking book • Braille books
<p>Indigenous Religion and the environment</p>	<ul style="list-style-type: none"> • state how totems protect wildlife in Indigenous Religion • explain how environmental taboos protect flora and fauna in Indigenous Religion 	<ul style="list-style-type: none"> • Religion and Environment <ul style="list-style-type: none"> - Totems - Trees and forests - Wild fruits harvesting - Specified animals such as: <ul style="list-style-type: none"> - Pangolin - Leopard 	<ul style="list-style-type: none"> • Explaining how totems protect wildlife in Indigenous Religion • Describing how environmental taboos protect flora and fauna 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Local environment • Talking book • Braille books • Resource person(s)

SUB TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> Jesus Christ's life and ministry 	<ul style="list-style-type: none"> deduce meanings from parables 	<ul style="list-style-type: none"> Parables <ul style="list-style-type: none"> - The prodigal son - The good Samaritan 	<ul style="list-style-type: none"> Discussing teachings from parables Dramatising the parables 	<ul style="list-style-type: none"> Resource person(s) ICT tools Pictures Artefacts Textbooks Talking book Braille books
Key teachings	<ul style="list-style-type: none"> explain Christian key teachings 	<ul style="list-style-type: none"> Christian key teachings <ul style="list-style-type: none"> - Resurrection - Eternal life 	<ul style="list-style-type: none"> Stating key teachings in Christianity Explaining key teachings in Christianity Retelling the story of Jesus Christ's resurrection 	<ul style="list-style-type: none"> Resource person(s) Textbooks Pictures
Religious practitioners and their roles	<ul style="list-style-type: none"> Explain the religious practitioners in Christianity Identify the roles of religious practitioners in Christianity 	<ul style="list-style-type: none"> Christian practitioners such as: <ul style="list-style-type: none"> - Pope - Pastor - Evangelist - Prophet - Apostle - Bishop - Priest - Nun 	<ul style="list-style-type: none"> Listing religious practitioners in Christianity Describing roles of religious practitioners in Christianity 	<ul style="list-style-type: none"> Resource person(s) Textbooks Pictures ICT tools Talking book Braille books

<p>Christian worship and the early church</p>	<ul style="list-style-type: none"> • explain how Christians worship • explain how the early church worshipped after Pentecost 	<ul style="list-style-type: none"> • Christian worship/fellowship <ul style="list-style-type: none"> - Reading scriptures - Prayer-The Lord's supper - Charity • Early church establishment and persecution 	<ul style="list-style-type: none"> • Describing how Christians worshipped • Describing how the early church worshipped after Pentecost • Discussing the increase in membership of the early church and persecution • Researching on Christian worship and the early church 	<ul style="list-style-type: none"> • Resource person(s) • Textbooks • ICT tools • Pictures • Braille books • Talking book
<p>Christianity and the environment</p>	<ul style="list-style-type: none"> • Suggest Christian ways of conserving the environment • state the effects of Christian activities on the environment 	<ul style="list-style-type: none"> • Christian ways of conserving the environment 	<ul style="list-style-type: none"> • Discussing Christian ways of conserving the environment • Explaining the effects of Christian activities on the environment 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Local environment

SUB TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to;	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> identify the key teachings in Judaism 	<ul style="list-style-type: none"> Key teachings such as: <ul style="list-style-type: none"> - Monotheism - Ten commandments 	<ul style="list-style-type: none"> Listing the key teachings in Judaism Discussing the importance of the key teachings in Judaism 	<ul style="list-style-type: none"> Jewish Bible Textbooks Resource person(s) ICT tools Talking book Braille books
Ceremonies/festivals	<ul style="list-style-type: none"> identify ceremonies/festivals in Judaism 	<ul style="list-style-type: none"> Ceremonies/festivals <ul style="list-style-type: none"> - Hannukah (festival of lights) - Pentecost - Festival of Esther - Day of atonement -Feast of tabernacles 	<ul style="list-style-type: none"> Stating the ceremonies/festivals in Judaism Explaining the activities done during the ceremonies/festivals in Judaism Stating the importance of the festivals/ceremonies in Judaism 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Religious practitioners and their roles	<ul style="list-style-type: none"> state the religious practitioners in Judaism Explain roles of the religious practitioners in Judaism 	<ul style="list-style-type: none"> Religious practitioners <ul style="list-style-type: none"> - Priest - Prophet - Rabbi - Scribe Roles of practitioners 	<ul style="list-style-type: none"> Naming religious practitioners in Judaism Discussing roles of religious practitioners in Judaism Researching on roles of religious practitioners in Judaism 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks
Jewish worship	<ul style="list-style-type: none"> describe how the Jews worship 	<ul style="list-style-type: none"> Jewish worship: <ul style="list-style-type: none"> - Synagogue - Prayers - Sabbath - Sacrifices in the temple - Commandments 	<ul style="list-style-type: none"> Discussing Jewish ways of worship Identifying the way Jews perform sacrifices Role playing the Jewish way of worship 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks

