

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for Religious and Moral Education (RME)**  
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 Religious and Moral Education (RME) – a core subject

### Subject Description

The study of Religious and Moral Education (RME) provokes challenging questions about the ultimate meaning and purpose of life, belief about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops the learner's knowledge and understanding of Islam and Christianity, other religious traditions and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances the learner's awareness and understanding of religious beliefs, teachings, practices and forms of expression as well as of the influence of religion on individuals, families, communities and cultures.

### Rationale for RME in the Senior Secondary School Curriculum

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 about religions in Sierra Leone and in the world
- Interpret and analyse the religious doctrines in the world
- Discuss the appropriate moral values as observed by the various religions
- Apply appropriate religious terms in writing and conversation – (faith, rites, ceremonies)
- Critically interpret and analyse various religious beliefs that are presented in the holy books
- Accept and practice the religion of their choice
- Celebrate religious diversity in and outside Sierra Leone.



## Structure of the Syllabus Over the Three Year Senior Secondary cycle

	SSS 1	SSS 2	SSS 3
<b>Term 1</b>	<p><b>Introduction of Christianity and Islam in Religious Studies</b></p> <ul style="list-style-type: none"> <li>The historical background to Christianity as in the Bible/Islam as in The Quran</li> <li>How the Bible/Quran were written/revealed</li> <li>Life of the people before Christ and the Prophet Mohammad: the period of ignorance and slavery.</li> </ul>	<p><b>Religion, ethics and morality</b></p> <ul style="list-style-type: none"> <li>Definition of ethics and morality</li> <li>The relationship between religion, ethics and morality</li> <li>Making choices</li> </ul>	<p><b>Religion, politics and governance (continued)</b></p> <ul style="list-style-type: none"> <li>Definition of justice</li> <li>Justice in Christianity, Islam and ATR</li> </ul>
<b>Term 2</b>	<p><b>Introduction of Christianity and Islam in Religious Studies (continued)</b></p> <ul style="list-style-type: none"> <li>The importance of the Bible to Christians and the Quran to Muslims</li> <li>The duties of a Christian according to the Bible, and duties of a Muslim according to Islam (Quran and Hadith).</li> </ul>	<p><b>Religion, ethics and morality (continued)</b></p> <ul style="list-style-type: none"> <li>Moral responsibilities in communities and society</li> <li>Accepting rules and regulations of society.</li> </ul>	<p><b>Religion, politics and governance (continued)</b></p> <ul style="list-style-type: none"> <li>Qualities of good governance</li> </ul>
<b>Term 3</b>	<p><b>Sierra Leone traditions and Religious Studies</b></p> <ul style="list-style-type: none"> <li>Aspects of Sierra Leone traditions</li> <li>African Traditional Religion (ATR)</li> <li>Importance of Traditional Religion Practices that are common to Christianity, Islam and ATR.</li> </ul>	<p><b>Religion, politics and governance</b></p> <ul style="list-style-type: none"> <li>The constitution of Sierra Leone</li> <li>The constitution of Holy Books; Bible Quran</li> </ul>	<p><b>Religion, politics and governance (continued)</b></p> <ul style="list-style-type: none"> <li>The duties and responsibilities of leaders and citizens</li> <li>Revision of relevant key topics</li> <li>Mock final exam</li> </ul>



## Teaching Syllabus

For all units, teachers should use the general reading list (found at the end of this section) to provide appropriate additional information for presentations, discussions, etc.

