



Republic of Zambia



SPIRITUAL AND MORAL EDUCATION

**SYLLABI
FOR**

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INTRODUCTION

In His address to the Inaugural session of the Non-Governmental Organisations International Conference on Human Rights, His Excellency, Dr. K.D. Kaunda called the people of whole world to focus on **THE IMPERATIVE OF HUMAN DIGNITY** with the firm conviction that if they did, they would be able to see more clearly, judge more wisely and act responsibly with regard to major issues at international level. He said:

“Human dignity is a concept which is as old as man himself. It refers to the intrinsic worth of man; it underlies his importance as the centre of creation, probably the highest expression of God’s image in the whole of creation and the pivotal agent in the ceaseless stream of events in our changing environment. In a large measure I think it is true to say that this quality, which is inherent in man and not imparted to him by any human action, makes him different from other animals. It is the most important element among the qualities which confer upon man the inalienable rights which have since been defined in more precise and unequivocal terms, in the Universal Declaration of Human Rights, the principles of which have been incorporated in the Charter of the United Nations.” **(THE IMPERATIVE OF HUMAN DIGNITY, Page 4)**

In the Educational Reforms, the Imperative of Human Dignity is recognised as the focus and central point round which all education pivots and is regarded as the major challenge which education provides to youth in schools. Chapter two of the policy document states the Aim of National Education:

“A guiding principle in a humanistic society, such as the Zambian

At the Grade Ten to Twelve levels many of the challenges contained in the principles outlined can be realised in syllabuses which are true to the nature of education, respectful of religion and religions and deeply challenging in human terms. Two such syllabuses are presented here: Syllabus 2044 and Syllabus ----.

SYLLABUS 2044

Syllabus 2044 consists of five major themes:

- Main in a Changing Society
- Order and Freedom in Society
- Life
- Man and Woman
- Man's Response to God through Faith and Love

Each theme is divided into sub-themes all of which are analysed from variety of perspectives to ensure that the topic is studied exhaustively before pupils are challenged to come to a conclusion which is relevant to their lives. The four perspectives are:

- Present Situation
- African Tradition
- Experiences of the Churches in Africa
- The Bible

Care is taken to allow free response and in searching for a synthesis to avoid imposing a conclusion on pupils and so the syllabus is true to the principles of genuine education.

SYLLABUS

RELIGIOUS EDUCATION I (SYLLABUS)

MAJOR THEME: “MAN IN A CHANGING SOCIETY”

Sub-theme one: “Living in a Changing Society”

Dimension: Present Situation

1. PSBAT: explain how he/she has undergone over the years, physical, emotional, Intellectual, social and religious change.
2. PSBAT: identify some educational, social, technological, political and economic changes that have occurred in Zambia since Independence.
3. PSBAT: explain from the philosophy of **Zambian Humanism** how the “new society” Zambia is trying to achieve can only occur if there is a change of attitudes.
4. PSBAT: identify the important changes that have occurred within the Hindu religion from its inception until now.
5. PSBAT: identify changes in Africa caused by Islam.
6. PSBAT: contrast the different attitudes people have towards change.

Dimension: African Tradition

1. PSBAT: state some changes that have occurred in the part in Zambia due to adaptation, innovation and external contacts.
2. PSBAT: describe how traditional rites of passage celebrate a change in an individual’s social position.
3. PSBAT: compare the pace of change and the types of change in Zambia’s urban areas

Dimension: Bible (New Testament)

1. PSBAT: use **Mathew 11: 2-6** to explain that for Jesus, bringing about the Kingdom or His Father meant to change the world for the better.
2. PSBAT: use **Mathew 13: 1-9, 13-14** to illustrate that embracing the Kingdom of God is difficult but the Kingdom will come in spite of obstacles.
3. PSBAT: use **Mathew 13: 44-46** to explain that embracing the Kingdom of God demands a radical change within us.
4. PSBAT: use **Luke 10: 25-37** to explain that Jesus challenged the Hebrew people to change their attitudes of hatred towards their enemies.
5. PSBAT: use **Mathew 25: 31-46** to explain that following the Kingdom of God means a change in us from selfishness to loving service of others.
6. PSBAT: use **1 Corinthians 12: 12-26** to explain that Jesus called the Jewish people to change from hating their enemies to showing universal love by serving all people.

Synthesis

1. PSBAT: compare the roles of Old Testament prophets, Jesus and particular Zambian Christians as agents of change.
2. PSBAT: show how present-day Zambian Christians can be agents of change.
3. PSBAT: show how present-day Zambian Christians can apply in their lives the Biblical teaching that people are co-creators of the world with God.
4. PSBAT: show how present-day Zambian Christians can apply the Biblical idea that God is revealed through political, social and economic change.
5. PSBAT: compare and evaluate different attitudes to change.
6. PSBAT: conclude how Christians should evaluate change.
7. PSBAT: evaluate the changes causes in Zambia by the work of Christian Churches.

Dimension: African Tradition

1. PSBAT: explain traditional attitudes towards work.
2. PSBAT: contrast work done in a traditional society with work done in a modern society.

Dimension: Church History

1. PSBAT: explain how monasteries in the early centuries of Christianity contributed much to society through their work.
2. PSBAT: explain why monasteries in the Middle Age lost the ideal balance between work and prayer.
3. PSBAT: explain how craft guilds in the Middle Ages helped the worker.
4. PSBAT: describe how Lord Shaftesbury during the Industrial Revolution made conditions better for the worker.
5. PSBAT: illustrate by example how the Church in Zambia trained and is training people in different skills.
6. PSBAT: illustrate by examples, incidents where the Church in Zambia supported the just demands of the worker.
7. PSBAT: state the traditional Protestant teachings on why people work.
8. PSBAT: state modern Roman Catholic teachings about work and workers.

Dimension: Bible (Old Testament)

1. PSBAT: use **Genesis 1: 26-31** to discuss how we are called by God to use our work for the benefit of mankind.

Synthesis

1. PSBAT: compare Old Testament and New Testament teachings about relationships between employers and employees.
2. PSBAT: compare different attitudes to work among Christians, Hindus and Muslims.
3. PSBAT: compare teachings about work in the Bible with teachings about work in Zambia Hinduism.
4. PSBAT: explain and illustrate with examples from modern Zambia the Christian idea that people's work can build the Kingdom of God.
5. PSBAT: evaluate different motives for work in modern Zambia.

Sub-theme three: "Leisure in a Changing Society"

Dimension: Present Situation

1. PSBAT: list present-day types of leisure activities.
2. PSBAT: discuss the problems involved in having an abundance of leisure time.
3. PSBAT: describe ways in which leisure time can be used constructively.
4. PSBAT: explain that natural resources are to be conserved and enjoyed by everyone.
5. PSBAT: describe Hindu festivals celebrated in Zambia, and explain how they give leisure a religious meaning.
6. PSBAT: describe Muslim festivals celebrated in Zambia and explain their importance.