SUB TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> identify key teachings in Islam 	<ul style="list-style-type: none"> Key Islamic teachings <ul style="list-style-type: none"> Judgment Resurrection 	<ul style="list-style-type: none"> Stating key teachings in Islam Discussing key teachings in Islam Researching on key teachings in Islam 	<ul style="list-style-type: none"> Qur'an Textbooks Resource person(s) ICT tools Pictures Talking book Braille books
Ceremonies/festivals	<ul style="list-style-type: none"> identify ceremonies/festivals in Islam 	<ul style="list-style-type: none"> Ceremonies/festivals <ul style="list-style-type: none"> Eid-ul-adah Lay-la-tul-baraat 	<ul style="list-style-type: none"> Stating the Islamic ceremonies/festivals Explaining what is done during the ceremonies/festivals in Islam Discussing when the ceremonies are done in Islam 	<ul style="list-style-type: none"> Textbooks Braille books Resource person ICT tools Pictures
Religious practitioners and their roles	<ul style="list-style-type: none"> name religious practitioners in Islam identify the roles of the religious practitioners in Islam 	<ul style="list-style-type: none"> Religious practitioners <ul style="list-style-type: none"> Imam Muezzin Uluma Mujahid 	<ul style="list-style-type: none"> Stating religious practitioners in Islam Describing the roles of the religious practitioners in Islam Researching on the roles of the religious practitioners in Islam 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Pictures Talking book Braille books
Islamic worship	<ul style="list-style-type: none"> explain how Moslems worship list the five pillars of Islam 	<ul style="list-style-type: none"> Five pillars of Islam <ul style="list-style-type: none"> Declaration of faith Prayer Fasting Almsgiving Pilgrimage 	<ul style="list-style-type: none"> Discussing how Moslems worship Naming the five pillars of Islam Researching on Islamic worship 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Pictures

TOPIC 3: MORALS AND VALUES

SUB TOPIC: CONCEPT OF MORALS AND VALUES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right and wrong	<ul style="list-style-type: none"> justify the need to have good morals and values discuss the effects of bad morals and values 	<ul style="list-style-type: none"> Morals and values 	<ul style="list-style-type: none"> Dramatising the importance of having good morals and values Explaining the effects of good and bad morals 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Pictures Braille books Talking book

SUB TOPIC: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES Learners should be able to;	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right to belong to a religion	<ul style="list-style-type: none"> state the benefits of belonging to a religion 	<ul style="list-style-type: none"> Religion and Rights 	<ul style="list-style-type: none"> Explaining the benefits of belonging to a religion 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Braille books Talking book
Rights and responsibilities in fairness	<ul style="list-style-type: none"> identify rights and responsibilities at school and community explain how to treat others fairly at school and community 	<ul style="list-style-type: none"> Rights and responsibilities 	<ul style="list-style-type: none"> Stating rights and responsibilities at school and community Discussing ways of treating others fairly at school and community 	<ul style="list-style-type: none"> ICT tools Textbooks Braille books Talking book

Community role to the family	<ul style="list-style-type: none"> state the role of the community to families explain the importance of community role to families 	<ul style="list-style-type: none"> Community role 	<ul style="list-style-type: none"> Discussing the role of the community to families Identifying projects that can be done at community level to benefit families Performing community projects Discussing the importance of community role to families 	<ul style="list-style-type: none"> Resource person(s) Textbooks Pictures ICT tools Braille books Talking book
Children's rights	<ul style="list-style-type: none"> identify the relationship between rights and responsibilities 	<ul style="list-style-type: none"> Children's rights and responsibilities 	<ul style="list-style-type: none"> Stating the importance of knowing one's rights Discussing the relationship between rights and responsibilities Researching on children's rights and responsibilities 	<ul style="list-style-type: none"> The Zimbabwe constitution African Charter UN convention Braille books Talking book
International conventions	<ul style="list-style-type: none"> identify the impact of international conventions on moral values 	<ul style="list-style-type: none"> International conventions on: <ul style="list-style-type: none"> Children's rights Disability Citizenship Women's rights 	<ul style="list-style-type: none"> Discussing the impact of international conventions on moral values Listing UN conventions Describing key features of international conventions 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) The Zimbabwe Constitution African Charter Braille books Talking book

