

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Derivatives of Religious and Moral Education
Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum Elements for Derivatives of Religious and Moral Education – an applied subject

Subject Description

The teaching of religious and moral education (RME) at Senior Secondary level contributes significantly to the development of the students' body, soul and spirit in an integrated way. It is important because it is at this stage of the child's character formation that certain interventions must be made if the learner is to imbibe appropriate and acceptable moral values that will enhance his/her growth into a well moulded and responsible personality within his/her community. The syllabus has a pragmatic life experience approach. It fosters learning by enhancing the understanding of the various themes of the religious books.

Rationale for RME in Senior Secondary Schools

The study of religious and Moral Education fosters in the learner an understanding of religious individuals and communities which better equip learners for life in a multicultural society. Whether the learners hold religious belief themselves, they will live and work among people who do, and they will be better able to communicate and negotiate with such people if they understand their beliefs and values. Religion is an inescapable fact of social life, and knowing something about it can only be advantageous to people in their efforts to live together in harmony.

The second justification is that the study of religion is morally educative. Religions are construed as repositories of moral wisdom upon which learners may be encouraged to draw. By reflecting on the moral teachings propagated by religious communities, or the exemplary lives of characters in religious narratives, learners can acquire the inclination and ability to make sound moral judgments. The study of religions is capable of serving this morally educative function regardless of whether or not learners hold religious beliefs.

General Learning Outcomes

At the end of the course, students will be able to:

- Demonstrate a basic knowledge of the principles of religions in Sierra Leone
- Interpret and analyse the religious doctrines in Sierra Leone
- Discuss the appropriate moral value as observed by the various religious sects
- Apply appropriate religious term in writing and conversation
- Critically interpret and analyse various religious belief are presented in the holy books
- Accept and practice the religion of their choice
- **Religion, equity and gender rights**



Content (Topic/Themes)

The proposed curriculum explores the following broad range of themes:

- Life history of religious leaders
- Religion, equity and gender rights
- Secular governance.

Outline Structure of the Syllabus Over the Three Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	Life histories of religious leaders <ul style="list-style-type: none"> ▪ The life of Jesus Christ & The Life of Prophet Mohammad ▪ The importance of their life history in moulding character for meaningful life and service ▪ Continuation of the works of the Religious Leaders (disciples, rightly guided caliphs, pastors, priests) 	Religion, equity and gender rights <ul style="list-style-type: none"> ▪ Definition of Equity, Gender and Rights ▪ The cultural beliefs about gender equality 	Secular Governance <ul style="list-style-type: none"> ▪ Civics and Democracy in Secular Governance ▪ Service in Leadership (Moral responsibility) ▪ Civic Responsibility of citizens
Term 2	Life histories of religious leaders <ul style="list-style-type: none"> ▪ Christianity/Islam in West Africa 	Religion, equity and gender rights (continued) <ul style="list-style-type: none"> ▪ Christian and Islamic beliefs about gender and Human Rights 	Secular Governance (continued) <ul style="list-style-type: none"> ▪ The needs of communities/society, e.g. obeying laws, love, care, respect ▪ Self-identity and patriotism (integral development and moral choices)
Term 3	Life histories of religious leaders <ul style="list-style-type: none"> ▪ Influence of Christianity/Islam on African Traditional Religion and the life of the people (cultural clash) 	Religion, equity and gender rights (continued) <ul style="list-style-type: none"> ▪ Contemporary trends in accessing religious education and other rights 	Secular Governance (continued) <ul style="list-style-type: none"> ▪ Revision of key topics



Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Suggested teaching methods	Suggested resources (The Holy Bible)	Suggested resources: The Holy Quran	Assessment of learning outcomes
Life histories of Religious Leaders					
<ul style="list-style-type: none"> The life of Jesus Christ/Prophet Mohammad 	Students will be able to: <ul style="list-style-type: none"> Describe the birth, childhood, youth and adulthood of Jesus Christ and Prophet Mohammad 	<ul style="list-style-type: none"> Read, identify and discuss references about the birth of Jesus/Muhammad from the Holy Books 	Isaiah 9:1-7 Luke 16:19-31, 1:2, 4-6, 10:25-32, 8:4-158:40-51, 1:57-80, 1:31-46, 2:21-40, 2:41-52, 8:1 Matthew 1:18-25, 2:1-12, 2:13-23	Chapters 105:1-5 108:1-3 96:1-5 97:1-5 Life of Mohammad	<ul style="list-style-type: none"> Quiz or Short answer questions on the birth of Jesus and Mohammad
<ul style="list-style-type: none"> The importance of their life history in moulding character for meaningful life and service 	<ul style="list-style-type: none"> Describe their path to, and attributes of prophethood, e.g. the practice of justice, social harmony, morality and moral teachings) 	<ul style="list-style-type: none"> Work in groups to discuss the childhood, youth and adulthood of the religious leaders, and prepare a presentation 	Matthew 11:3-6, 10:24 1 Samuel 26 Luke 3:21-22, 4:1-13, 4:16-30 Daniel 3, 6	Chapters 3:189 4:58 5:8 9:9 109:1-6	<ul style="list-style-type: none"> Role play of the various lessons taught by the religious leaders
<ul style="list-style-type: none"> Continuation of the works of the Religious Leaders (disciples, rightly guided caliphs, pastors, priests) 	<ul style="list-style-type: none"> Name significant Religious Leaders, describe the context in which they lived, and describe the work and its importance. 	<ul style="list-style-type: none"> Discuss and present on the works of the first few converts to Christianity/Islam. 	Acts 22:17 Luke 5: 27-32, 9:57-62, 5:27-32, 5:1-11, 9:57-63, 14:25-33 Matthew 28:18-20, 4:18-25, 8:18-22		<ul style="list-style-type: none"> Narration of the stages of how prayer is performed in Islam and Christianity.
<ul style="list-style-type: none"> Christianity/Islam in West Africa 	<ul style="list-style-type: none"> Describe the various key teachings of the religious leaders 	<ul style="list-style-type: none"> Build on students' existing knowledge of the key teachings, encouraging them to 	See suggested reading list.	Chapters 5:47 96:1-10 16:90	<ul style="list-style-type: none"> Discussion and a presentation about the teachings of a religious leader



	<p>e.g. the five pillars of Islam, the worship of God, from the Beatitudes</p> <ul style="list-style-type: none"> Discuss the advent of Christianity and Islam in West Africa 	<p>talk in groups about teachings e.g. the five pillars of Islam and the Beatitudes. Supplement their knowledge as necessary, organize a feedback session and summarise.</p> <ul style="list-style-type: none"> Outline a brief history of Christianity/Islam in West Africa for the students. Answer any questions. 		<p>31:12-16</p> <p>Pillars of Islam</p>	<ul style="list-style-type: none"> Written assessment or a brief test about the advent of Christianity and Islam.
<ul style="list-style-type: none"> The influence of Christianity/Islam on African Traditional Religion (ATR) and the life of the people (cultural clash) 	<ul style="list-style-type: none"> Identify and describe the influence of Christianity/Islam on ATR and the life of the people 	<ul style="list-style-type: none"> Build on students' experience, guiding group discussions on the influence Christianity/Islam has on: <ul style="list-style-type: none"> traditional religion the life of people in their communities. 	<p>Hebrews 13:20 1 Peter 2:25 Matthew 8:18-22</p>	<p>Chapters 98:5</p>	<ul style="list-style-type: none"> Oral assessment, answering short questions on the influence of Christianity/Islam on ATR Written assessment, writing brief report about changes in the life of the people, e.g. building and attending mosques and churches instead of shrines.
Religion, equity and gender rights					
<ul style="list-style-type: none"> Understanding equity, gender and rights 	<ul style="list-style-type: none"> Define equity, gender and rights 	<ul style="list-style-type: none"> Brainstorm ideas about the concepts of the key terms, working towards agreed definitions. 	<p>Universal Declaration on Human Rights (UDHR)</p>	<p>Chapters 3:145 33:41-43 2:195</p>	<ul style="list-style-type: none"> Oral or written assessment; brief test on the definition of terms
<ul style="list-style-type: none"> Cultural beliefs about gender equity 	<ul style="list-style-type: none"> Describe the different cultural beliefs about 	<ul style="list-style-type: none"> Guide learners from different cultural backgrounds to talk about the different 	<p>Colossians 1:2 Proverbs. 5:15-20, 31:23, 22:6</p>	<p>4:48 4:1-4 3:64</p>	<ul style="list-style-type: none"> Learners from the different cultural backgrounds share the group