Dimension: African Tradition

and for the leisure-time activities of celebration and rest.

3. PSBAT: describe some Hebrew celebrations as examples of ways in which the Hebrew people used their leisure time.
4. PSBAT: use **Psalm 23** to explain that true peace and relaxation during leisure times come from trust in God in spite of the tensions and difficulties of life.

Dimension: Bible (New Testament)

1. PSBAT: illustrate from **Luke 4:16, 5:29, 10:38, 21:1; Mark 6: 31** and **John 2: 1** that Jesus took time to work, pray, relax, celebrate and reflect.
2. PSBAT: use **Mark 2: 23-28** to explain that one of the true purposes of the Sabbath is to enjoy rest and to grow together in peace and trust.
3. PSBAT: use **Mathew 6: 25-34** to explain that total trust in God can help us relax and enjoy our leisure moments.
4. PSBAT: use **Revelations 21: 1-4** to explain that the peace and joy that we seek during leisure moments will only be complete in heaven (after the Second Coming).

Synthesis

1. PSBAT: compare Christian, Hindu and Muslim religious festivals in modern Zambia.
2. PSBAT: explain how leisure can help people reflect on the meaning of their life.
3. PSBAT: compare and contrast leisure in traditional Zambian Society with leisure in modern Zambia.
4. PSBAT: show what leisure can contribute to people's life.
5. PSBAT: evaluate different ways of spending leisure-time according to whether they are constructive or destructive.

Dimension: African Tradition

1. PSBAT: discuss some traditional ideas about justice.
2. PSBAT: discuss some traditional ideas about injustice.

Dimension: Church History

1. PSBAT: discuss slavery as a form of injustice in the early days of the Church.
2. PSBAT: explain how the African Slave Trade was a form of injustice.
3. PSBAT: describe how some Christians in Zambia have fought against injustices.

Dimension: Bible (Old Testament)

1. PSBAT: use **Exodus 22: 21-27: 23: 1-8** to illustrate how some Hebrew laws tried to protect especially the poor and the weak against injustices.
2. PSBAT: use **Samuel 12: 1-13** and **1 Kings 21: 1-21** explain how the prophets spoke out against injustice.
3. PSBAT: use **Amos 5: 21-24, Isaiah 1: 10-17** and **Isaiah 58: 1-10** to illustrate the teaching of the prophets that observing religious practices without being just to people was unacceptable to God.
4. PSBAT: use **Isaiah 11: 1-5** to identify that the prophet foretold that the Messiah would bring the world peace and justice.

Dimension: Bible (New Testament)

Sub-theme Five: “Service in Society”

Dimension: Present Situation

1. PSBAT: describe different ways in which authority is used.
2. PSBAT: describe how the task of authority is to make people free.
3. PSBAT: list qualities required of a good leader.
4. PSBAT: give examples of leaders in Zambia who have used their authority to serve people.
5. PSBAT: explain the purpose of rules in a school.
6. PSBAT: describe the role of the clergy within traditional Hindu society.
7. PSBAT: describe how, according to Mohammed, the Imam, a traditional Muslim religious leader, should exercise his authority.

DIMENSION: AFRICAN TRADITION

1. PSBAT: explain how authority was exercised in the past.
2. PSBAT: contrast traditional forms of authority with modern-day forms of authority.

DIMENSION: CHURCH HISTORY

1. PSBAT: illustrate how service and authority were expressed in the early Church.
2. PSBAT: explain how church leaders in Africa used their authority to serve people.
3. PSBAT: show how Francis of Assisi exercised authority through service and not through power over people.

expressed in the Christian Community.

Synthesis

1. PSBAT: compare ideas about authority in Zambian tradition and Zambian Humanism.
2. PSBAT: compare and contrast different ideas about how leaders should behave and exercise authority.
3. PSBAT: show that Christians should exercise authority through loving service of others.
4. PSBAT: conclude how a Christian in a position of leadership in modern Zambia should exercise his authority.

Sub-theme Six: “Loyalty to Society”

Dimension: Present Situation

1. PSBAT: list loyalties which they have.
2. PSBAT: illustrate by examples loyalty found in present-day Zambian society.
3. PSBAT: discuss the three levels of obedience.
4. PSBAT: explain why choices reflect where loyalties lie.
5. PSBAT: identify the loyalties which Zambian Humanism asks of people.
6. PSBAT: explain the meaning of the word “loyalty”.
7. PSBAT: describe how Hindus express their loyalty to major Hindu values.
8. PSBAT: describe how Muslims express their loyalty to God.

Dimension: Bible (Old Testament)

1. PSBAT: use **Exodus 24: 1-11** to explain that the Covenant was an expression of mutual loyalty between God and the Hebrew people.
2. PSBAT: use **1 Kings 21: 1-24** to illustrate that the Hebrew people were at times disloyal to God and to the Covenant values of respect for life and property.
3. PSBAT: use **Jeremiah 7: 1-11** to explain that true loyalty to God does not consist in outward observances but in just treatment of our neighbour brought about a change of heart.
4. PSBAT: use **Micah 6: 6-8** to explain that loyalty to God consists of acting justly, loving our neighbour and living in fellowship with God.
5. PSBAT: use **Jeremiah 31: 31-34** to explain that the prophet predicted a new Covenant that would be based on loyalty to love rather than loyalty to observance to ritualistic laws.

Dimension: Bible (New Testament)

1. PSBAT: use **John 15: 1-17** to explain how Jesus is the fulfilment of the New Covenant and its law of love prophesized by Jeremiah.
2. PSBAT: use **John 8: 28-29** to explain how Jesus was always loyal in doing His Father's will.
3. PSBAT: use **Mark 1: 16-20** to explain that Christ calls us to be loyal to Him in spite of difficulties.
4. PSBAT: explain different interpretations of Jesus' command to people to give to the Emperor what belongs to the Emperor and give to God what belongs to God, found in **Mathew 22: 15-22**.

2. PSBAT: explain the levels at which people can be happy.
3. PSBAT: discuss the notion that happiness include all levels of human development.
4. PSBAT: should be able to distinguish between pleasure and happiness.
5. PSBAT: describe the way to find happiness given in chapter 8 of the Bhagavad Gita.
6. PSBAT: describe the way to happiness given in chapter 43 of the Koran.

Dimension: African Tradition

1. PSBAT: list what made people happy in traditional Zambian society.
2. PSBAT: explain how harmony and status brought happiness to traditional society.
3. PSBAT: contrast traditional ideas about happiness with present-day ideas about happiness.
4. PSBAT: show that good qualities of life in African traditional society have similarities to those in other religions.