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources: Bible	Suggested resources: Quran	Assessment of learning outcomes
<b>Introduction of Christianity and Islam in Religious Studies</b>					
<ul style="list-style-type: none"> <li>The historical background to Christianity as in the Bible/Islam as in The Quran</li> </ul>	<ul style="list-style-type: none"> <li>Describe the background of Christianity and Islam as in the Holy Books</li> <li>Explain how the Bible was written and the Quran was revealed and written</li> <li>Describe the life of the people before the advent of Christianity and Islam (Jahiliyya)</li> <li>Explain the meaning of Bible/Quran</li> <li>State the importance of the Bible/Quran</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to encourage students to share their existing experience and knowledge, in small groups or individually. An example from a topic is: the importance of the Quran to Muslims and the Bible to Christians, Note relevant points on the blackboard</li> <li>Share with students relevant information about a topic from your own reading of relevant texts. Summarise the main points.</li> <li>Lead discussions. An example from a topic is: comparing life before Christ/ Prophet Mohammad with life in their own community</li> <li>Guide students to read relevant verses from the Holy Books/ Hadiths. Help students identify relevant points from the verses, for example, specific religious duties.</li> </ul>	<p><b>Genesis</b> 1:1-11, 12-36, 37-50 35:23-26 47:11-12</p> <p><b>Exodus</b> 12:37-19 19:3-40:38 23:12-31:18, 20:1-17</p> <p><b>2 Timothy</b> 3:16 <b>Isaiah</b> 55:11 <b>2 Peter</b> 1:21 <b>Luke</b> 1:46-55, 68-79; 2:14, 29-32 <b>Exodus</b> 20:2-17 <b>2 Chronicles</b> <b>Proverbs</b> 2:6 <b>Job</b> 32:8 <b>Acts</b> 4:25, <b>Hebrew</b> 3:7 <b>Matthew</b> 19:4-5; 5:17-19 <b>Psalms</b> 19:7-14, 119:89,97,113</p>	<p><b>Chapters</b> 2:273,195,188 4:48 3:64</p> <p><b>Chapters</b> 96:1-5 97 81:8-9</p>	<ul style="list-style-type: none"> <li>Oral assessments; student responses to questions</li> <li>Written assessments; a brief group or individual report summarising learning</li> <li>Observation of the level of participation and quality of the students' presentations,</li> <li>Written assessments: students writing of exit cards on discussions.</li> </ul>
<ul style="list-style-type: none"> <li>How the Bible/Quran were written/revealed</li> </ul>					



<ul style="list-style-type: none"> <li>Life of the people before Christ and the Prophet Mohammad: the period of ignorance and slavery</li> </ul>	<p>to Christians and Muslims</p> <ul style="list-style-type: none"> <li>Use the Holy Books to pray</li> <li>Outline the various duties according to the Bible and Quran</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Zechariah 7:12</b></p>		
<ul style="list-style-type: none"> <li>The importance of the Bible to Christians and the Quran to Muslims</li> </ul>			<p><b>2 Timothy 3:15-17</b> <b>1 John 4:8,16</b> <b>Matthew 3:17, 17:5</b></p>	<p><b>Chapters</b> 96:1-10 2:2 19:5 5:46 3:145 65:6</p>	
<ul style="list-style-type: none"> <li>The duties of a Christian according to the Bible and of a Muslim towards Islam according to the Quran and the Hadiths.</li> </ul>			<p><b>Exodus 20:1-17</b> <b>Matthew 5:3-12</b> <b>Luke 6:20-23</b> <b>1 Chronicles 12:12-31</b> <b>John 15:1-21</b> <b>Acts 2:42</b></p>		
<p><b>Sierra Leone traditions and Religious Studies</b></p> <ul style="list-style-type: none"> <li>Aspects of Sierra Leone traditions</li> </ul>	<ul style="list-style-type: none"> <li>Define what is meant by tradition</li> <li>List aspects of Sierra Leone traditions</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming with students, e.g. on the meaning of tradition</li> <li>Group work on shared tasks (often leading to a presentation) e.g. list the different traditions of Sierra Leone</li> <li>Encouraging students to explore, express and discuss their own</li> </ul>	<p><b>Mark 7:1-23</b> <b>Matthew 12:1-6</b> <b>Amos 5:15-27, 6:1-14</b> <b>Isaiah 1</b> <b>Hebrews 12:14</b></p>	<p><b>Chapters</b> 5:14-27 28:3-7 3:180 2:280</p>	<ul style="list-style-type: none"> <li>Observation of the level of participation in and quality of the students' presentations and discussion</li> </ul>