SUB TOPIC: CONFLICT AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Intra-personal conflict	<ul style="list-style-type: none"> • identify sources of intra-personal conflict • state the effects of intra-personal conflict 	<ul style="list-style-type: none"> • Conflict • Effects of intra-personal conflict 	<ul style="list-style-type: none"> • Stating the sources of intra-personal conflict • Discussing the sources of intra-personal conflict • Explaining the effects of intra-personal conflict 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Pictures • Braille books • Talking book
Management of intra-personal conflict	<ul style="list-style-type: none"> • identify ways of managing intra-personal conflict 	<ul style="list-style-type: none"> • Coping skills <ul style="list-style-type: none"> - critical thinking - decision making - analytical thinking 	<ul style="list-style-type: none"> • Stating intra-personal management techniques • Discussing intra-personal conflict management techniques • Researching on intra-personal management techniques 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Counsellor • Braille books • Talking book

SUB TOPIC: NATIONAL VALUE SYSTEMS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Care	<ul style="list-style-type: none"> • identify aspects of care • explain care as it relates to various contexts 	<ul style="list-style-type: none"> • Care <ul style="list-style-type: none"> - Filial Piety - Generosity - Stewardship - Benevolence 	<ul style="list-style-type: none"> • Listing aspects of care • Explaining aspects of care • Discussing how aspects of care at home, school and community can be developed 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Braille books • Talking book

SUB TOPIC: RELIGION ON TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religious art and enterprise	<ul style="list-style-type: none"> • identify forms of religious art • demonstrate use of technology in designing religious art 	<ul style="list-style-type: none"> • Religious art and design such as: <ul style="list-style-type: none"> - Portraits - Sculpture 	<ul style="list-style-type: none"> • Discussing forms of religious art • Explaining the importance of religious art as an enterprise • Producing different religious art forms • Marketing own religious art products 	<ul style="list-style-type: none"> • Resource person(s) • ICT tools • Textbooks • Pictures • Braille books • Talking book
Technology and values	<ul style="list-style-type: none"> • discuss the impact of technology on religious and moral values 	<ul style="list-style-type: none"> • Internet sites <ul style="list-style-type: none"> - Search engines - Age restrictions 	<ul style="list-style-type: none"> • Describing how search engines work • Discussing ways of safeguarding against dangerous sites 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Braille books • Talking book

TOPIC 4: RELIGION AND HEALTH

SUB TOPIC: RELIGION AND ABUSE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Forms of sexual and substance abuse	<ul style="list-style-type: none"> identify religious teachings that help to fight against sexual and substance abuse 	<ul style="list-style-type: none"> Religious teachings on sexual and substance abuse 	<ul style="list-style-type: none"> Listing teachings that fight sexual and substance abuse 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools

SUB TOPIC: RELIGION AND GENDER

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender equality	<ul style="list-style-type: none"> give the meaning of gender equality identify ways of balancing opportunities between men and women 	<ul style="list-style-type: none"> Gender equality Ways of balancing opportunities between men and women 	<ul style="list-style-type: none"> Explaining gender equality Stating ways of balancing opportunities 	<ul style="list-style-type: none"> Textbooks ICT tools Pictures Talking book Braille books

SUB TOPIC: RELIGION AND SEXUALITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Sex identification	<ul style="list-style-type: none"> define sexuality discuss sexuality under its five circles state the importance of sex identification in religion 	<ul style="list-style-type: none"> Five circles of sexuality <ul style="list-style-type: none"> sexuality intimacy identity reproduction sexualisation Importance of sex identification 	<ul style="list-style-type: none"> Giving the meaning of sexuality Stating the five circles of sexuality 	<ul style="list-style-type: none"> Textbooks ICT tools Pictures Talking book Braille books

SUB TOPIC: RELIGION, HIV AND AIDS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Attitudes, HIV and AIDS	<ul style="list-style-type: none"> discuss different religious attitudes towards people living with HIV and AIDS describe the impact of religious attitudes on people living with HIV and AIDS 	<ul style="list-style-type: none"> Attitudes Impact 	<ul style="list-style-type: none"> Analysing different religious attitudes Discussing the impact of religious attitudes towards people living with HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Braille books Talking book
Awareness on HIV and AIDS	<ul style="list-style-type: none"> compose songs on HIV and AIDS awareness interpret the message on HIV and AIDS awareness posters 	<ul style="list-style-type: none"> Songs on HIV and AIDS Posters on HIV and AIDS 	<ul style="list-style-type: none"> Writing songs on HIV and AIDS awareness Performing musical compositions on HIV and AIDS awareness Collecting posters on HIV and AIDS awareness 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Musical instruments Posters

SUB TOPIC: HEALTHY LIVING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Personal hygiene	<ul style="list-style-type: none"> identify rewards associated with taking care of one's body as per religious teaching 	<ul style="list-style-type: none"> Rewards associated with personal hygiene 	<ul style="list-style-type: none"> Explaining the benefits of caring for the body 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Talking book Braille books
Healthy habits	<ul style="list-style-type: none"> discuss ways in which homes, schools and the environment are kept clean explain how religions encourage environmental cleanliness 	<ul style="list-style-type: none"> Environmental cleanliness at: -home -school -community 	<ul style="list-style-type: none"> Discussing ways through which the environment can be kept clean Participating in community clean ups 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Talking book Braille books