Dimension: Church History

1. PSBAT: explain why the early Christians found happiness in their faith.
2. PSBAT: illustrate by examples that some early Christians showed happiness even in the midst of great suffering.
3. PSBAT: five examples of African Christians expressing happiness when they faced suffering.
4. PSBAT: explain why some Christians in the past have condemned traditional African ways of expressing happiness.

4. PSBAT: use **Philippians 4: 4-7** to explain the attitudes Paul describes as needed to experience happiness.
5. PSBAT: use **1 Corinthians 13** to explain the Christian belief that love is the basis for happiness.

Synthesis

1. PSBAT: construct, from the Bible, a description of a person who is happy, according to Biblical thought.
2. PSBAT: show what, according to the Christian faith, is required for people to be happy.
3. PSBAT: compare and contrast various ways to achieve happiness that are available to present-day Zambians.
4. PSBAT: evaluate the ways to happiness proclaimed by each of the four main religious traditions in Zambia.
5. PSBAT: demonstrate that human happiness requires satisfaction in different areas of life.
6. PSBAT: analyse given situations to find which areas of life are satisfied or ignored, and evaluate the happiness of the people in the situations.

Sub-theme Eight: “Unending Life”

Dimension: Present Situation

1. PSBAT: describe the various attitudes and reactions to death that people have in Zambia.
2. PSBAT: discuss some modern-day beliefs concerning life after death.

4. PSBAT: discuss the Christian understanding of death, judgement, heaven, hell and immortality.

Dimension: Bible (Old Testament)

1. PSBAT: explain the meaning of Sheol and its importance in the Old Testament.
2. PSBAT: use **Isaiah 38: 9-20** to explain the early stage of the Hebrew understanding of unending life: there is no real life after death.
3. PSBAT: **Psalms 16** to explain that some Hebrews started to believe that God would not abandon them in death.
4. PSBAT: use **Daniel 12: 1-3** to explain the later stage of Hebrew understanding on unending life: a belief in the resurrection of the dead.

Dimension: Bible (New Testament)

1. PSBAT: use **John 11: 11-44** to illustrate the Christian belief in Jesus' power over death.
2. PSBAT: use **1 Corinthians 15: 1-28** to explain the early Church's beliefs concerning the Resurrection of Jesus and the resurrection of all people.
3. PSBAT: use **1 Corinthians 15: 51-58** to explain the early Church's beliefs concerning the nature of the resurrected body.
4. PSBAT: use **Luke 10: 24-28** to explain the teaching of Jesus that love of God and neighbour are two ways of achieving the joys of unending life.
5. PSBAT: use **Luke 14: 12-14** to describe what Jesus meant by "love of neighbour".
6. PSBAT: use **John 5: 24-29** to explain the Christian belief that Jesus is the source of external life.

4. PSBAT: contrast some values of Zambian Humanism with opposite values found in society.
5. PSBAT: describe the successful life for a Hindu as a being service to the poor and education to the illiterate.
6. PSBAT: explain the five duties of a Muslim if he/she is to be considered as success: witnessing Allah and Mohammed his messenger, prayer, almsgiving, pilgrimage and fasting.

Dimension: African Tradition

1. PSBAT: discuss the success in traditional Zambian Society was based on being fully integrated into society.
2. PSBAT: illustrate by proverbs that a person's wisdom and wit made him/her a success in society and not wealth or strength.
3. PSBAT: discuss why unexplained success lead to accusations of witchcraft or magic.
4. PSBAT: contrast traditional ideas concerning success with present-day ideas.

Dimension: Church History

1. PSBAT: evaluate to what extent, numbers, geographical spread, artistic achievement, two thousand years of existence and powerful influence in some societies are true measures of success for the Church.
2. PSBAT: describe Christians whose lives appeared to have been failures but whose lives in fact have been successes.
3. PSBAT: explain how Jesus seemed to have been a complete failure but in fact was a success.
4. PSBAT: describe the elements of a truly successful Church.

4. PSBAT: use **Romans 12: 1-21** to describe the successful Christian life as one of obedience to God and love for others.
5. PSBAT: use **Mark 8: 34-37** to explain the teaching of Jesus about what is involved in being a successful follower of Jesus and living a successful life.

Synthesis

1. PSBAT: contrast and evaluate ideas about success in traditional and modern Zambia.
2. PSBAT: compare ideas about success found in the four main religious traditions in Zambia.
3. PSBAT: contrast religious and non-religious ideas of success and failure.
4. PSBAT: construct, from Biblical and Christian teachings, a description of a successful Christian.
5. PSBAT: (given appropriate situations) show how a person who is powerful or famous can be a successful Christian.
6. PSBAT: evaluate the success of churches in being faithful to Jesus Christ.

MAJOR THEME: “MAN AND WOMAN”

Sub-theme Ten: “Family Life”

Dimension: Present Situation

1. PSBAT: explain the changes in family life that have occurred in Zambia today.
2. PSBAT: discuss the conflicts that exist today between parents and their children.
3. PSBAT: explain the teachings of Zambian Humanism concerning the role of family in

3. PSBAT: explain the different ways in which the Zambian Church tries to foster family living.

Dimension: Bible (Old Testament)

1. PSBAT: use **Genesis 15: 2** and **Psalms 127: 3** to illustrate that the Hebrew people considered children a sign of God's blessing.
2. PSBAT: use **1 Samuel 1: 18** to illustrate that the Hebrew people considered inability to have children a curse from God.
- 3.
4. PSBAT: use **Deuteronomy 5: 16** to explain that respect towards parents was essential within the Hebrew family.
5. PSBAT: use **Proverbs 22: 15; 23: 13-14; 29: 15-17** to illustrate that disciplining the children was essential within the Hebrew family.
6. PSBAT: use **Genesis 2: 21-24** to explain the Old Testament teaching that monogamy was considered the basis for a sound family life.

Dimension: Bible (New Testament)

1. PSBAT: construct, from the Bible and Christian teachings, a description of the ideal Christian family.
2. PSBAT: compare and contrast the ideals of family life presented by the four main religious traditions in Zambia.
3. PSBAT: contrast and evaluate different ideas in modern Zambia about the upbringing and education of children.
4. PSBAT: (given appropriate situations) show a Christian family in modern Zambia can remain faithful to the Christian ideal of family life, in spite of forces opposed

2. PSBAT: explain the efforts made in Zambia to bring equality to women.
3. PSBAT: explain modern patterns of boy-girl relationship.
4. PSBAT: list the ways in which men and women in African are not treated equally.
5. PSBAT: contrast the role of men and of women among Hindus in Zambia.
6. PSBAT: contrast the role of men and of women among Muslims in Zambia.