<ul style="list-style-type: none"> <li>▪ African Traditional Religions (ATR)</li> <li>▪ The importance of traditional religion</li> <li>▪ Practices that are common to Christianity, Islam and ATR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe Traditional Religion</li> <li>▪ Discuss the importance of Traditional Religion</li> <li>▪ Identify and discuss practices that are common to Christianity, Islam and ATR</li> </ul>	<p>experience and previous knowledge, e.g. students express their own experience of Traditional Religion</p> <ul style="list-style-type: none"> <li>▪ Group discussions e.g. the importance of Traditional Religion</li> <li>▪ Share with students relevant information about a topic from your own reading of relevant texts. Summarise the main points.</li> <li>▪ Help students to complete assignments, e.g. pupils write about practices that are common to the various traditional beliefs in Sierra Leone</li> </ul>			<ul style="list-style-type: none"> <li>▪ Oral assessment: students answer short questions</li> <li>▪ Brief tests</li> </ul> <p>Students' assessment will be graded, totaled and divided by three. The score will be added to the examination grade of 70%, making a total of 100%.</p>
<p><b>Religion, ethics and morality</b></p>	<ul style="list-style-type: none"> <li>▪ Define ethics and morality</li> <li>▪ Discuss the relationship between religion, ethics and morality</li> <li>▪ Make moral choices that influence lives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share with students relevant information about a topic from your own reading of relevant texts.</li> <li>▪ Lead guided discussions, which can lead to the production of exit cards, e.g. on the meaning of ethics, or to a presentation, e.g. listing moral behaviours and attitudes influencing life choices.</li> </ul>	<p><b>Genesis</b> 39:7-12 <b>Exodus</b> 20:1-17 <b>1 Peter</b> 5:1-11 <b>James</b> 1:2-27, 2:14-26</p>	<p><b>Chapters</b> 4:48 8:50, 6:83-7 <b>Hadiths</b> 26-37</p>	<ul style="list-style-type: none"> <li>▪ Oral assessment: students respond to short questions on definitions and relevant information</li> <li>▪ Group presentation on the relationship between religion, morals and ethics assessed on the</li> </ul>



<ul style="list-style-type: none"> <li>▪ Definition of ethics and morality</li> <li>▪ The relationship between religion, ethics and morality</li> <li>▪ Making moral choices that influence lives</li> </ul>	<p>using knowledge and own experiences.</p>	<ul style="list-style-type: none"> <li>▪ Brainstorming with students, e.g. the relationship between religion, ethics and morality</li> </ul>	<p><b>Joshua</b> 24:15 <b>Job</b> 4:6 <b>James</b> 2:1-13 <b>1 Peter</b> 2:1-25 <b>Genesis</b> 39:7-12 <b>Luke</b> 6:20-23 <b>Ruth</b> 1:6</p>	<p><b>Chapters</b> 31:12-16 7:54 9:41</p>	<p>level of their involvement and quality of the presentation.</p> <ul style="list-style-type: none"> <li>▪ Observation of think – pair-share work on examples of moral choices.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Moral responsibilities in communities and society (parents, leaders, children and Ancestors)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify, list and carry out moral responsibilities in their own communities/ societies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the religious texts to help student to discuss and develop strategies for carrying out moral responsibilities in their various communities.</li> </ul>	<p><b>2 Timothy</b> 3:15-17 <b>1 John</b> 4:8, 16 <b>Exodus</b> 20:1-17</p>	<p><b>Chapters</b> 98:5 97:5 96-5 3:144 33:41-43</p>	<ul style="list-style-type: none"> <li>• Students prepare for a short exercise on how to apply rules and regulations, composing their own life scenario to aid applying learning for a better life.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Accepting rules and regulations of society</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopt and apply rules and regulations as defined by family, community, school, church, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use your own reading, and help the students to search in the religious texts to supplement their own experiences, and discuss how to apply rules and regulations as individuals and groups to live a better life in society.</li> </ul>	<p><b>Colossians</b> 1:9-10 <b>1 Samuel</b> 24:6 <b>Acts</b> 17:6 <b>Galatians</b> 6:10 <b>Matthew</b> 25:34-40</p>		
<b>Religion, politics and governance</b>					
<ul style="list-style-type: none"> <li>▪ The constitution of Sierra Leone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the meaning of the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help the students to brainstorm the idea of a constitution, allowing them to explore what they already</li> </ul>	<p><b>See appendix</b></p>	<p><b>Chapters</b> 2:2 4:104</p>	<ul style="list-style-type: none"> <li>▪ Help students to role play aspects of the content in the</li> </ul>