GRADE 7

TOPIC 1: FAMILY

SUB TOPIC: CONCEPT OF THE FAMILY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family relationships	<ul style="list-style-type: none"> identify family relations state roles of the family members 	<ul style="list-style-type: none"> Relations within the family <ul style="list-style-type: none"> Adopted Foster In-laws 	<ul style="list-style-type: none"> Naming titles of relationship within the family Discussing the roles of the family members 	<ul style="list-style-type: none"> Family chart Textbooks
Family dynamics	<ul style="list-style-type: none"> explain what is meant by family dynamics state changes that bring about family dynamics state the effects of family dynamics 	<ul style="list-style-type: none"> Family dynamics <ul style="list-style-type: none"> Separations Death Effects of family dynamics 	<ul style="list-style-type: none"> Discussing changes that bring about family dynamics Outlining the effects of family dynamics Suggesting ways of coping with changes that arise from family dynamics 	<ul style="list-style-type: none"> Resource person(s) ICT tools Textbooks Talking book Braille books
Lineages and totems	<ul style="list-style-type: none"> state the importance of lineages describe the functions of totems 	<ul style="list-style-type: none"> Historical aspects <ul style="list-style-type: none"> Lineages and ancestors Totems 	<ul style="list-style-type: none"> Discussing the importance of lineages Researching on functions of totems 	<ul style="list-style-type: none"> Resource person(s) ICT tools Textbooks Talking book Braille books

SUB TOPIC: FAMILY AND RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family life and marriage	<ul style="list-style-type: none"> explain ways of marrying in different religions 	<ul style="list-style-type: none"> Ways of marrying 	<ul style="list-style-type: none"> Discussing ways of marrying Outlining ways of marrying Researching on ways of marrying in religions 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

SUB TOPIC: FAMILY AND COMMUNITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Family interaction	<ul style="list-style-type: none"> explain the benefits of family interaction 	<ul style="list-style-type: none"> Benefits of family interaction 	<ul style="list-style-type: none"> Identifying the benefits of family interaction Discussing benefits and significance of family interaction 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Caring for the needy	<ul style="list-style-type: none"> identify ways of caring for the needy 	<ul style="list-style-type: none"> Ways of caring for the needy 	<ul style="list-style-type: none"> Stating ways of caring for the needy Discussing the benefits of caring for the needy Visiting and caring for the needy 	<ul style="list-style-type: none"> ICT tools Textbooks Resource person(s) Talking book Braille books

SUB TOPIC: SOCIAL AND EMOTIONAL LEARNING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Relationship management	<ul style="list-style-type: none"> explain ways of managing relationships 	<ul style="list-style-type: none"> Relationship management across religions 	<ul style="list-style-type: none"> Discussing how to manage relationships in religions 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Communication and social management	<ul style="list-style-type: none"> demonstrate maturity in handling criticism and anger 	<ul style="list-style-type: none"> Criticism handling Anger management 	<ul style="list-style-type: none"> Discussing sensitive ways of communicating criticism Describing proper ways of handling criticism and anger 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Building relationships	<ul style="list-style-type: none"> state the need for respect for self and others explain the importance of love and concern for others 	<ul style="list-style-type: none"> Respect Sympathy Empathy 	<ul style="list-style-type: none"> Discussing the need for respect for oneself and others Reading stories on love and empathy Discussing the importance of love, empathy and sympathy 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Responsible decision making	<ul style="list-style-type: none"> choose the right friends resist peer pressure in decision making explain the importance of wisdom in decision making 	<ul style="list-style-type: none"> Friends Peer pressure Wisdom 	<ul style="list-style-type: none"> Listing characteristics of good and bad friends Discussing effects of peer pressure Suggesting ways of withstanding peer pressure Telling religious stories that reflect wisdom 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools Pictures Talking book Braille books

TOPIC 2: RELIGION

SUB TOPIC: CONCEPT OF RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religions of the world	<ul style="list-style-type: none"> list world religions 	<ul style="list-style-type: none"> World religions 	<ul style="list-style-type: none"> Stating different world religions 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

SUB TOPIC: INDIGENOUS RELIGION

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> explain the concept of life after death in Indigenous Religion 	<ul style="list-style-type: none"> Concept of life after death Good and bad spirits 	<ul style="list-style-type: none"> Discussing ways in which Indigenous Religion views life after death Distinguishing between good and bad spirits 	<ul style="list-style-type: none"> Resource person(s) Textbooks ICT tools Talking book Braille books
Rites and rituals	<ul style="list-style-type: none"> describe the rites and rituals performed in Indigenous Religion 	<ul style="list-style-type: none"> Rites and rituals during birth, marriage and burial 	<ul style="list-style-type: none"> Naming key rituals conducted at death, burial and after burial Stating the importance of rites and rituals in Indigenous Religion Researching on rites and rituals in Indigenous Religion 	<ul style="list-style-type: none"> ICT tools Pictures Textbooks Resource person(s) Talking book Braille books
Indigenous Religion and the environment	<ul style="list-style-type: none"> state ways of conserving the natural flora and fauna in Indigenous Religion 	<ul style="list-style-type: none"> Ways of conserving the environment 	<ul style="list-style-type: none"> Visiting/touring areas in the environment Discussing ways of conserving the natural flora and fauna Carrying out projects on nature conservation 	<ul style="list-style-type: none"> ICT tools Textbooks Local environment Resource person(s) Talking book Braille books

