

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for Living with 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 Living with Religious and Moral Education – an everyday 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 the subject Living with Religious and Moral Education 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 or not 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 about the principles of religions in Sierra Leone
- Interpret and analyse the religious doctrines in Sierra Leone
- Discuss the appropriate moral values as observed by the various religions and religious sects
- Apply appropriate religious terms in writing and conversation
- Critically interpret and analyse various religious beliefs as presented in the Holy Books
- Accept and practice the religion of their choice
- Celebrate religious diversity in and outside Sierra Leone



### Outline Structure of the Syllabus Over the Three Year Senior Secondary Course

	SSS 1	SSS 2	SSS 3
<b>Term 1</b>	Introduction to Christianity and Islam; basic teachings	Introduction to African Traditional Religion and common beliefs and practices	Marriage, family life and society
<b>Term 2</b>	Introduction to African Traditional Religion and concepts common to all religions	Norms and culture in African Traditional Region (rites of passage) and features common to all religions	Religious celebrations in different faiths
<b>Term 3</b>	Norms and culture in African Traditional Religion and features common to all religions	The influence of Christianity and Islam on African Traditional Religion	Revision of key topics



## Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources: The Holy Bible	Suggested resources: The Holy Quran	Assessment of learning outcomes
<b>Introduction to Christianity and Islam; basic teachings</b> <ul style="list-style-type: none"> <li>The life history of the founders of Christianity/Islam</li> <li>The basic beliefs in Christianity/ Islam</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Identify excerpts that they have read from the Holy Books about the life history of the religious founders, Jesus Christ and Prophet Mohammad</li> <li>Describe the basic beliefs of Christianity and Islam</li> <li>Describe the basic teachings of Jesus Christ according to the Bible and Prophet Mohammad according to the Quaran, Hadiths and Sunnah.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce learners to reading and discussing excerpts of the life history of the founders from the Holy Books.</li> <li>Lead group discussions about the basic beliefs of Christianity/Islam, building on and developing their existing knowledge.</li> <li>Provide information in chart form on the basic teachings of Jesus Christ according to the Bible and Prophet Mohammad according to the Quaran, Hadiths and Sunnah, and lead discussions.</li> </ul>	<b>Matthew</b> 1:18-25, 3:13-17, 4:1-11, 6:12, 14-15, 18:21-35, 26:36-56, 27:32-66, 28:1-10 <b>Luke</b> 2:21-40, 2:41-52, 3:21-22, 4:15-21, 22:66-71, 23:1-2, 23:26-56 <b>Mark</b> 16:1-35, 1:9-11 <b>Genesis</b> 1:2-3 <b>Acts</b> 17:22-28 <b>Luke</b> 6:20-23, 11:33-36 <b>Matthew</b> 5:27-30, 5:31-32, 5:43-48, 6:1-8, 7:1-5, 5:3-12, 16:21-23	<b>Chapters</b> 36:15 27:88 96:1-10 37:27 97:5-7 39:11 5:6	Students answer questions comparing and contrasting the life history of the religious founders. <ul style="list-style-type: none"> <li>Presentation of written group report on their discussions, about the similarities between the basic beliefs; students assessed on the quality and level of their contributions</li> <li>An examination of the basic teachings of the religious leaders according to the Holy Books and the Hadiths and Sunnah.</li> </ul>