Dimension: African Tradition

1. PSBAT: illustrate by examples, traditional practices and beliefs which show that women were considered inferior to men, though in some areas they were considered superior to men and at times they were considered equal to men.
2. PSBAT: contrast the traditional role of men and women with the present-day role.
3. PSBAT: show how puberty rituals taught the initiants values and role specific to their sex.

Dimension: Church History

1. PSBAT: describe and illustrate different roles and responsibilities of women and of men in the Christian Churches through their history.
2. PSBAT: identify changes that have taken place and are taking place in the division of responsibility between men and women in Christian Churches.
3. PSBAT: compare the respective roles of women and men in Christian Churches in Zambia with the respective roles of women and men in other institutions in Zambia.

Dimension: Bible (Old Testament)

5. PSBAT: use **Philippians 2: 3-5** to illustrate Paul's teaching that mutual love and respect should be the basis of all human relationships.
6. PSBAT: use **Acts 18: 24-26** to illustrate that both men and women shared in the work of spreading the Gospel and leading the early Church.

Synthesis

1. PSBAT: contrast the respective roles of men and women in the Old Testament with the respective roles of men and women among Jesus' disciples and in the earliest churches.
2. PSBAT: evaluate, in the light of New Testament teachings about relationships between men and women, the respective roles played by men and women in the history of the churches.
3. PSBAT: contrast the teachings of the four main religious traditions in Zambia about the respective roles of men and women in society and relationships between the sexes.
4. PSBAT: analyse the influence of churches and Christian ideas on these changes.
5. PSBAT: conclude what principles Christians should follow with regard to relationships between men and women, and apply these principles to given situations from modern Zambian life.

Sub-theme Twelve: "Courtship and Marriage"

Dimension: Present Situation

Dimension: Bible (Old Testament)

1. PSBAT: use **Genesis 2: 18-25** to illustrate the Hebrew belief that marriage is willed by God.
2. PSBAT: use **Deutonomy 24: 1** to explain that divorce was at first permitted in Hebrew society under certain circumstances.
3. PSBAT: use **Malachi 2: 13-16** to explain that divorce was later frowned upon by Prophet.
4. PSBAT: use **Hosea 2: 1-3: 1** to describe the elements of a good marriage relationship.

Dimension: Bible (New Testament)

1. PSBAT: use **John 4: 16-19** to explain that Jesus tried to heal a marriage relationship.
2. PSBAT: use **John 8: 1-11** to explain that Jesus stressed the importance of faithfulness to marriage vows.
3. PSBAT: use **Mark 10: 1-12** to explain that Jesus stressed the ideal of monogamy stated in Genesis but later ignored.
4. PSBAT: use **Ephesians 5: 21-23** to explain that marriage is a covenant involving both partners in genuine love and understanding.
5. PSBAT: use 1 Corinthians 7: 1-7 to explain that marriage involves both partners in mutual respect and total self-giving.

Dimension: Church History

1. PSBAT: distinguish between essentials and the non-essentials of a Christian marriage

8. PSBAT: (given various situations where there are problems in a marriage), propose how people involved in each situation should behave.

MAJOR THEME: “MAN’S RESPONSE TO GOD THROUGH FAITH AND LOVE”

Sub-theme Thirteen: Man’s Search for God”

Dimension: Present situation

1. PSBAT: explain the different ways in which peoples of the world search for God.
2. PSBAT: use proverbs to show that man constantly searches for God, truth or some wisdom.
3. PSBAT: tell some traditional stories about the relationship between God and people.
4. PSBAT: illustrate how *Zambian Humanism* is searching for a way to make life in Zambia more man-centred.
5. PSBAT: identify the essential features of “*pājū*” the central point of Hindu religious activity.
6. PSBAT: explain submission to God as Islam’s fundamental attitude and the saying of Mohammed regarding prayer and worshipping at the mosque.

Dimension: African Tradition

1. PSBAT: explain some traditional beliefs about God.
2. PSBAT: explain some traditional *Zambian* beliefs concerning respect toward ancestral spirits.
3. PSBAT: describe some traditional *Zambian* religious rituals.

Dimension: Church History

2. PSBAT: use **LUKE 11: 29-32** to explain that non-Jews would be more open to accept Jesus' message of salvation than the Jews would be.
3. PSBAT: use **Romans 1: 18-32** to explain Paul's teaching that even pagans have a certain natural ability to know what God wants of them.
4. PSBAT: use **Acts 17: 16-34** to explain that pagans in some ways were also true seekers after God and truth.
5. PSBAT: use **Ephesians 3: 1-13** to explain that the mystery of salvation is now revealed through Christ to all mankind.

Synthesis

1. PSBAT: use the Bible to illustrate the Christian teaching that the God of the Bible is the answer to all people's search for God.
2. PSBAT: compare and contrast ways of searching for God found in Hindu tradition, Islam, Zambian tradition, the Bible and modern Zambia.
3. PSBAT: compare ideas about God in Zambian Humanism with the ideas about God in the four main religious traditions of Zambia.
4. PSBAT: compare the teachings of the four main religious traditions in Zambia about how God has responded to people's search for God by revealing God to people.
5. PSBAT: show how a Zambian Christian today can use ways of searching for God illustrated in the Bible.

Sub-theme Fourteen: "Man's Turning Away from God"

Dimension: Present Situation

individual Church doctrine that with Christ's command to love and to create Christian fellowship.

Dimension: Bible (New Testament)

1. PSBAT: use **Mark 7: 1-13** to explain Jesus' teaching that obeying rituals and laws without loving and respecting people is an evasion of what God wants.
2. PSBAT: use **Luke 12: 13-21** to explain Jesus' teaching that trust in material goods only is turning away from what God expects of us.
3. PSBAT: use **Luke 16: 19-31** to explain Jesus' teaching that selfishness is a way of turning away from God.
4. PSBAT: use **Mathew 4: 1-11** to explain that Jesus refused to turn away from God by putting power or wealth in place of His Heavenly Father.
5. PSBAT: use **Mathew 7: 7-11** to explain Jesus' teaching that we must not turn away from God but instead put our entire faith and trust in Him.

Dimension: Bible (Old Testament)

1. PSBAT: use **Isaiah 40: 21-26** to explain how the Hebrew people sometimes had to be reminded who God was and to return to the worship of the One True God.
2. PSBAT: use **Isaiah 1: 10-17** to illustrate the prophet's teaching that fulfilling rituals without trying to avoid sin was an evasion of what God really wanted.
3. PSBAT: use **Ezekiel 28: 1-10** to illustrate the prophet rebuking the King of Tyre for having no need of God.
4. PSBAT: use **Psalms 53** to explain self-centredness and pride lead some people to deny God.