SUB TOPIC: CHRISTIANITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Jesus' life and ministry	<ul style="list-style-type: none"> deduce meanings from parables 	<ul style="list-style-type: none"> Parables: <ul style="list-style-type: none"> Stewardship Two debtors 	<ul style="list-style-type: none"> Discussing lessons learnt from parables 	<ul style="list-style-type: none"> ICT tools The Bible Braille books
Jesus Christ's death, burial and resurrection	<ul style="list-style-type: none"> describe how Jesus Christ was crucified state how Jesus Christ was buried explain Jesus Christ's resurrection 	<ul style="list-style-type: none"> Crucifixion Burial Resurrection 	<ul style="list-style-type: none"> Explaining the crucifixion of Jesus Christ Describing Jesus Christ's burial Discussing Jesus Christ's resurrection 	<ul style="list-style-type: none"> ICT tools Text books Bible Talking book Braille books
Key teachings	<ul style="list-style-type: none"> identify key Christian teachings 	<ul style="list-style-type: none"> Key teachings such as: <ul style="list-style-type: none"> judgment eternal life 	<ul style="list-style-type: none"> Explaining what judgment and eternal life are Discussing the importance of the teachings 	<ul style="list-style-type: none"> Textbooks ICT tools Bible
Rites and rituals	<ul style="list-style-type: none"> identify the rites and rituals in Christianity explain the rites and rituals in Christianity 	<ul style="list-style-type: none"> Rites of passage such as: <ul style="list-style-type: none"> Burial Holy matrimony Rituals such as: <ul style="list-style-type: none"> Prayer Baptism 	<ul style="list-style-type: none"> Naming the rites and rituals in Christianity Researching on rites and rituals in Christianity 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

SUB TOPIC: JUDAISM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> state the ten commandments explain monotheism in Judaism 	<ul style="list-style-type: none"> Key teachings such as <ul style="list-style-type: none"> Monotheism 	<ul style="list-style-type: none"> Discussing monotheism in Judaism 	<ul style="list-style-type: none"> Textbooks ICT tools Talking book Braille books
Rites and rituals	<ul style="list-style-type: none"> identify the rites and rituals in Judaism 	<ul style="list-style-type: none"> Rites and rituals <ul style="list-style-type: none"> Circumcision Burial 	<ul style="list-style-type: none"> Listing rites and rituals in Judaism Discussing the rites and rituals in Judaism Explaining the procedures followed during the rites and rituals Discussing the significance of rites and rituals in Judaism 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books
Judaism and the environment	<ul style="list-style-type: none"> state measures taken by the Jews to keep communities free from pollution 	<ul style="list-style-type: none"> Judaism and Pollution 	<ul style="list-style-type: none"> Discussing how industrial waste and chemicals can be safely deposited. Outline the Jewish practice in dealing with pollution 	<ul style="list-style-type: none"> Textbooks Resource person ICT tools Talking book Braille books
Judaism in Zimbabwe	<ul style="list-style-type: none"> outline the history of Judaism in Zimbabwe describe the Jewish practices of worship in Zimbabwe 	<ul style="list-style-type: none"> Judaism in Zimbabwe 	<ul style="list-style-type: none"> Discussing the history of Judaism in Zimbabwe Discussing Jewish practices of worship 	<ul style="list-style-type: none"> Textbooks Resource person ICT tools Pictures Talking book Braille books

