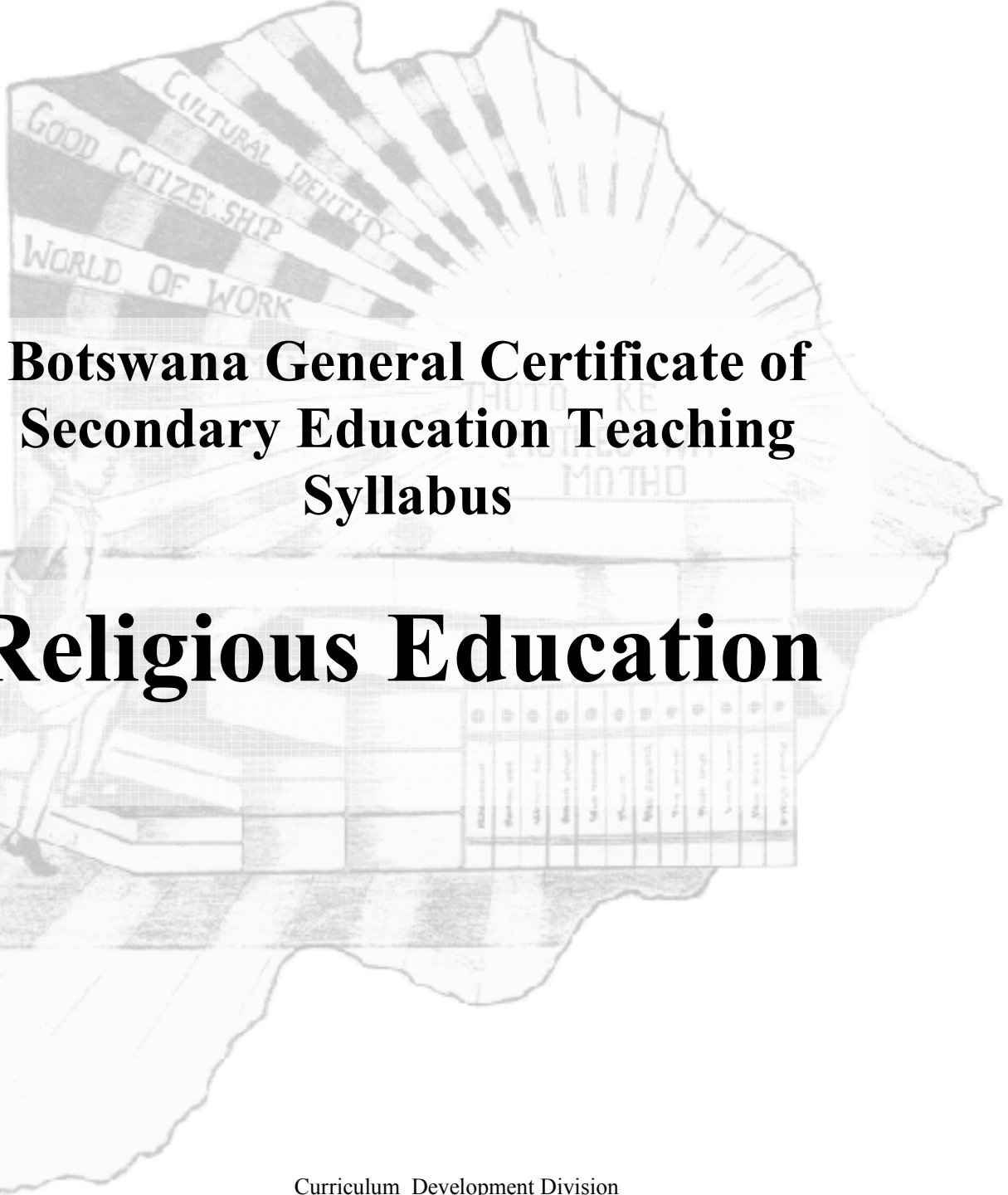




Republic of Botswana



Botswana General Certificate of Secondary Education Teaching Syllabus

Religious Education

Curriculum Development Division
Curriculum Development and Evaluation Department
Ministry of Education

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FOREWORD

The Ministry of Education is pleased to authorise the publication of this senior secondary syllabus which marks a watershed in the development of the public education system in Botswana and signals another milestone of progress in fulfilment of the goals set by the Revised National Policy on Education, Government Paper No. 2 of 1994.