Sub-theme Fifteen: “Involvement in the World”

Dimension: Present Situation

1. PSBAT: show how people have been totally involved in their society because of their religious convictions.
2. PSBAT: describe how a Zambian can be involved in society by putting into practice the tenets of Zambian Humanism.
3. PSBAT: describe how the Hindu is committed to respecting and preserving all forms of life.
4. PSBAT: use the teachings of Mohammed to illustrate how a Muslim should be involved in society.

Dimension: African Tradition

1. PSBAT: describe ways in which Zambians traditionally involved themselves in both the spiritual and material aspects of life.
2. PSBAT: give examples of how religion and life were seen as one in Zambian traditional society.

Dimension: Church History

1. PSBAT: describe how Christians in the early Church were committed to Jesus and their new-found faith.
2. PSBAT: discuss how the Church in Zambia expresses its commitment to Jesus.
3. PSBAT: explain how our responses to God in commitment is summed up in sharing the Eucharist together.

4. PSBAT: use **John 6: 53-56** to explain the Eucharist as a source and sign of unity which sums up a Christian's total commitment to Christ.
5. PSBAT: use **Luke 11: 1-13** to explain prayer as the source from which a Christian derives the conviction and strength to be committed to Christ and to be involved in society's concerns.

Synthesis

1. PSBAT: show how Jesus and the early Christians are examples of how Christians today should respond both to God and to people's needs.
2. PSBAT: show how a Hindu, a Muslim and a Christian can be involved in his modern society we live in.
3. PSBAT: show how a Christian expressed commitment in prayer and worship.
4. PSBAT: explain how the teachings of the Bible and of Zambian Humanism are similar regarding man's involvement in society and his commitment to God.
5. PSBAT: Compare Christian commitment and involvement with traditional Zambian ideas about commitment and involvement.

RELIGIOUS EDUCATION II (SYLLABUS)

This Syllabus is for a three-year course and assumes that Spiritual and moral Education (Religious Education) will be taught for four periods per week in Grade Ten to Twelve.

This Syllabus is stated in 31 Units. Most of the Units include the following four learning stages:

1. Pupils Should Be Able To (PSBAT) recall the content of the Bible passages and identify particular verses selected from these passages. PSBAT describe the historical, religious and cultural situations to which passages refer.
2. PSBAT state spiritual and moral values which Christians have based on these Bible passages and show how those values have been deduced from the passages.
3. PSBAT show how spiritual and moral values based on these Bible passages can be expressed in Zambia today.
4. PSBAT compare spiritual and moral values based on these passages with related values from the three main non-Christian religious traditions in Zambia (i.e. Islam, indigenous Zambian beliefs, Hinduism.).

The following is a possible Scheme of work for studying this syllabus in Grades Ten, Eleven and Twelve:

Grade Ten:

Term One:

Part One, Units One to Four

PART ONE: THEMES FROM THE GOSPELS (LIFE OF CHRIST)

UNIT ONE: BACKGROUND TO THE LIFE OF JESUS

- PSBAT
- give a brief account of the political situation in Palestine between 37 B.C. and 33 A.D.
 - describe different attitudes among the Jews at the time of Jesus towards Roman rule.
 - state the characteristics of the following Jewish groups at the time of Jesus: The Sanhedrin, Pharisees, Sadducees.
 - explain the origin of the Samaritans (2 Kings 17: 1-6 and 24-35) and describe their religion and their relationship with the Jews at the time of Jesus.
 - describe, with reference to Old Testament passages (Deut. 18: 15-19; Psalms 72 and 110; Zechariah 9: 1-10; Malachi 4: 5-6), different expectations about the coming of a Messiah and the Kingdom of God current among the Jews at the time of Jesus.
 - describe the functions of the Jerusalem Temple at the time of Jesus.
 - describe the functions of the synagogues in Palestine at the time of Jesus.
 - describe the functions of Levites, priests and the High Priest within the Temple at the time of Jesus.
 - outline the Jewish calendar of religious festivals at the time of Jesus and explain the significance of the Passover (Exodus 12: 1-20; 23: 15). Pentecost (Leviticus 23: 15-21) and the Day of Atonement (Leviticus 16).
 - outline Jewish beliefs about the Law of Moses and the traditions at the time of Jesus.

- show how these stories are fulfilments of Old Testament prophecy.
- relate the stories from Luke's Gospel of the birth of Jesus in Bethlehem and the announcement to the shepherds of the birth of Jesus.
- show how these stories are the fulfilments of Old Testament prophecies.
- relate the stories from Mathew's Gospel of the birth and naming of Jesus, the visit of the wise men to see the child Jesus and the flight of Joseph, Mary and Jesus to Egypt.
- show how these stories are fulfilments of Old Testament prophecy.
- explain what the infancy narratives in the Gospels of Mathew and Luke teach about God's direction of human lives.
- state Muslim teachings about how Muslims can identify and respond to God's direction of their lives.
- show how Christians today can identify and respond to God's direction of their lives.
- relate the story of Jesus in the Temple when he was a baby and explain the religious background of this story.
- explain the religious background and relate the story of Jesus in the Temple when he was Twelve years old.
- show what the stories in Luke Chapter 2 teach us about relationships within the family, and illustrate how these teachings can be applied in modern Zambia.
- discuss whether in Hindu, Muslim or traditional Zambian life there is ever conflict between religious duty and loyalty to the family and, if there is, how such conflicts are resolved.
- show what the infancy narratives in the Gospels of Mathew and Luke teach about Jesus, about his divine nature and about his work on earth.

- compare John the Baptist as a person who dies for his beliefs with other people who have suffered for their beliefs.

UNIT FOUR: BAPTISM

(Mathew 3: 13-17; 28: 19; Luke 3: 21-22; Acts 2: 38; Romans 6: 3-11; 1 Corinthians 12: 13).

- PSBAT
- explain the significance of traditional Zambian initiation practices and compare their meaning and function with the meaning and function of Christian Baptism.
 - describe various teachings about and practices of baptism found in Christian churches in Zambia today.
 - describe Hindu and Islamic admission practices and compare them with Christian baptism.
 - relate the story of Jesus' baptism by the John the Baptist, and explain what the Gospel stories of Jesus' baptism teach about the person and work of Jesus.
 - show the meaning of baptism for Christians in New Testament times.
 - compare the meanings of Jewish circumcision and Christian baptism in New Testament times.
 - explain why Christians today are baptised, and show the importance of Christians' baptism for all of their subsequent lives.

UNIT FIVE: TEMPTATION

(Luke 4: 1-13; Deut. 6; 13, 16 & 8: 2-3; John 6: 15; Luke 9: 52-55; Luke 22: 40-45; 23: 35-39; Hebrews 2: 18 & 4: 14-16; 1 Corinthians 10: 10-13).