SUB TOPIC: ISLAM

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Key teachings	<ul style="list-style-type: none"> identify key teachings in Islam 	<ul style="list-style-type: none"> Key teachings such as: <ul style="list-style-type: none"> - uniqueness of Allah - angels - prophet - day of judgement 	<ul style="list-style-type: none"> Discussing the key teachings in Islam Explain the significance of the teachings to Moslems 	<ul style="list-style-type: none"> ICT tools Resource person Textbooks Talking book Braille books
Rites and rituals	<ul style="list-style-type: none"> identify rites and rituals in Islam 	<ul style="list-style-type: none"> Rites and rituals <ul style="list-style-type: none"> -Burial -Circumcision -Marriage 	<ul style="list-style-type: none"> Listing rites and rituals in Islam Discussing the rites and rituals in Islam Explaining the procedures followed during the rites and rituals 	<ul style="list-style-type: none"> Textbooks Resource person ICT tools Talking book Braille books
Islam and the environment	<ul style="list-style-type: none"> state ways of conserving the natural resources by Muslims 	<ul style="list-style-type: none"> Islam and the environment 	<ul style="list-style-type: none"> Touring areas in the environment Discussing ways of conserving the natural resources by Muslims 	<ul style="list-style-type: none"> ICT tools Local environment Textbooks Talking book Braille books
Islam in Zimbabwe	<ul style="list-style-type: none"> explain the history of the Islamic religion in Zimbabwe 	<ul style="list-style-type: none"> Islam in Zimbabwe 	<ul style="list-style-type: none"> Discussing the history of Islamic religion in Zimbabwe 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Talking book Braille books

TOPIC 3: MORALS AND VALUES

SUB TOPIC: CONCEPT OF MORALS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right and wrong	<ul style="list-style-type: none"> state the benefits of good morals 	<ul style="list-style-type: none"> benefits of good morals 	<ul style="list-style-type: none"> Listing benefits of good morals 	<ul style="list-style-type: none"> ICT tools Resource person(s) Textbooks Pictures

SUB TOPIC: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Right to belong to a religion	<ul style="list-style-type: none"> justify the need to belong to a religion 	<ul style="list-style-type: none"> Religion and rights 	<ul style="list-style-type: none"> Explaining the need to belong to a religion Discussing benefits of belonging to a religion 	<ul style="list-style-type: none"> Textbooks ICT tools
Rights and responsibilities in fairness	<ul style="list-style-type: none"> state rights and responsibilities at community level identify ways of treating others fairly at community level 	<ul style="list-style-type: none"> Rights and responsibilities 	<ul style="list-style-type: none"> Identifying rights and responsibilities in the community Listing ways of treating others fairly 	<ul style="list-style-type: none"> Textbooks ICT tools Talking book Braille books
International conventions	<ul style="list-style-type: none"> identify the International conventions discuss the importance of the conventions 	<ul style="list-style-type: none"> Conventions on: <ul style="list-style-type: none"> -Human rights -Disability -Child rights -Citizenship 	<ul style="list-style-type: none"> Stating International conventions Explaining the importance of the conventions 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Talking book Braille books

SUB TOPIC: CONFLICT AND CONFLICT MANAGEMENT

KEY CONCEPT	OBJECTIVES Learners should be able to;	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Conflict	<ul style="list-style-type: none"> • identify causes of inter-personal conflict • suggest ways of managing inter-personal conflict 	<ul style="list-style-type: none"> • Conflict 	<ul style="list-style-type: none"> • Discussing causes of inter-personal conflict • Discussing ways of managing inter-personal conflict • Explaining the role played by religion in managing inter-personal conflict 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person(s) • Talking book • Braille books

SUB TOPIC: NATIONAL VALUE SYSTEMS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Resilience	<ul style="list-style-type: none"> • identify attributes that show resilience 	<ul style="list-style-type: none"> • Attributes related to resilience: <ul style="list-style-type: none"> -Handling change -Optimism -Determination -Resourcefulness 	<ul style="list-style-type: none"> • Discussing attributes related to resilience • Telling religious stories that reflect aspects of resilience 	<ul style="list-style-type: none"> • ICT tools • Textbooks • Resource person(s) • Talking book • Braille books

SUB TOPIC: RELIGION ON TECHNOLOGY AND ENTERPRISE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Religious artefacts	<ul style="list-style-type: none"> list religious artefacts design religious artefacts 	<ul style="list-style-type: none"> Religious artefacts in: <ul style="list-style-type: none"> Indigenous Religion Christianity Islam Judaism 	<ul style="list-style-type: none"> Identifying the religious artefacts Suggesting ways of making a living out of religious artefacts 	<ul style="list-style-type: none"> Textbooks Pictures Religious artefacts Resource person(s)
Technology and values	<ul style="list-style-type: none"> discuss the impact of technology on religious and social values 	<ul style="list-style-type: none"> Impact of technology on religious and social values 	<ul style="list-style-type: none"> Stating the impact of technology on religious and social values 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

TOPIC 4: RELIGION AND HEALTH

SUB TOPIC: RELIGION AND ABUSE

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Forms of sexual and substance abuse	<ul style="list-style-type: none"> • identify forms of sexual and substance abuse • list abused substances at home and school • suggest ways of ending substance abuse 	<ul style="list-style-type: none"> • Sexual and substance abuse • Abused substances 	<ul style="list-style-type: none"> • Listing forms of sexual and substance abuse • Identifying religious ways of ending substance abuse 	<ul style="list-style-type: none"> • Textbooks • Facilitated video films • ICT tools • Braille books • Talking book