<p><b>Introduction to African Traditional Religion (ATR) and concepts common to all religions</b></p> <ul style="list-style-type: none"> <li>The definition of ATR</li> <li>The background history of ATR</li> <li>Core beliefs of ATR, i.e. God, Ancestors, shrines, life after death</li> <li>Concepts common to all religions</li> </ul>	<ul style="list-style-type: none"> <li>Offer a clear definition of ATR</li> <li>Explain the background history of ATR</li> <li>List and describe the core beliefs of ATR</li> <li>Link these to common concepts in other religions</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm ideas about ATR, working towards an agreed definition.</li> <li>Provide information and lead a discussion about the background history of ATR</li> <li>Encourage students to map the various beliefs of ATR onto the chart of basic teachings</li> </ul>	<p><b>Exodus</b> 32:1-6 <b>1 Kings</b> 18:17-27 <b>Genesis</b> 4:4-12</p>	<p><b>Chapters</b> 61:10-12 49:12 2:183-186 57:11</p>	<ul style="list-style-type: none"> <li>Students produce exit cards answering quick questions</li> <li>Assess through the students' level and quality of participation in discussions about the background history of ATR, and how certain beliefs practiced in ATR are linked with those in other religions.</li> </ul>
<p><b>Norms and culture in African Traditional Religion and features common to all religions</b></p>	<ul style="list-style-type: none"> <li>Cite examples of both norms and culture in ATR</li> <li>Differentiate between norms and culture</li> <li>Discuss features that are common to all religions</li> </ul>	<ul style="list-style-type: none"> <li>Build on students' existing knowledge, asking them to share examples of norms and culture.</li> <li>Brainstorm understanding about norms and culture working towards an agreed understanding of the difference.</li> <li>Lead a group discussion, writing down features that are common to all religions, based on their own experience.</li> </ul>	<p><b>Exodus</b> 20:1-17 <b>Leviticus</b> 1:1-5 <b>Genesis</b>. 1-3, 12:1-9, 22:1-19 <b>Matthew</b> 6:5-18 <b>Luke</b> 17:1-6, 15:11-32</p>	<p><b>Chapters</b> 113:1-5 114:1-6 109:1-6 <b>Chapters</b> 8:2-4 14:35-37 98:5 2:35-36 71:13-18 37:101-102 21:51-58</p>	<ul style="list-style-type: none"> <li>Short-answer tests, e.g. on the meaning of key words</li> <li>Students think-peer-share and report to class, assessed through the students' level and quality of participation</li> <li>Written assignment; short exam on the topics taught.</li> </ul>