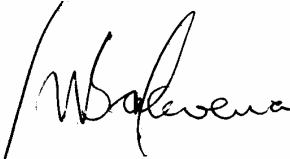
In this era of widespread and rapid technological change and an increasingly inter-dependent global economy, it is essential that all countries foster human resources by preparing children adequately for their future. Survival in the coming millennium will depend on the ability to accommodate change and to adapt to environmental needs and emerging socio-economic trends. It is the wish of government to prepare Botswana for future growth and adaptation to ongoing change in the socio-economic context; specifically the transition from an agro-based economy to the more broadly based industrial economy which we are aiming at.

The senior secondary programme builds on the Ten Year Basic Education programme and seeks to provide quality learning experiences. It aims to prepare our students for the world of work, further education and lifelong learning. However, secondary education must also pay attention to the all round development of the individual. It should provide not only for the acquisition of those skills needed for economic, scientific and technological advancement. It should also provide for the development of cultural and national identity and the inculcation of attitudes and values which nurture respect for one's self and for others.

Critical to the success of our secondary education programme is the recognition of individual talents, needs and learning styles. Hence, the role of the teacher in the classroom has changed. S/he must be a proficient manager and facilitator; a director of learning activities. S/he should be conscious of students' needs to take on board a measure of accountability and responsibility for their own learning. S/he must also take into account the widening range of ability of the student body and the different levels of achievement which they aspire to. This means active participation for all and the creation of rich and diverse learning environments.

It is important then that we value the students' own experiences, build upon what they know and reward them for positive achievement. At the same time, we must be prepared to offer them guidance and counselling at all levels; assisting them to make the best decisions in keeping with their own interests, career prospects and preferences. In that way we shall prevail in nurturing at the roots of our system, the national ideals of democracy, development, self-reliance, unity and social harmony.

This syllabus document is the outcome of a great deal of professional consultation and collaboration. On behalf of the Ministry, I wish to record my appreciation and thank sincerely those who contributed to and were involved in the production of this syllabus.



F. S. Bakwena
Permanent Secretary
Ministry of Education

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A. Introduction

The Religious Education Syllabus at Senior Secondary builds upon the Ten-Year Basic Education Programme. The syllabus has been developed to cater for learners from different religious background; hence it adopts a multi faith approach. The content will be drawn from the following religions; Christianity, Islam, African Traditional Religion, Bahai, Sikhism, Buddhism and Hinduism. The syllabus takes cognisance of the religious pluralism of the society of Botswana. **All learners are expected to do Christianity and then they can choose any other two religion.**

The Religious Education syllabus recognises that we live in a changing society, by incorporating emerging issues such as HIV/AIDS and environmental education. The syllabus helps learners realise the role of religion on emerging issues. This approach implements the National Philosophy of Kagisano as well as Vision 2016 ideals which includes harmonious coexistence, tolerance and educated and informed nation.

Religious Education is offered within the Optional area of the framework of the Senior Secondary programme as an Enrichment subject.

Learners selecting Religious Education and have exceeded the minimum requirement of subjects, will not be compelled to sit for an examination unless they choose to do so. However, if learners select Religious Education to meet the minimum requirement for the number of subjects, they will be required to sit for the examination.

The estimated time allocated for Religious Education at Senior Secondary School level is five (5) periods of 40 minutes per week.

B. Rationale

Religion is an integral part of the holistic development of an individual, community and the nation. It permeates every aspect of life. It contributes in making education holistic in terms of tolerance and appreciation of values and ideas within various traditions.