UNIT SIX: APOSTLES AND DISCIPLES OF JESUS

(Luke 5: 1-11 & 27-30; 6: 12-16; 9: 1-10; 9: 57-62; 10: 1-20; 10: 38-42; 14: 25-33)

- PSBAT
- describe their experiences of being given a task to do and of being attracted to a particular career or way of life.
 - relate the stories in Luke's Gospel of Jesus' call of Simon Peter, James, John and of Levi, and compare these stories with modern Christians' experience of being called by Jesus.
 - distinguish between an apostle and a disciple of Jesus.
 - name the twelve apostles of Jesus.
 - describe the mission given by Jesus to the twelve apostles.
 - describe the mission of the seventy-two disciples sent out by Jesus, and compare it with the mission of the twelve apostles.
 - show, from the accounts of the missions of the twelve and of the seventy-two and from the replies of Jesus to would-be disciples and to Martha, the cost of being a disciple of Jesus.
 - identify qualities required by Jesus of his apostles and disciples and show how these qualities can be shown by followers of Jesus in modern Zambia.
 - explain and illustrate the cost of following Jesus in modern Zambia.
 - describe the cost of being faithful to traditional Zambian values in modern Zambia.
 - describe the cost of being a faithful Hindu, a good Muslim or a true Humanist in Zambia today.
 - describe qualities required of a good Hindu, a good Muslim or a good Humanist and show how these qualities are expressed in modern Zambia.

- describe the attitude of Jews at the time of Jesus towards people suffering from leprosy and towards Samaritans.
- state explanations for sickness that were current in Palestine at the time of Jesus.
- relate the stories in Luke's Gospel of Jesus calming a storm and of Jesus feeding five thousand people.
- identify what is miraculous in these stories, explain why Jesus performed the miracle, show what the story teaches about Jesus and about how people should respond to Jesus.
- compare the attitude of Jesus to sickness and to the handicapped with attitudes to sickness and to the handicapped found in modern Zambia.
- illustrate the place of miracles in the Muslim and Hindu religious traditions.
- explain why some people do not believe that miracles occur.
- assess the place of miracles in modern Christian faith.

UNIT EIGHT: JESUS' POWER OVER EVIL SPIRITS

(LUKE 4: 31-37 & 41; 6: 18; 8: 26-39; 9: 37-43; 11: 14-26).







- PSBAT:
- state what they have heard about spirit possession in modern Zambia.
 - describe various attitudes to and treatment of different kinds of spirit possession in traditional and modern Zambia.
 - list various kinds of spirits believed in traditionally in Zambia.
 - relate the three stories of Jesus casting out evil spirits found in Luke's Gospel.
 - explain the attitude of Jews at the time of Jesus towards pigs.

and about human behaviour and who how it can be applied in modern Zambia.

- explain and illustrate what Jesus used parables for.
- compare the parables of Jesus with traditional Zambian proverbs used to teach or illustrate right behaviour.

UNIT TEN: THE KINGDOM OF GOD

(Mathew 13: 44-46; Mark 1: 14-15; 9: 1; 13: 24-27; 10: 42-45; Luke 1: 51-53; 4: 5-8; 4: 16-21 & 43; 6: 20-26 & 46-49; 9: 11; 10: 21-24; 11: 17-23 & 29-32; 12: 22-34; 13: 18-21; 14: 7-11; 17: 20-21; 19: 11-27; 21: 1-40.

- PSBAT:
- define the characteristics of a modern nation state and illustrate them from Zambia, stating who has more power, who has less power, who decided laws and policies and how citizenship is obtained.
 - explain the meaning of the phrase “the kingdom of God”.
 - Illustrate from the Gospels the following teachings about the Kingdom of God:
 -  it has been brought into the world by Jesus;
 -  the signs of it are freedom from sin, physical health and the defeat of evil powers;
 -  entry is by repentance, faith in Jesus and obedience to Jesus;
 -  it must be the most important thing in a person’s life;
 -  it is for the poor, the hungry, the humble and insulted people;
 -  it is present in the world and is growing.
 - contrast the characteristics of God’s Kingdom with the characteristics of modern nation states.

F0
E1 no one knows when it will come, but signs will precede its coming;
F0
E1 those who have rejected Jesus and have refused to help suffering people will be punished.

- assess different teachings about the final judgement in the light of the New Testament.
- show how Christian beliefs about God's judgement affect the lives of Christians today.
- compare Hindu and Muslim ideas of how a person's life is judged with Christian ideas of how Christ will judge people.

UNIT TWELVE: JESUS AND THE LAW

(Exodus 20: 1-17; Lev. 14: 1-32; 19: 11-18; Det. 23: 25; Mathew 5: 17-48; 7: 12; 13: 52; Mark 7: 1-23; Luke 4: 31-39; 5: 12-14; 5: 30-39; 6: 1-10; 7: 14; 8: 54; 10: 25-28; 11: 37-42; 13: 10-16; 14: 1-6; 16: 16-17; 17: 12-14; John 13: 34-35; Romans 7: 4-6; Gal. 3: 10-12; 1 John 5: 3).

- PSBAT:**
- illustrate different attitudes in modern Zambia to school rules, to traffic laws, to other laws and to lawyers.
 - show what role obedience to rules and laws had in traditional Zambian society.
 - state Jesus' summary of the Old Testament law and the new commandment given by Jesus.
 - state, and illustrate from the Sermon on the Mount, Jesus; teaching about the Old Testament law.
 - relate and explain the controversy between Jesus and some other Jews about observance of the Sabbath.

UNIT THIRTEEN: PRAYER

(Mathew 18: 19-20; Luke 3: 21; 4:42; 5: 16; 6: 12; 9: 16; 18 & 20; Luke 11: 1-13; 18: 1-14; 22: 40-45).

- PSBAT:
- describe various ideas about and practices of prayer in modern Zambia.
 - illustrate from Luke's Gospel, Jesus' practice of private prayer.
 - state and explain the prayer Jesus taught to his disciples.
 - relate the parables of the Friend at Midnight, the Widow and the Judge, and the Pharisee and the Tax-collector, explain the cultural and religious situation to which each refers, and explain what it teaches about prayer.
 - state the teachings of Jesus about perseverance in prayer and about faith in prayer.
 - describe different kinds of prayer in indigenous Zambian, Hindu, Muslim and Christian religious traditions, and explain the nature and significance of prayer in each of these four religious traditions.
 - propose a pattern of prayer for a Christian in modern Zambia.

UNIT FOURTEEN: JESUS' ATTITUDE TO OTHER PEOPLE

(Mathew 18: 15-35; Luke 4: 25-27; 5: 12-13 & 27-32; 6: 27-38; Luke 7: 1-10 & 36-50; 9: 49-55; 10: 29-37; 11: 30-32; 12: 57-59; 13: 28-30; 15: 1-10; 16: 19-31; 17: 1-4; 19: 1-10; 22: 47-51; 23: 33-34).