<p><b>Introduction to African Traditional Religion and common beliefs and practices</b> (focussed on students' own experiences and communities)</p> <ul style="list-style-type: none"> <li>▪ Definition of ATR</li> <li>▪ Background history of ATR</li> <li>▪ Belief in ATR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer a clear definition of ATR</li> <li>▪ Explain the background history of ATR</li> <li>▪ Discuss their own experiences of key beliefs of ATR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that students can recall and explain the concepts and background history of ATR, through a team quiz.</li> <li>▪ Encourage students to discuss and highlight ATR beliefs from their own experience</li> <li>▪ Ask students to collect and share traditional stories about ATR practices in their communities</li> </ul>	<p><b>Exodus</b> 20;1-5 <b>1 Kings</b> 8:17-18</p>	<p><b>Chapters</b> 21:1-70 105:1-5 111:1-5 109:1-6</p>	<ul style="list-style-type: none"> <li>▪ Assess students understanding of concepts and history of ATR, through oral questions</li> <li>▪ Students present             <ul style="list-style-type: none"> <li>○ comments on the beliefs of ATR based on their own experience</li> <li>○ information about stories from their community assessed through the students' level and quality of participation</li> </ul> </li> </ul>
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<p><b>Norms and culture in African Traditional Region (rites of passage) and features common to all religions</b></p>	<ul style="list-style-type: none"> <li>▪ Identify and list the norms in ATR</li> <li>▪ Explain and demonstrate cultural practices in ATR</li> <li>▪ Explain features that are common to all three religions (faith, prayer and sacrifice)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help learners to explain the importance of norms in ATR</li> <li>▪ Discuss cultural practices in ATR, e.g. pouring of Libation, drawing on their own communities experiences where possible</li> <li>▪ In their various groups, students identify at least two features that are common to all religions, discuss and present to the class</li> <li>▪ Encourage students to visit religious places, if possible.</li> </ul>	<p><b>Luke</b> 2:22-32, 17:1-6, 15:11-32 <b>Genesis</b> 1-3, 12:1-9, 22:1-19 <b>Matthew</b> 6:5-18</p>	<p><b>Chapters</b> 8:2-4 98:5 2:35-36 2:184-186 71:13-18</p>	<ul style="list-style-type: none"> <li>▪ Conduct a brief test on topics taught in this unit</li> <li>▪ Demonstrate, or make a presentation about, cultural practices in ATR</li> <li>▪ Students report on the visit to the religious place.</li> </ul>
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<p><b>The influence of Christianity and Islam on African Traditional Religion</b></p>	<ul style="list-style-type: none"> <li>▪ Identify and comment on areas of Christianity and Islamic influence on ATR</li> <li>▪ Show routes and areas of influence of the Christian and Islamic religions on a map of Africa, e.g. Slave Trade Map, trans Saharan trade routes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide information and lead discussion with students the influence of Christianity and Islam on the Tribal Leaders</li> <li>▪ Use maps and timelines to trace with students the routes and effects of interaction between Tribal Leaders and             <ul style="list-style-type: none"> <li>○ Islamic traders e.g. San-Haja Berbers</li> <li>○ arrival of the freed slaves</li> </ul> </li> </ul>	<p><b>Hebrews</b> 13:20 <b>1 Peter</b> 2:25 Acts 2:42-47, 4:15-17 For additional information: see references to the arrival of Christian Missionaries in Sierra Leone in the suggested reading list attached to the RME Core Curriculum</p>	<p>For additional information: see references to the History of Islam, the Slave Trade and the Berbers in Sierra Leone, in the suggested reading list attached to the RME Core Curriculum</p>	<ul style="list-style-type: none"> <li>▪ Conduct a general revision and test</li> <li>▪ Groups of students write a group paper on the influence of Christianity and Islam on ATR and present to class (different issue per group). Assessment through the quality of and level of participation in the presentation.</li> </ul>
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<p><b>Marriage, family life and society</b></p>	<ul style="list-style-type: none"> <li>▪ Define and explain key terms in the topic e.g.: marriage, family, society</li> <li>▪ Describe the types of marriage in society, the validity and prohibition of marriages and the rights and duties of partners</li> <li>▪ Analyse the types of relationships in society (religions, marriage other human relationships)</li> <li>▪ Explain the various teachings of the religions about relationships.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm ideas about the topic's key terms, working towards agreed definitions</li> <li>▪ Lead discussions on the types of marriage in society, the validity and prohibition of marriages and the rights and duties of partners.</li> <li>▪ Guide students to read and discuss excerpts from the Bible and the Quran, about the types and conduct of relationships.</li> <li>▪ Help students to reflect upon and discuss their own experiences about different relationships.</li> </ul>	<p><b>Isaiah</b> 1:9-20 <b>Amos</b> 5:15-27 6:1-14 <b>2 Samuel</b> 12:1-6 <b>Matthew.</b> 20:25-28</p>	<p><b>Chapters</b> 5:14-27 28:3-7 3:180 20:40 2:275 4:13 3:159 42:38</p>	<ul style="list-style-type: none"> <li>▪ Observe students' discussion on the types of marriage and relationships</li> <li>▪ Students answer quiz question on factors that make relationships good or bad</li> <li>▪ Oral presentation comparing and contrasting the teachings of the various religions about relationships.</li> </ul>
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<p><b>Religious celebrations in different faiths</b></p>	<ul style="list-style-type: none"> <li>▪ Explain the meaning and importance of celebrations</li> <li>▪ Differentiate the types of festivals and their significance</li> <li>▪ Explain the important and effects of religious celebrations &amp; festivals on both followers and society.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help the students brainstorm to name the different celebrations/ festivals in their area, working towards a common list.</li> <li>▪ Guide pupils to name the types of festival, discuss their significance and role play religious celebrations e.g. Christmas, Id-ul-Harvest Festival.</li> <li>▪ Discuss with the students the effects of religious celebrations on the followers and society.</li> </ul>	<p><b>Luke</b> 1:26-38, 2:1-20, 23-24, <b>Acts</b> 6-10, 2:22</p>	<p><b>Chapter</b> 97:1-5 112:1-4 74:1-7</p>	<ul style="list-style-type: none"> <li>▪ Observation of students' participation in the role plays.</li> <li>▪ Short tests on different types of festivals and their significance</li> <li>▪ Written assignment on the importance and effects of religious celebrations on followers and society.</li> </ul>
<p><b>Revision of key topics</b></p>	<p>By the end of the unit, students will be able to answer questions from any part of the syllabus</p>	<ul style="list-style-type: none"> <li>▪ Identify topic areas that need revision.</li> <li>▪ Thoroughly revise the key topics identified by the students.</li> <li>▪ Carry out remedial teaching, as necessary.</li> </ul>		<p>.</p>	<ul style="list-style-type: none"> <li>▪ Conduct a mock final exam in preparation for the external examination</li> </ul>