<ul style="list-style-type: none"> <li>The constitution of the Holy Books (the Bible and the Quran)</li> </ul>	<p>word constitution</p> <ul style="list-style-type: none"> <li>Discuss the content of the constitution</li> <li>Analyse the content of the constitution</li> <li>State the value of the constitution to the citizens</li> </ul>	<p>know. Guide them towards a definition, sharing your own knowledge from your reading.</p> <ul style="list-style-type: none"> <li>Provide information about the constitution for the students to discuss and note.</li> <li>Organize a group discussion to:                             <ul style="list-style-type: none"> <li>compare the content of the curriculum to the rules in society</li> <li>consider how to apply with constitution to everyday life.</li> </ul> </li> </ul>	<p><b>Genesis</b> 1-2, 25:12-36 <b>Matthew</b> 5-7 <b>Revelations</b> 1-8 <b>Isaiah</b> 5:54</p>	<p>5:6 6:154 6:161 17:23-24 31</p>	<p>constitution. Observe the level of engagement of the individual students.</p> <ul style="list-style-type: none"> <li>A written report or a presentation Identifying the differences between the constitution of the land and that of any of the holy books.</li> </ul>
<ul style="list-style-type: none"> <li>The definition of justice</li> <li>Justice in Christianity, Islam and ATR</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of the term justice</li> <li>Describe the concepts of justice in Islam, Christianity and ATR</li> </ul>	<ul style="list-style-type: none"> <li>Help the students to explore the theme of justice by                             <ul style="list-style-type: none"> <li>brainstorming what they already know</li> <li>guiding their understanding by providing additional information</li> <li>reflecting on texts from the Holy Books</li> <li>organising group discussions and helping them make presentations.</li> </ul> </li> <li>Focus on issues like                             <ul style="list-style-type: none"> <li>how justice is applied in various communities</li> <li>how justice is carried out in Christian, Islam and ATR, based on examples of religious leaders.</li> </ul> </li> </ul>	<p><b>Joshua</b> 7:1-55 <b>1 Kings</b> 3:16-27 <b>John</b> 8:1-16, 8:8-16,31-32, 9:32 <b>Luke</b> 7:36-50, 20:20-26, 20:25, 22:66-71, 23:1-12 <b>Mark</b> 15:1-15 <b>Amos</b> 2:6-8, 4, 5:1-24, 7:10-17, 8 <b>Matthew</b> 7:12, 26:47-75</p>	<p><b>Chapters</b> 3:27 17:36 7:6-7  Hadith and explanation</p>	<ul style="list-style-type: none"> <li>Oral or written assessment: a short test on one or more of the topics taught.</li> <li>Pupils role play how justice is practised in Christianity, Islam and ATR</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>In groups pupils write and do a presentation on one of the topics taught.</li> </ul>
<ul style="list-style-type: none"> <li>Qualities of good governance</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of governance</li> </ul>	<ul style="list-style-type: none"> <li>Develop a definition of governance, by asking a series of questions.</li> </ul>	<p><b>1 Samuel:</b> 16:14-19, 17:1-58 <b>Luke:</b> 2:52</p>	<p><b>Chapters</b> 3:159 4:58 5:8</p>	<ul style="list-style-type: none"> <li>Oral assessment: students respond to short questions.</li> </ul>





	<ul style="list-style-type: none"> <li>Identify qualities that make for good governance</li> <li>Cite examples of good leaders from their activities.</li> </ul>	<ul style="list-style-type: none"> <li>Help the students to explore the theme of good governance by:             <ul style="list-style-type: none"> <li>brainstorming what they already know</li> <li>reflecting on texts from the Holy Books</li> <li>organising group discussions and helping them make presentations</li> <li>summarise using a chart.</li> </ul> </li> <li>Guide students to write about examples of good governance by good leaders by finding and discussing examples of good leaders, based on their activities in the community</li> <li>relating these examples of activities.</li> </ul>	<p><b>Genesis:</b> 41:14 <b>Matthew:</b> 6:33 <b>1 Corinthians:</b> 14:40</p>	<p>3:26-7 7:6-7 17:36</p>	<ul style="list-style-type: none"> <li>Research and put together a group presentation on good governance in their local settings.</li> </ul>
<ul style="list-style-type: none"> <li>The duties and responsibilities of leaders and citizens</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between duties and responsibilities</li> <li>Map out in table form the duties and responsibilities of leaders and citizens</li> <li>Explain the term citizenship</li> <li>Describe what makes a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>Help students to understand the difference between duties and responsibilities. Use true-false questions to check understanding.</li> <li>Working together map out in table form the duties and responsibilities of leaders and citizens, and then encourage discussion.</li> <li>Help students to reflect and adhere on the situation in their communities</li> <li>Discuss with students the term citizen</li> <li>Guide students to brainstorm on what makes a good citizen.</li> </ul>	<p><b>Romans:</b> 13:1 <b>1 Kings:</b> 19:15 <b>Daniel:</b> 4:31 <b>Acts:</b> 17:26</p>	<p><b>Chapter</b> 6:35 <b>Hadith</b> 26-37</p>	<ul style="list-style-type: none"> <li>A brief written examination on the topics taught.</li> </ul>