Religious Education develops learners' knowledge and understanding of African Traditional Religion, Christianity and other religions represented in Botswana. Religious traditions and experiences are explored in order to help learners to understand and respect different religious beliefs, values and their influence on Botswana society and culture. Human experiences are explored within and across faiths, so that learners can learn about religious ethical teachings which will enable them to make reasoned and informed judgements on religious, moral and social issues.

Emphasis will be on development of skills, such as: - enquiry, evaluation, critical analysis, problem solving, synthesis, and the ability to assess right or wrong as well as interpersonal relations. Values such as self-respect, tolerance and empathy will help learners deal with different life situations.

C. Aims of Senior Secondary Programme

On completion of the two-year secondary programme learners should have:

1. Acquired knowledge, developed confidence and ability to assess their personal strengths and weaknesses and be realistic in choosing appropriate career/employment opportunities and/or further education and training.
2. Developed skills to assist them in solving technical and technological problems as they relate to day-to-day life situations.
3. Developed desirable attitudes and behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing.
4. Acquired attitudes and values, developed basic skills and understanding to allow for execution of rights and responsibilities as good citizens of Botswana and the world.
5. Developed information technology skills as well as an understanding and appreciation of their influence in day-today activities.
6. Acquired knowledge, attitudes and practices that will ensure good family and health practices, including awareness and management of epidemics (such as HIV/AIDS), that prepare them for productive life.
7. Developed pre-vocational knowledge and manipulative skills that will enable them to apply content learnt and attitudes and values developed to practical life situations in the world of work.
8. Developed basic skills in business, everyday commercial transactions and entrepreneurship.
9. Developed foundation skills such as problem solving, critical thinking, communication, inquiry, and team work/interpersonal skills to help them to be productive and adaptive to survive in a changing environment.
10. Developed study skills acquired for further study and training.

D. Aims of Senior Secondary Religious Education Programme

On completion of the two-year programme learners should have:

1. Examined religion from different perspectives
2. Acquired knowledge and developed understanding of the characteristics and values of religions.
3. Developed basic knowledge of other faiths so that different religious experiences, beliefs and practices may be understood and appreciated.
4. Acquired knowledge and understanding of the origins of different religions and how they relate to one another.
5. Developed skills and attitudes that will enable them to make sound and moral choices in life.
6. Appreciated the contributions made by different religions.
7. Examined religious responses to ethical and contemporary issues.
8. Investigated and analysed global issues from a religious perspective.
9. Developed skills relevant to the study of religion.

E. Assessment Objectives

Learners should demonstrate the ability to:

1. Select and present relevant factual information in an organised manner.
2. Comprehend religious terms and concepts.
3. Describe, analyse and explain the relevance and application of religious values to human experiences.
4. Evaluate and show understanding of religious responses to ethical and global and emerging issues.
5. Investigate and present findings on selected topics

F. Recommended Teaching Methods

The syllabus encourages a learner centred approach as emphasised in the Revised National Policy on Education. This involves inquiry skills, which increase learner participation. The approach also caters for a wide range of abilities through various teaching activities in order to develop the learner's full potential. The program has a practical orientation, which allows students an opportunity to apply knowledge, attitudes, skills and values they have acquired to real life situations.

G. Assessment Procedures

The Religious Education Syllabus will be assessed through continuous assessment such as assignments, tests, and presentations to ensure that the set aims and objectives are attained. A terminal examination will be administered at the end of the two years comprising two papers (i) Paper I structured and (ii) Paper II – Essays/Questions. The assessment procedures will be developed to guide teachers on the domains and papers on the examination.

