SUMMARY

This study explores the problem of a bibliocentric Religious Education curriculum in Zimbabwe amid the quest for a multi-faith curriculum. It traces the history of Religious Education, how it was started and crafted by the so-called missionary propagandists in order to suit their dogmatic interests. Two main aspects of the christianization of the Religious Education curriculum are highlighted, namely cultural alienation and indoctrination.

Two post-independence teaching approaches, the life experience approach and the multi-faith approach are discussed in a comprehensive manner as possible solutions to the problem of Religious Education in Zimbabwe. An empirical analysis and evaluation of the views of various stakeholders about post-independence developments in Religious Education is also presented. Finally, relevant findings, conclusions and recommendations critical to successful Religious Education teaching are presented.

KEY TERMS:

Religious Education; various approaches; multi-faith approach; life experience approach; Zimbabwe; cultural alienation; educational system; missionaries; colonial government; relevance.