

Religious Education

Aims

Religious Education contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Application to different religions

This curriculum is written as framework of understanding and progression that can be applied to any religious tradition. There are separate syllabuses for Christian and Islamic Religious Education, but both follow this same general framework. It is important that learner should gain a good understanding of their own religion but also understand and respect other peoples' beliefs. Reference is made in the Framework to a range of the world's major religions, but within the syllabuses, the local religion will remain central.

Rationale

Religious Education will give learners a good understand and appreciation of their own religious heritage and also introduce them to the key belief of the world's major religions, and the key religions of the region. In this way RE can help build tolerance and respect for other people and their beliefs, and can help promote a cohesive society.

Religious education will also help develop learners' person sense of spirituality and help them make moral choices based on clear principles.

It offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

Religious Education within the Framework

RE can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of important aspects of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences

Teaching and Learning in Religious Education

To build religious understanding an appreciation, learners need to be given opportunities to discuss what they are learning, and to make sense of it in terms of their own lives. The subject is concerned with difficult abstract and spiritual matters, and these cannot be understood without discussion and reflection. The more examples learners are presented with, from their own and other religions, the easier it is for them to grasp the deep spiritual meanings.

Young learners will approach the subject through the key stories of their own and other major religions. Role-play and drama will help them build appreciation and understanding of these. Older learners should have reference to religious texts and interpretations, but still have ample time for discussion and debate.

Where possible, people from other religions should be invited to discuss their own beliefs and traditions. It is important that learners are able to see their own religious beliefs and traditions within the wider picture of global beliefs.

The subject is compulsory throughout both Primary and Secondary Education. It is set out in terms of "Spiritual Understanding" and "Range of Studies". It is important that the range is used to illustrate the Spiritual Understanding..

Spiritual Understanding and the Range of Studies

The Religious Education curriculum is set out differently from other subjects to take account of its different nature. The key element is learners' spiritual understanding which is the basis of their spiritual development. Spiritual understanding can be built in many ways and through many faiths, so the curriculum specifies the range of studies that would be necessary to build this spiritual understanding within a particular faith. The two elements always come together and cannot be taught or learned separately.

Spiritual Understanding	Learners appreciate the key messages, values and meanings of religion. They understand the meaning this has for their lives and the way they live. They appreciate the value of meanings beyond the functional and beyond the physical world. They develop a moral sense of what is right and wrong based on clear principles and beliefs. They appreciate their own religion and beliefs and are also understanding and tolerant of other beliefs.
Range of Studies	Learners study the key teachings and texts of their own religion. They become familiar with the key rituals and practices. They also find out about the key beliefs of other major religions, so that they can grow in understanding and tolerance.

OVERVIEW FOR RELIGIOUS EDUCATION

	P1	P2	P3	P4
Spiritual understanding	Become familiar with some of the key stories from the major religions.	Begin to appreciate the significance of key stories from the major religions.	Comprehend and appreciate the significance of places of worship, holy places and religious observances in the major religions	Understand and appreciate the key values, meanings and origins of religious festivals in the major religions and how these relate to the Holy Books.
Range of studies	Key stories from the major religions that are accessible to young children and which relate to their lives and levels of understanding	Key stories from the major religions that are accessible to young children and which can be read at a suitably simple level.	<ul style="list-style-type: none"> • Church, Mosque, Temple, Shrines • Jerusalem, Mecca, Medina and Rome • Services, baptisms, weddings, bar mitzvah etc 	<ul style="list-style-type: none"> • Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko) /(Othurac Lokoya)/kigoyo Olubo)/Ikanga, Lopit/(Awak,Dinka) • Torah, Bible, Quran, Vedas, Tipitaka

	P5	P6	P7	P8
Spiritual understanding	Understand and appreciate beliefs about the deities, and understand the contribution of the founders of the major Religions	Recognize and appreciate the names, values, beliefs concerning their relationship to God humanity in the Environment.	Understand and appreciate the values, meaning, origins, use and structure of the key Holy Books	Understand and appreciate biography, role and the importance of key prophets
Range of studies	<ul style="list-style-type: none"> • God/Allah/Hindu deities • Jesus Christ • Mohammad(Ibn Abdulah) • Gautama Buddha • Guru Nanak • Ngundeng/Ngun 	<ul style="list-style-type: none"> • God/Allah • Yahweh • Nhialic/Ngun/Ojok and etc • Religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko)/(Othurac Lokoya)/kigoyo Olubo)/Ikanga, Lopit/(Awak,Dinka in December),(Balanda, \muru),Anyuak,Pojulu, Kakwa, Madi (harvest feast in August) (Moro, Jaliya) 	<ul style="list-style-type: none"> • Torah • Bible • Quran • Vedas • Tipitaka • religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan, 	<ul style="list-style-type: none"> • Christianity , Isaiah, Jeremiah ,Ezekiel, Jonah, Amos, Daniel • Islam, Ibrahim, Ishmael, Musa, Yunus, Ayoub, Josue • Harun, Isa, Muhammad • Judaism, Abraham, Moses, Job, Joshua, Aaron, Jonah, Samuel, Solomon, Ezekiel and Elisha • Sikh: Guru Nanak, Guru Angad

	S1	S2	S3	S4
Spiritual understanding	Understand and appreciate the values, meaning and structure Religious belief	Understand about the deities and appreciate the Religious prophecies of the major religions	Recognise and appreciate the central tenets of different faith and authority in all religions	Recognize and understand the social ethic in the society
Range of studies	<ul style="list-style-type: none"> • Faith and beliefs • Holy Books, • Creation accounts • Faith and God's promise. • African traditional Religious heritage 	<ul style="list-style-type: none"> • The prophecies • Redemption concepts • The works of the founders • Concepts of death and resurrection • African Religion moral and cultural values. 	<ul style="list-style-type: none"> • Prophets and their prophecies in all religions • Selected books; (Christianity- the Gospel of St. Luke/Act of Apostles' and Islam- Ahadith, and Tafsier) • Man in changing • Order and freedom • Loyalty in society 	<ul style="list-style-type: none"> • Religious approaches to selected issues, related to modern science, technology and environment • Religious approach to wealth, money and poverty. • Religious ethics in all the faith. • Psycho-social problems

