

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

**RELIGIOUS AND MORAL EDUCATION
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC I - 6)**

SEPTEMBER 2019



Religious and Moral Education Curriculum for Primary Schools

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Ministry of Education
Ghana

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FOREWORD

The new curriculum for Ghana's primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana's school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

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RATIONALE

The issue of morality and religion has engaged human attention over the centuries. This is because of their effects on the co-existence of human beings with one another and the world they live in and ideas concerning their relationship with forces beyond the known world.

'Religious and Moral Education' is a vital and indispensable part of human growth and development in the Ghanaian society. The subject reinforces the informal religious and moral training young people acquire from their homes and communities.

The nation is confronted with major moral issues including corruption, poor attitude to the environment and uncritical following of certain foreign values and cultures. Education must make learners aware of the dangers these pose to themselves as individuals and the nation as a whole and make them to acquire values and attitudes that would address these challenges.

Many homes and communities may be unable to provide this type of training adequately due to demands of modern environment. It therefore becomes the task of the school to provide this type of education in order to help learners to become morally responsible and patriotic citizens.

Furthermore, the spread of education across all sectors of the Ghanaian society, and the changes in the way of life of people as a result of education, population growth, and contacts with the outside world, tend to introduce all manner of both positive and negative influences.

In general, young people readily and unconsciously assimilate all types of influences (good or bad), if they do not have proper guidance. It is therefore important that society provides them with a type of education that will make them acquire sound religious and moral principles; and also develop appropriate attitudes and values that will help them to make good choices and decisions in their adulthood for the good society.

PHILOSOPHY

The learning and teaching of Religious and Moral Education reflect the belief that irrespective of the diverse needs of learners in Ghana's classrooms, each can be nurtured into honest, creative and responsible citizen.

Teaching Philosophy

The teaching of Religious and Moral Education (R.M.E.) should be learner-centred rather than teacher-centred. There is a Chinese proverb that states "I hear, I forget; I see and I remember; and I do and I understand." This is interpreted to mean that when learners are fully involved in teaching and learning processes, they tend to develop great interest and subsequently contribute actively to lessons. In the same vein, it is expected that the teaching and learning of Religious and Moral Education would be participatory, and lessons not be turned into preaching sessions. Learners would become passive learners when Religious and Moral Education teachers attempt to impart every information solely by themselves, and this may not encourage effective teaching and learning.

Teaching resources play key roles in teaching and learning processes. Without them, learners are likely to find it difficult to understand various themes and concepts (topics) they study. Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. The R.M.E. teacher

should therefore be resourceful and be able to find the relevant teaching materials that may be needed for the lessons. It will be highly essential for teachers to use audio-visual resources such as films and videos in their lessons for learners to acquire the right knowledge, values, attitudes and skills needed. They will also acquire some language skills and other core competencies from the topics they study and this will facilitate their learning of Religious and Moral Education and other subjects on the school timetable. In addition, the teacher is expected to relate the various topics to the practical situations in their daily lives.

Learning Philosophy

The best way of learning Religious and Moral Education is through practical activities like demonstrations, role plays, recitals, games, group work and visiting important religious and historic sites. There should be more demonstrations throughout the lessons. Children can get a clearer picture of lessons and store the facts in memory and practice when they are encouraged to take active part in the lessons that involve demonstrations and other practical activities.

In educational principles, the child's GENERIC SKILLS are fully developed only when enough demonstrations and activities are undertaken. Some of them have the ability to dance, sing, draw, dramatize or make models, and all these potentials are to be developed through the teacher's assistance and resourcefulness. Games arouse the interest of children to take active part in lessons. They may include chain games whereby a child may ask another child a question and continue in the same order throughout the class. The teacher is at liberty to introduce appropriate games in the lesson.

Learners are to be encouraged to work in groups, carry out some of the functions of the teacher and act as a leader of the group. The teacher should guide learners working in groups so that there is a balance between teacher-centred lessons and the lesson which gets out of hand because of lack of control. The rationale of this philosophy is to inculcate the spirit of team work, consensus building and tolerance in order to ensure peace and unity.