	gender equity and rights	cultural beliefs about gender rights, according to their own cultural practice.	Ephesians. 6:2, 6:9		discussions with the whole class. The assessment will be based on the quality and level of the students' participation in the group and class discussions.
<ul style="list-style-type: none"> Christian and Islamic beliefs about gender, equity and human rights 	<ul style="list-style-type: none"> Identify and discuss Christian and Islamic beliefs about gender, equity and human rights Compare and contrast Christian and Islamic beliefs on these issues 	<ul style="list-style-type: none"> Outline with the students the key issues on Christian and Islamic beliefs about gender, equity and human rights. Visit to religious sites to gather information about gender equity and Human Rights Help students to prepare and hold a simple debate on Christian and Islamic beliefs about gender equity and human issues. 	Genesis 1:26-31, 2:18-24	Chapters 13:39 16:90 2:41-45 2:256	<ul style="list-style-type: none"> Oral or written assessment; brief test on the definition of terms Brief report on learnings from the field visit Quality and level of participation in the debate.
<ul style="list-style-type: none"> Contemporary trends in accessing religious education and other rights 	<ul style="list-style-type: none"> Describe access to religious education and other rights is changing Outline the existing challenges to change 	<ul style="list-style-type: none"> Provide information to help learners highlight the various changes in accessing religious education and other rights. Help learners to map out the existing challenges to change 	UDHR Articles on Human Rights Isaiah 28:23-29 Genesis 1:28 Luke.2:40,52, 10:38-42	Chapters 2:256 109:1-6 95:6-8 78:1-8	<ul style="list-style-type: none"> Oral assessment; students answer simple questions Written assessment on existing challenges to changes, marked by teacher.



Secular governance					
<ul style="list-style-type: none"> Civics and Democracy in Secular Governance 	<ul style="list-style-type: none"> Explain key concepts and terms, secular governance, civics and democracy 	<ul style="list-style-type: none"> Brainstorm ideas about the concepts of the key terms, working towards agreed definitions. 	<p>Romans 13:1 1 Kings 19:15 Acts 17:26 Mark 9:33-35 1 Peter 2:13,17 Genesis 1:27-30, 3:21 Matthew. 21:27</p>	<p>Chapters 109:1-6 2:45 16:90</p>	<ul style="list-style-type: none"> Group presentations about what operates in their localities. The assessment will be based on the quality and level of the students' participation in the group activity. Students draw pictures representing civic responsibilities of citizens e.g. a man with a big head - thinking; big eyes - that can see everything around.
<ul style="list-style-type: none"> Service in Leadership (Moral responsibility) 	<ul style="list-style-type: none"> Identify the qualities of a good leader 	<ul style="list-style-type: none"> Lead a discussion about the qualities of a good leaders. 			
<ul style="list-style-type: none"> Civic responsibility of citizens 	<ul style="list-style-type: none"> Describe the various civic responsibilities of citizens. 	<ul style="list-style-type: none"> Brainstorm and then hold a discussion about the responsibilities of citizens. 			
<ul style="list-style-type: none"> The needs of communities/society e.g. obeying laws love, care, respect 	<ul style="list-style-type: none"> Identify the needs for love, care and respect within their localities 	<ul style="list-style-type: none"> Support students to conduct a discussion on the basic needs of communities, Help students hold a debate on the barriers to meet the basic needs of their localities. Students role play how to implement meeting the needs of their communities and society. 	<p>Mark 12:28-38 Hebrews 12:14 Luke 6:31 Matthew 7:12 Exodus 20:1-20</p>	<p>Chapters 49:11-12 39:39-36 57:11 2:183-186</p>	<ul style="list-style-type: none"> Students are assessed by the level and quality of their participation in the discussion, role play and debate.
<ul style="list-style-type: none"> Self-identity and patriotism (integral development) – moral choice 	<ul style="list-style-type: none"> Explain the meaning of self-identity and patriotism etc. 	<ul style="list-style-type: none"> Brainstorm and then hold a discussion about the responsibilities of citizens. 			<ul style="list-style-type: none"> Students write a paper on the qualities of a good



	<ul style="list-style-type: none"> Identify qualities of a good patriotic citizen 				patriotic citizen in their locality.
<ul style="list-style-type: none"> Revision of key topics. 	By the end of the unit, students will be able to answer questions from any part of the syllabus	<ul style="list-style-type: none"> Identify topic areas that need revision Thoroughly revise the key topics identified by the students 			<ul style="list-style-type: none"> Conduct a mock final exam in preparation for the external examination.

Further reading

Christianity

The Bible – Today's English version (i.e., Good News Bible)
Christian Living Today - Teacher's handbook Chapman 1981
Developing in Christ - Teacher's handbook Vol. 2 & 3 1981

Islam

The Holy Quran- Translated into English (A. Yusuf Ali, Amanat Cop, U.S.A 1993)
Muslim World League Contribution, Abu Bakarr, Umar, Osman & Alie
Ghulam Mohammed of Qadian
Organizations – Hilful Fudul, Tablique

ATR

- African Traditional Religion – Sierra Leone National Programme in Social Studies with Population
- Sawyerr, Harry: God-Ancestor Creator
- Springs of Mende Belief and Conduct