- PSBAT:
- illustrate different attitudes towards other people, particularly towards unpopular or despised people, expressed in modern Zambia.

UNIT FIFTEEN: JESUS AND FAMILY LIFE

(Det. 24: 1-4; Mark 3: 20-21; 6: 1-4; 10: 2-12; Luke 2: 41-52; Luke 7: 15; 8: 19-21; 9: 42 & 59-62; 10: 38-42; 11: 27-28; Luke 12: 51-53; 14: 26; 15: 11-32; 18: 28-30; John 2: 1-5; John 19: 25-27).

- PSBAT:
- state and illustrate different attitudes to family life in traditional Zambian teaching, Islam, Hinduism and modern Zambia.
 - show how Jesus by his words and his behaviour, taught that obedience to the Kingdom of God must be valued above loyalty to one's family.
 - show how Jesus by his actions and his teachings sought to strengthen family life.
 - illustrate the teaching of the New Testament that the Christian community is the most important family for Christians.
 - state the teachings of Jesus about marriage and divorce and compare them with Old Testament teachings and the teachings of Jesus' contemporaries.
 - give examples from modern Zambian life of loyalty to the Kingdom of God conflicting with family loyalty, and compare Christian behaviour in such cases with the behaviour of people loyal to one of the three other main religious traditions in Zambia.
 - identify factors in modern Zambia which damage family life and show what the Christian attitude should be to each of these factors.

UNIT SIXTEEN: SUFFERING FOR THE KINGDOM OF GOD

- illustrate the New Testament belief that God helps people who are faithful to him when they are suffering.
- compare the New Testament teachings about suffering with Hindu, Muslim and traditional Zambian teachings about suffering.
- (given situations of personal suffering in modern Zambia) describe and justify Christian reactions to those sufferings.
- (given different styles of leadership in modern Zambia) assess those styles of leadership by Christian standards.

UNIT SEVENTEEN: JERUSALEM AND THE TEMPLE

(Isaiah 56: 6-7; Jeremiah 7: 8-11; Zech. 9: 9-10; Mark 14: 57-58; Luke 1: 8-22; 2: 22-49; 9: 51; 13: 22 & 31-35; 19: 11 & 28-48; Luke 21: 5-6 & 20-24; 23: 27-31; 24: 45-53; John 2: 13-22; Acts 7: 2-50; 17: 22-25).

- PSBAT:
- describe different attitudes that people in modern Zambia have to special places, national monuments and religious buildings.
 - describe the attitudes of Jews, at the time of Jesus, towards Jerusalem and the temple there.
 - describe Jesus' entry into Jerusalem on a donkey and explain the significance of this event.
 - describe Jesus' chasing of traders out of the temple in Jerusalem, and explain the significance of this event.
 - relate the prophecies about the destruction of Jerusalem and the Temple, explain why Jesus prophesied their destruction and briefly explain how Jesus' prophecies were fulfilled.
 - show what Stephen and Paul taught about the Temple in Jerusalem and contrast their teachings with attitudes of other Jews towards the

- explain why the Sadducees opposed Jesus.
- give an account of the betrayal of Jesus and of his arrest in the garden of Gethsemane.
- give an account of the trials of Jesus before the Sanhedrin and before Pilate, and explain why he was condemned to death.
- describe and compare how Christians, Hindus and Muslims have reacted to opposition and persecution of their religious.
- show how the Christians should react to public criticism and opposition in Zambia today.

UNIT NINETEEN: THE LAST SUPPER AND THE CRUCIFIXION

(Exodus 24: 3-8; Jer. 31: 31-34; Luke 22: 7-23 & 23: 26-56; Romans 6: 1-11; 1 Cor. 1: 17-25; 11: 23-26; Ephesians 2: 12-16).

- PSBAT:
- describe different ways in which people in modern Zambia react when a close relative or friend dies or is killed.
 - relate the story, from Luke's Gospel, of what happened at Jesus' last supper with his disciples.
 - explain the Christian understanding of Jesus' last supper as the fulfilment of the Old Covenant and the beginning of the New Covenant.
 - explain and illustrate the teachings of the early church about the significance of the Last Supper, and of the death of Jesus.
 - show the importance of the Last Supper for Christians in modern Zambia.
 - relate the story, from Luke's Gospel, of what happened at the

death.

- explain what the story teaches about Jesus as the Son of God and as fulfilling Old Testament prophecy.
- relate the Gospel story of Jesus raising Jairus' daughter from death.
- explain what the story teaches about Jesus as Messiah, as Son of God and as fulfilment of Old Testament prophecy.
- relate the story of Jesus raising Lazarus from death.
- explain what the story teaches about Jesus as Messiah, as the Son of God and as the Resurrection and the Life.
- describe the different ideas people in the New Testament had about life after death.
- relate, from Luke chapter 24, how Jesus' disciples became convinced that he had risen from the death.
- explain, from Acts 2 and 1 Corinthians 15, the meaning that the resurrection of Jesus had for the early Christians.
- show why Christians believe in the triumph of Jesus over death.
- explain what the resurrection of Jesus means for Christians today.
- explain why Christians believe in life after death.
- show what Christians believe about death and the resurrection life.
- compare beliefs about life after death in traditional Zambian, Hindu, Muslim and Christian beliefs.

PART TWO: THEMES ON CHRISTIAN WITNESS AND BEHAVIOUR

UNIT ONE: BACKGROUND TO THE EARLY CHURCH

(Selected passages from Acts of the Apostles Chapters 1-16)

UNIT TWO: WITNESSING ACROSS RACIAL AND CULTURA BARRIERS

(Acts 2: 1-13; 6: 1-6; 8: 4-8; 8: 14-17 & 26-40; 9: 13-16; 10: 1; 11: 21; 13: 1-16: 40; Galatians 2)

- PSBAT:
- identify difficulties in relationships between people of different languages, cultures and races.
 - describe how language barriers were overcome among the first Christians in Jerusalem.
 - describe the role played by Stephen in helping the Church to witness across racial and cultural barriers.
 - show how the church was led to include Samaritans, Gentiles and former pagans as it spread from Jerusalem.
 - describe the role played by Philip in helping the Church to witness across racial and cultural barriers.
 - explain why some Christians at first opposed the inclusion of any non-Jews in the church.
 - describe the role played by Peter in helping the church to witness across racial and cultural barriers.
 - describe the role played by Paul and Barnabas in helping the church to witness across racial and cultural barriers.
 - list the characteristics that enabled Paul to witness successfully to people of various cultures.
 - identify the differences between sermons of the early Christians to Jews and God-fearers and the sermon of Paul to pagans in Lystra.
 - show how the Council of Jerusalem legislated for a multi-racial church.
 - compare the witness of the first Christians across racial and cultural

- identify situations in modern Zambia in which Christians are opposed or persecuted and propose how Christians should behave in those situations.