GENERAL AIM

The curriculum is aimed at developing individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

SUBJECT AIMS

The aims of teaching and learning Religious and Moral Education are to encourage and enable learners to:

- develop an awareness of their Creator and the purpose of their very existence.
- develop an understanding and tolerance of other people's faiths and cultures.
- draw the difference between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens.
- acquire the socio-cultural values inherent in the three major religions in Ghana (i.e. Christianity, Islam and African Traditional religion) which will help them cope with the variety of moral choices they have to make in today's rapidly changing world.
- develop the spirit of team work, collaboration and togetherness in nation-building
- increasingly develop the ability to respond to religious beliefs and practices in an informed, rational and responsible way

INSTRUCTIONAL EXPECTATIONS

- Aid learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem-solving skills.
- Get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
- Encourage learners to present their own ideas in ways that make sense to others and critique each other's reasoning.
- Enable learners to work together to represent real-life situations and in multiple ways (e.g. oral, text, pictures, diagrams, videos, role plays, sketches, etc.).
- Support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
- Provide opportunities for learners to realize that it is necessary to be precise - using facts - when sharing ideas. Also, allow them to support each other to improve on their precision.

CORE COMPETENCIES

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)

Digital Literacy develops learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

KNOWLEDGE, UNDERSTANDING AND APPLICATION

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on

formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.
- Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, apply rules, methods principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.
- Analysis:** The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts etc.
- Synthesising:** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.
- Evaluating:** The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.
- Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

SKILLS AND PROCESSES

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

| | |
|----------------------------------|--|
| Observing | This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses. |
| Classifying | This is the skill of grouping objects or events based on common characteristics. |
| Comparing | This is the skill of identifying the similarities and differences between two or more objects, concepts or processes |
| Communicating written, | (Reporting) This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms - verbal, pictorial, tabular or graphical. () |
| Predicting | This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out. |
| Analysing | This is the skill of identifying the parts of objects, information or processes, and the patterns and relationships between these parts. |
| Generating possibilities | This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one. |
| Evaluating | This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. This is also the skill of assessing the quality and feasibility of objects. |
| Designing | This is the skill of Visualizing and drawing new objects or targets from imagination. |
| Interpreting | This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”. |
| Recording | This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand. |
| Generalising | This is the skill of being able to use the conclusions arrived at in an activity to what could happen in similar situations. |

ATTITUDES AND VALUES

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The RME curriculum thus focuses on the development of attitudes and values.

Attitudes

- i. **Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.
- ii. **Perseverance:** The ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence
- iv. **Respect for Evidence:** Willingness to collect and use data in one's investigation, and have respect for data collected by others.
- v. **Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes as a prelude to effective work in RME.

Values

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values;

Respect: This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

ASSESSMENT

In this curriculum, assessment is emphasized as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners to enable teachers adapt their teaching. This will in turn help learners to progress steadily in the areas where they need to improve.

Formative assessment is viewed in terms of *Assessment as learning* and *Assessment for learning*.

Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility of their own learning to improve. Learners set their own goals and monitor their progress towards them.

Assessment for learning: This occurs throughout the learning process. It is an approach used to seek and interpret evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION

A total of **two periods** a week, each period consisting of thirty minutes, is allocated to the teaching of RME at the Primary level.

PEDAGOGICAL APPROACHES

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- the positioning of inclusion and equity at the centre of quality teaching and learning.
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool.
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on – Reading, wRiting, aRithmetic and cReativity (4Rs). It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KGI – 2), primary phases (BI – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who: Helps learners to identify a problem suitable for investigation via project work.

- Problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.
- It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

INCLUSION

Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- The active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners, (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
- giving learners an exemplar or model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes.
- improved consistency and quality of teaching and learning.
- increased opportunities for more learner-centred pedagogical approaches.
- improved inclusive education practices by addressing inequalities in gender, language, ability.
- improved collaboration, creativity, higher order thinking skills.
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organize, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

ORGANISATION OF THE CURRICULUM

Curriculum Reference Numbers

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards and Indicators and exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. The notation is indicated in Table 2.