SUB TOPIC: RELIGION AND GENDER

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Gender Equality	<ul style="list-style-type: none"> • State the benefits of equal opportunities between men and women 	<ul style="list-style-type: none"> • Equal opportunities 	<ul style="list-style-type: none"> • Identifying the benefits of having equal opportunities between men and women 	<ul style="list-style-type: none"> • Textbooks • Pictures • ICT tools • Resource person(s) • Braille books • Talking book

SUB TOPIC: RELIGION AND SEXUALITY

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Boy and girl relationship	<ul style="list-style-type: none"> identify religious teachings on boy-girl relationship 	<ul style="list-style-type: none"> Religious teachings in: <ul style="list-style-type: none"> Indigenous Religion Christianity Judaism Islam 	<ul style="list-style-type: none"> Discussing religious teachings on boy- girl relationship 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Braille books Talking book

SUB TOPIC: RELIGION, HIV AND AIDS

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Effects of HIV and AIDS	<ul style="list-style-type: none"> list the effects of HIV and AIDS on a global scale 	<ul style="list-style-type: none"> Effects of HIV and AIDS 	<ul style="list-style-type: none"> Discussing the effects of HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person Braille books Talking book
Solutions to HIV and AIDS	<ul style="list-style-type: none"> suggest ways of preventing HIV and AIDS globally 	<ul style="list-style-type: none"> Ways of preventing HIV and AIDS 	<ul style="list-style-type: none"> Explaining ways of preventing HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Pictures ICT tools Resource person(s) Braille books Talking book

Attitudes towards HIV and AIDS	<ul style="list-style-type: none"> distinguish facts from myths on HIV and AIDS 	<ul style="list-style-type: none"> Myths and facts 	<ul style="list-style-type: none"> Comparing facts and myths on HIV and AIDS 	<ul style="list-style-type: none"> Textbooks Resource person(s) ICT tools
Awareness on HIV and AIDS	<ul style="list-style-type: none"> organise awareness campaigns on HIV and AIDS 	<ul style="list-style-type: none"> Awareness campaigns on HIV and AIDS 	<ul style="list-style-type: none"> Planning programmes for peers to educate others at school and community Participating in HIV and AIDS awareness campaigns 	<ul style="list-style-type: none"> Textbooks Charts ICT tools Braille books Talking book

SUB TOPIC: HEALTHY LIVING

KEY CONCEPT	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES	RESOURCES
Health habits	<ul style="list-style-type: none"> discuss Food laws explain advantages of seeking medical health care discuss how religions view professional medical care 	<ul style="list-style-type: none"> Food laws medical care 	<ul style="list-style-type: none"> Listing foods that constitute a balanced diet Stating advantages of medical care Comparing and contrasting religious and professional ways of providing medical care 	<ul style="list-style-type: none"> Textbooks Charts ICT tools Resource person(s) Pictures Braille books Talking book
Hygiene during adolescence	<ul style="list-style-type: none"> explain what is meant by adolescence suggesting ways of maintaining cleanliness during adolescence 	<ul style="list-style-type: none"> Adolescence Cleanliness 	<ul style="list-style-type: none"> Discussing on the meaning of adolescence Discussing cleanliness at adolescent stages Discussing cleanliness with respect to different religious practices 	<ul style="list-style-type: none"> ICT tools Resource person(s) Pictures Braille books Talking book

9 ASSESSMENT

The syllabus' scheme of assessment is grounded in the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both Continuous and Summative assessments to enable candidates with special needs to access assessments.