Revision of key topics

Mock final examination

## Suggested reading list

### Christianity

#### *General*

The Holy Bible (revised Standard Version)

New Clarendon Bible Series

Bright, John: History and Religion of Israel

Anderson, B.W: The Living World of the Old Testament

Kee. H.C. &Young: The Living World of the Old Testament

Cambell D.B.J: The Synoptic Gospels

New Bible Commentary-Cambridge

#### *Old Testament*

Quarcoopome, T.N.O: History and Religion of Israel AUP, Ibadan 1986

#### *New Testament*

Guy H.A: The Life of Christ, The Acts of the Apostle

Pobee, John S: Matthew and Mark for Schools

Dickson K. A: The Gospel According to Luke (Accra, Asempa Publisher)

Awolabi: Simple Approach to Christian Religious Knowledge Elis Association, Lagos 2011

### Islam

The Holy Qur'an (text, translation and commentary). A. Yusuf Ali

The meaning of The Glorious Koran (An explanatory translation by Mohammed Marmaduke Picktall) I.P.B, Lagos Nigeria

Islamic Religions Knowledge for WASC Book 3 Hadith. M. Bushir Sambo and Mohammed Higab I.P.B Lagos, Nigeria

Islamic Religions Knowledge for WASC Book 2 Figh. M. Bushir Sambo and Mohammed Higab I.P.B Lagos, Nigeria

Islamic Religions Knowledge for WASC Book 1 Qur'an Tafsir. M. Bushir Sambo and Mohammed Higab I.P.B Lagos, Nigeria

The life of Muhammad by Haykal Printed in Nigeria 1982



Islam in Focus by Hammudah Abdalati I.P.B., Lagos, Nigeria  
Islamic Studies for Secondary Schools Book 1:2 by Lemu I.P.B., Lagos Nigeria. And Islamic Education Trust, Minna  
Selected traditions of an-Nawawi by M.O.A., Abdul I.P.B., Lagos  
Studies in Islam series Books 1m-5 by M.O.A., Abdul I.P.B., Lagos  
AL-IZZIYYAH for English audience by Quadri Y.A., and Oloyede, I.O. Shebiotimo Publication, Ijebu Ode  
Islamic Religions Knowledge for Senior Secondary School Series Book 1- 3, Seriki and Badmos-B and B.P. Abeokuta  
Yasin wal-Qur'an – by S.H.A, Malik Ilesanmi Press, Ilesha  
The Classical Caliphate by M.O.A. Abdul. I.P.B Lagos  
West Africa and Islam, P.B. Clarke, Edward Arnold  
A History of Islam in West Africa, J.S. Trimingham, Oxford University Press  
Islam in West Africa, J.S. Trmingha, Oxford University Press  
Islamic Studies for SSS Book 1&2 by B. "Aisha Lemu I.P.B., Lagos  
Essentials of Islamic Studies Books 1& 2 by M.O. Raheemson M.D. & P.S  
40 Hadith: An Explanation by Dr. Yushau Sodiq Published by J.S. Printing USA in 2011  
Sulemana M. (2004). Islamic Studies. Capital Publishing Accra, Ghana  
Muhammad Jamiu Yunus (2011). Islam: The Religion of Peace. Alanisek Gen. Concept Publications Ijebu-Ode