UNIT FOUR: WITNESSING THROUGH LIFE TOGETHER

(Acts 2: 43-47; 4: 23; 5: 14; 6: 1-17; 8: 14-17; 9: 26-31; 11: 1-30; Acts 13: 1-3; 14: 21; 15: 5)

- PSBAT:
- identify common causes of argument in families, among friends and in communities and describe how such arguments are solved.
 - list characteristics of the community life of the first Christians.
 - describe disagreements which arose in the early church and show how each of these disagreements was resolved.
 - describe the role of Barnabas as a reconciler in the early church.
 - identify disagreements which arise in the churches in Zambia and show how these disagreements are resolved.
 - compare ways of resolving the disagreements in the nation commended by Zambian Humanism with the ways used to resolve disagreements in the Christian community in the Acts of the Apostles.

UNIT FIVE: CHRISTIAN ATTITUDES TO WORK

(Gen. 1: 26-28; 2: 15; Exodus 20: 9; Deut. 24: 14-15; Prov. 22: 29; Mathew 20: 1-16; 25: 14-30; Luke 10: 7; 1 Cor. 12: 14-27; Eph. 4: 28; Eph. 6: 5-9; 2Thess. 3: 6-12; James 5: 4)

- PSBAT:
- state different reasons why people in modern Zambia work and identify different attitudes they have towards their work.

- identify in modern Zambia examples of exploitation of people's work disputes between employers and employees and disputes between employees who receive different salaries.
- identify how salaries and wages are decided in modern Zambia and propose Christian standards to guide decisions on salaries and wages.
- (given situations where different values about work are in conflict) propose and defend Christian ways of behaving in those situations.

UNIT SIX: CHRISTIAN ATTITUDES TO LEISURE

(Exodus 20: 8-11; 23: 12; Lev. 23; Mark 2: 27; 3: 4; 6: 31; 1 Cor. 6: 12; 1 Cor. 8: 9-13; 10: 23-33; Gal. 5: 19-24).






- PSBAT:
- list opportunities for leisure in modern Zambia and ways in which people spend leisure time in modern Zambia.
 - state and illustrate with appropriate Bible passages the reasons given in the Bible for leisure and ways in which time was used in the Bible.
 - compare leisure opportunities and activities in Biblical times with leisure opportunities and activities in modern Zambia.
 - describe opportunities for leisure in traditional Zambian life and explain how this leisure was used.
 - describe and explain the leisure time activities and the religious understanding of leisure among Hindus in Zambia and among Muslims in Zambia.
 - compare the ideas about and attitudes to leisure in Christianity, Hinduism, Islam and Zambian tradition in modern Zambia.
 - propose standards drawn from the New Testament for Christians to

- (given situations where different values about money, wealth and possessions are in conflict) propose and defend Christian ways of behaving in those situations.
- compare the attitudes to wealth and its use commended by Zambian tradition, Hinduism, Islam and Zambian Humanism with Biblical attitudes to wealth and its use.

UNIT EIGHT: CHRISTIAN ATTITUDES TO PEOPLE

(Genesis 1: 27; Mathew 25: 31-46; Luke 5: 27-32; 6: 27-38; 7: 22 & 36-50; Luke 10: 25-37; John 3: 16; 15: 12-14; Acts 10: 34-35; Romans 12: 9-12; Gal. 3: 28; James 2: 1-9; 1 John 4: 19-21).

- PSBAT:
- identify and illustrate different attitudes towards other people expressed in modern Zambia.
 - state and illustrate with appropriate Bible passages the reasons given in the Bible why all people should be respected.
 - show from the Gospels that Jesus showed love, particularly to people most in need of love and help, and that he taught his followers to do the same,
 - illustrate attitudes towards other people commended by Zambian Humanism, Zambian tradition, Hinduism and Islam.
 - compare these attitudes with the attitudes towards other people commended by the New Testament.
 - describe the loving behaviour towards other people commended to Christians by the New Testament and illustrate how this behaviour can be practised in modern Zambia.

- illustrate from the New Testament the following Christian attitudes towards rulers:
 -  all rulers receive their authority and power from God;
 -  the first loyalty of Christians is to God and not to human rulers;
 -  Christians should pray for their human rulers;
 -  Christians should obey rulers who are doing good, but disobey rulers who order them to disobey God;
 -  Christians should denounce rulers who misuse their power or do wrong.
- outline different attitudes to the Government taught by religious groups in modern Zambia and compare them with Biblical attitudes to rulers.
- outline the nature and functions of the government in different contemporary political systems and assess each of these political systems in the light of Biblical teachings.

UNIT TEN: CHRISTIAN ATTITUDES TO SEX AND MARRIAGE

(Genesis 1: 27-28; 2: 18-25; Deut. 24: 1-4; Proverbs 12: 4; 24: 24; 31: 10-31; Mal. 2: 13-16; Mathew 5: 31-32; 6: 12-13; Mark 10: 2-12; John 8: 3-11; 1 Cor. 6: 12; 7: 25-40; 2 Cor. 6: 14-18; Ephesians 5: 21-33; 1 Tim. 3: 1-13).

- PSBAT:**
- state different attitudes to marriage and different ideas about the purposes of marriage expressed in modern Zambia.
 - explain the Biblical basis for belief that marriage has been instituted by God.
 - show what the Bible states to be the purposes of marriage.
 - state and illustrate with appropriate Bible passages principles that

- (given situations involving marital disputes) propose Christian ways of behaving in those situations.
- state and explain Christian standards of sexual behaviour and compare them with other standards of sexual behaviour followed in modern Zambia.

UNIT ELEVEN: RELATIONSHIP BETWEEN PARENTS AND CHILDREN

(Exodus 20: 12; Deut. 6: 4-9; 1 Samuel 3: 1-14; Psalm 127: 3; Proverbs 6: 20-24; Proverbs 13: 24; Mathew 7: 9-11; Mark 9: 36-37; 10: 13-16; Luke 2: 41-52; Luke 9: 59-62; 12: 51-53; 15: 11-32; John 17: 20-23; Ephesians 6: 1-4; Hebrews 12: 7-11).

- PSBAT:
- identify in modern Zambian life different attitudes and behaviour of children towards parents and of parents towards their children.
 - show that the Bible teaches the duties of parents to their children and the duties of children to their parents.
 - illustrate how these duties can be fulfilled in modern Zambia.
 - show that the Bible commands that parents and child should love and respect each other, and that a person's supreme loyalty should be to God, not to parents or children.
 - compare Christian attitudes between parents and children with attitudes between parents and children found in Hindu life, Islam, Zambian tradition and modern Zambia.
 - (given situations of conflict or misunderstanding between parents and children in modern Zambia) propose Christian ways of behaving in those situations.