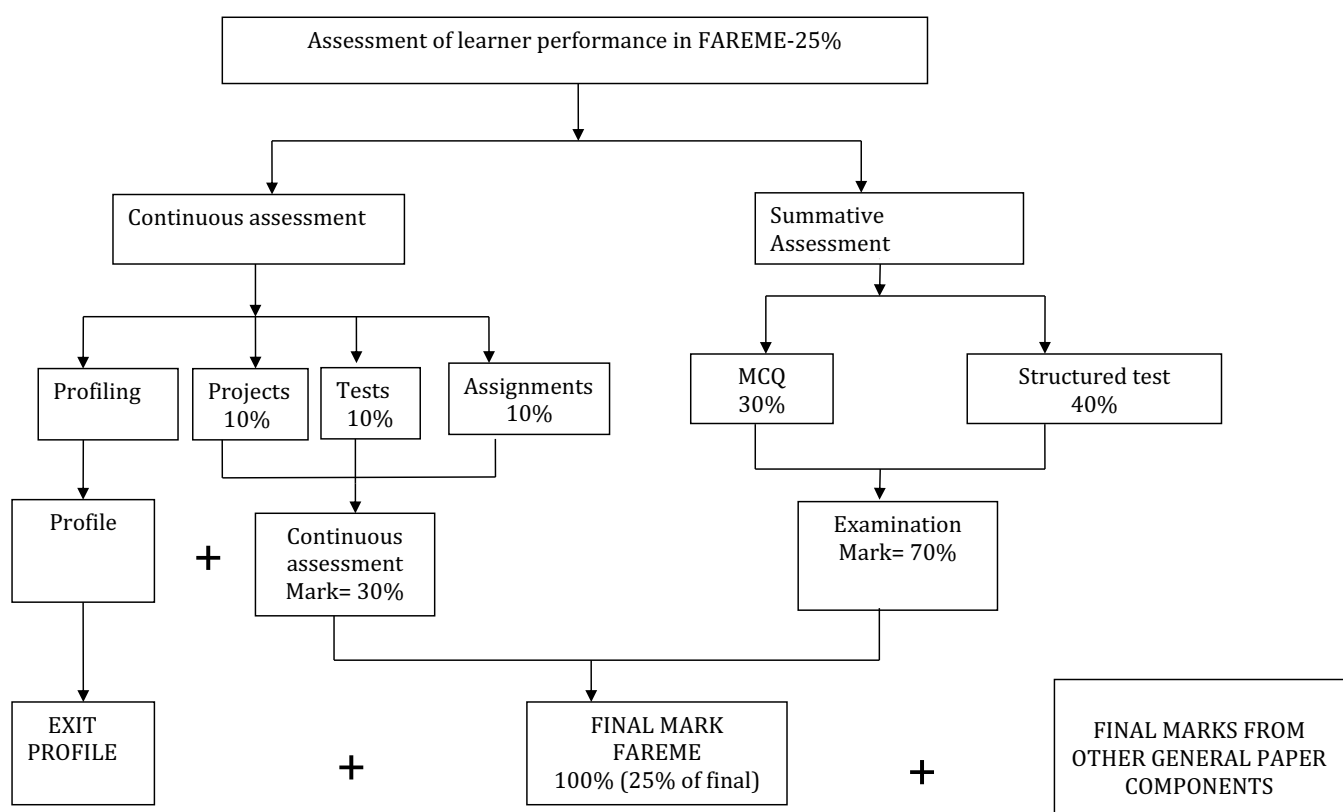
The Family, Religion and Moral Education Syllabus will be assessed through a separate section in the General Paper and shall constitute 25%. The syllabus embraces both Continuous and Summative assessments.

(a) ASSESSMENT OBJECTIVES

By the end of the course learners are expected to:

- 9.1 define terms in FAREME
- 9.2 identify various religions practiced in Zimbabwe
- 9.3 identify religious founders, practitioners, holy days, sacred books and places, ceremonies/festivals and symbols
- 9.4 compare and contrast religious teachings and practices
- 9.5 discuss the importance of good moral values in different religions
- 9.6 state the various names for the Supreme Being
- 9.7 demonstrate ways of showing reverence to the Supreme Being
- 9.8 explain the structure, function and importance of family
- 9.9 examine attributes associated with diverse religions in promoting tolerance
- 9.10 demonstrate behaviours, attitudes and norms that reflect *Unhu/Ubuntu/Vumunhu*
- 9.11 manage conflict amicably from real life situations or given scenarios
- 9.12 compromise during conflict management
- 9.13 practise good values
- 9.14 justify the need to uphold good values and practices
- 9.15 apply technology to advance moral and religious knowledge and values
- 9.16 research on religious phenomena and family relationships
- 9.17 relate gender, health and the environment to religion

(b) ASSESSMENT MODEL



CONTINUOUS ASSESSMENT (30%)

Profiling, tests and assignments are administered and collated from Grade Three to Grade Seven. Projects, through research and designs start at Grade Five. All the marks contribute to the final Grade. Assessment instruments are designed at District Level and standardised nationally.

SUMMATIVE ASSESSMENT (70%)

The setting and designing of test items in FAREME is guided and informed by the skills weighting chart and the specification grid.

Skills Weighting Chart

1	Knowledge and Comprehension	40%
2	Application	30%
3	Deductive Reasoning (Analysis, Evaluation and Creative)	30%
	TOTAL	100%

Description of the Summative assessment structure

The Summative assessment comprises two components as follows:

Paper 1 (1hr 30 minutes - 50 marks) 30%

There are 50 multiple-choice questions and candidates are required to answer all.

Paper 2 (1hr 30minutes – 50 marks) 40%

Paper 2 comprises of Section A and B. Section A with approximately 30 questions is compulsory and carries 30 Marks. Section B is a choice section which carries 20 marks. A candidate is expected to choose 4 out of 6 questions. Each question carries 5 marks.

(c) Specification Grid

Topic	Skill 1(40%)	Skill 2 (30%)	Skill 3 (30%)	Total (100%)
Family	4	3	3	10
Religion	8	6	6	20
Morals and Values	4	4	4	12
Religion, Morality and Health	4	2	2	8
TOTAL	20	15	15	50