MODULE 1: INTRODUCTION TO RELIGION		
Topics	General Objectives	Specific Objectives
	Students should:	Students should be able to:
The nature of Religion	Acquire knowledge about the origin and nature of religion in society	<ul style="list-style-type: none"> - Investigate the ideas people have about religion. - Discuss the moral, theological, and sociological definitions of religion. - Explain the differences raised by the definitions of religion. - Investigate the factors that contributed to the origin of religion.
Characteristics of Religion	Understand different characteristics of Religion	<ul style="list-style-type: none"> - Identify different characteristics of religion. - Discuss the significance of the different characteristics of religion.
Role of Religion in Society	Explore the role played by religion in society	<ul style="list-style-type: none"> - Explain the importance of religion in society. - Discuss the contributions of religion in the society.
Origin of Different Religions	Investigate the factors that led to the origin and the spread of different world religions studied	<ul style="list-style-type: none"> - Explain factors that led to the founding of the different religions. - Discuss reasons for the spread of different religions.

MODULE 2: RELIGIONS IN BOTSWANA		
Topics	General Objectives	Specific Objectives
	Students should:	Students should be able to:
The Nature of African Traditional Religion	<p>Understand the main beliefs in African Traditional Religion</p> <p>Understand the concept of Botho within the context of African Traditional Religion</p> <p>Appreciate the significance of sacred places in African Traditional Religion</p>	<ul style="list-style-type: none"> - Discuss different ways of identifying African Traditional Religion - Account for the unity and diversity of African Traditional Religion (ATR) in Botswana. - Explain Batswana beliefs and practices about divinity and ancestors. - Describe the role of ancestors in African Traditional Religion (ATR) in Botswana. - Analyse beliefs and practices of African Traditional Religion (ATR) in contemporary Botswana - Discuss the Botswana National principle of BOTHO. - Discuss the effects of lack of BOTHO in Botswana - - Discuss the different ways in which BOTHO can be put into practice when dealing with issues such as HIV and AIDS and human relationships - identify sacred objects, plants and animals in African Traditional Religion - Describe types of sacred places in African Traditional Religion (ATR) in Botswana. - Explain the significance of the sacred places in African Traditional Religion (ATR) in Botswana - - Explain the significance of the sacred objects used in African Traditional Religion (ATR) in Botswana.

<p>The Coming of Christianity and other religions in Botswana</p>	<p>Understand the establishment of Christianity and other religions in Botswana</p>	<ul style="list-style-type: none"> - Discuss taboos associated with sacred places, objects and plants. - discuss how totemism helps in the protection of animals - Discuss factors which influenced the establishment of Christianity and other religions in Botswana. - Describe how these religions were established in Botswana. - Explore the challenges the different religions faced in their establishment in Botswana. - Describe the contributions of Christianity and other religions in the development of Botswana.
<p>The Impact of Christianity and other religions on the lifestyles of Botswana</p>	<p>Know how indigenous beliefs and practices were affected by new religions.</p> <p>Examine the results of the interaction between African Traditional Religion and Christianity</p>	<ul style="list-style-type: none"> - Investigate the effects of religious pluralism. - Describe beliefs and practices of Christianity and other religions which are different from those of indigenous people of Botswana. - Analyse the effects of world religions' beliefs and practices on the lives of Botswana. - Describe the features of African Independent Churches. - Discuss factors that led to the rise of the African Independent Churches. - Analyse the influence of African traditional beliefs on African Independent Churches.

MODULE 3: CHALLENGES OF RELIGIONS IN MODERN WORLD		
Topics	General Objectives	Specific Objective in Africa
	Students should:	Students should be able to:
Adaptation of new religions in Africa	Examine the adaptation of new religions in Africa	<ul style="list-style-type: none"> - Discuss how Africans adapted to the new religions. - Describe how the new religions adapted to African cultures. - Discuss the challenges faced by the new religions in Africa. - Explore challenges faced by Africans due to the coming of new religions.
Religious Dialogue and ecumenism.	Appreciate the importance of unity among religions	<ul style="list-style-type: none"> - Explain the concept of religious dialogue and ecumenism. - Identify the ecumenical movements in Botswana and the role they play - Describe the advantages of religious dialogue. - Discuss the importance of ecumenical movements in promoting peace and dialogue in the society. - Discuss the problems that hinder religious dialogue.
Religious Fundamentalism	Examine religious fundamentalism.	<ul style="list-style-type: none"> - Define religious fundamentalism. - Identify cases of religious fundamentalism. - Discuss the causes of religious fundamentalism. - Analyse the effects of religious fundamentalism. - Suggest ways of resolving religious fundamentalism.
Religious tolerance	Appreciate the importance of tolerance among religions	<ul style="list-style-type: none"> - Define the concept of religious tolerance. - Discuss the contributions of world religions towards religious

		tolerance. - Describe the advantages of interactions between people of different religions.
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MODULE 4 RELIGION AND HUMAN RELATIONSHIPS		
Topics	General Objectives	Specific Objectives
	Students should:	Students should be able to:
Religion and Marriage	Know the significance of marriage as a religious institution	<ul style="list-style-type: none"> - Explain the significance of marriage in different religions. - Outline values emphasised by different religions in marriage. - Evaluate the concepts of celibacy and chastity as practiced in religions studied - Discuss the importance of courtship and bogadi 'bride wealth.' - Discuss the views of different religions on the following issues (<i>sex outside marriage, contraception, inter religious marriages and divorce</i>). - Discuss the rights of a married man and woman from different religious view points.
Religion and Sexuality	Acquire knowledge on how different religions perceive sexuality	<ul style="list-style-type: none"> - Discuss how different religions view the roles of men and women. - State the importance of equality between man and woman in modern society - Discuss how puberty rituals prepare young people for marriage in different religions. - Explain how religions view different sexual orientations. - Evaluate views of different religions on sex education and teenage pregnancy. - Investigate how different religions deal with the problem of teenage pregnancy.
Religion and HIV and AIDS	Explore the views of different religions on HIV and AIDS	<ul style="list-style-type: none"> - State views of different religions regarding HIV and AIDS. - Investigate the views of various religions regarding condom use.

<p>Religion and Service</p>	<p>Understand the importance of service in the society</p> <p>Appreciate service as a vital religious value</p>	<ul style="list-style-type: none"> - State religious practices which can facilitate the spread of HIV and AIDS. - Discuss different religious values that can be applied when dealing with people living with HIV and AIDS. - Identify areas where religions and public health can work together to help people living with HIV and AIDS. - Investigate the views of different religions with regard to the use of ARV (Antiretroviral drugs). - Define service as a value - Explain the importance of service - Discuss how the value of service is put in to practice by the different religions studied. - Evaluate services provided by religions in societies. - Identify a need in your community. - Outline the strategies to use in addressing the need. - Carry out a hands-on-project to address the identified need. - Write a report on the project reflecting its religious value.
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MODULE 5: RELIGION, ETHICS AND GLOBAL ISSUES		
Topics	General Objectives	Specific Objectives
	Students should:	Students should be able to:
Religion and Prejudice	Explore the dangers that are associated with prejudice.	<ul style="list-style-type: none"> - Explain the term prejudice. - Discuss situations where prejudice is practiced by different religions. - Describe the causes of religious prejudice. - Analyse the effects of prejudice on religious communities. - Discuss the attitude of different religious towards the status of women. - Describe the contributions made by some individuals and religious organisations against prejudice.
Religion and justice	Examine the religious response to issues concerning Justice	<ul style="list-style-type: none"> - Explain the meaning of justice. - Discuss the different ways in which justice is expressed in different religions. - Evaluate how different religions promote justice in society. - Discuss how some prominent people belonging to different religions contributed towards justice in society.
Religions and environment	Evaluate the religious views about the environment	<ul style="list-style-type: none"> - Discuss teachings and beliefs of different religious about the environment. - Explain how religious practices and beliefs can affect the environment. - Suggest ways in which religious communities can be involved in the protection of the environment.