Example: KG1.2.3.4.1

| ANNOTATION | MEANING / REPRESENTATION |
|------------|---------------------------|
| KG1 | Year/Class |
| 2. | Strand Number |
| 3. | Sub-Strand Number. |
| 4. | Content Standard Number |
| 5. | Learning Indicator Number |

Strands are the broad areas/sections of the Religious and Moral Education content to be studied.

Sub-strands are the topics within each strand under which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar: support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

Table 3: Illustration of Curriculum Descriptors

| Class | Strand | Sub Strand | Content Standard | Learning Indicators |
|---|--|---|--|---------------------|
| Strand 1: NUMBER Sub-strands: 1- Counting, Representation & Number Sense | | | | |
| KG1 | KG2 | B1 | B2 | |
| KG1.1.1.1 Describe numbers and the relationship between numbers 1 to 5. | KG2.1.1.1 Describe numbers and the relationship between numbers 0 to 20. | B1.1.1.1 Describe numbers and the relationship between numbers 0 to 50 | B2.1.1.1 Count and estimate quantities from 0 to 100. | |
| KG1.1.1.1.1 Use number names, counting sequences and how to count to find out "how many?" up to 5. | KG2.1.1.1.1 Use number names, counting sequences and how to count to find out "how many?" up to 20. | B1.1.1.1.1 Use number names, counting sequences and how to count to find out "how many?" up to 50. | B2.1.1.1.1 Use number names, counting sequences and how to count to find out "how many?" up to 100. | |

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in figure 1:

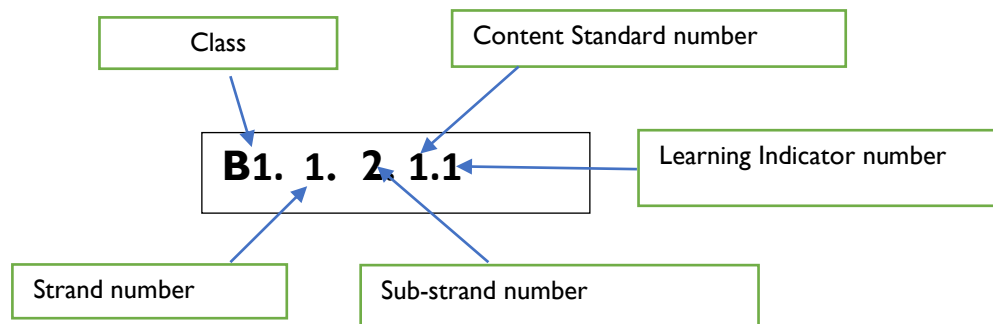


Figure 1: Curriculum Reference Numbers

SCOPE AND SEQUENCE

| STRANDS | SUB-STRANDS | B1 | B2 | B3 | B4 | B5 | B6 |
|--|--|----|----|----|----|----|----|
| God, His Creation and Attributes | God the Creator | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | The Environment | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Purpose of God's Creation | | ✓ | ✓ | | | |
| Religious Practices and their Moral Implications | Religious Worship in the Three Major Religions in Ghana | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Religious Festivals in the Three Major Religions in Ghana | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religious Leaders | Birth of the Leaders of the three Major Religions in Ghana | ✓ | | | | | |
| | Early Life of the Leaders of the three Major Religions | | ✓ | | | | |
| | The Call of the Leaders of the Three Major Religions | | | ✓ | | | |
| | Ministry and latter Lives of Leaders of the Three Major Religions in Ghana | | | | | ✓ | ✓ |
| The Family and the Community | Roles and Relationships | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Personal Safety in the Community | ✓ | ✓ | ✓ | | | |
| The Family, Authority and Obedience | Authority and Obedience | | | | ✓ | ✓ | ✓ |
| | Roles, Relationships in the Family and Character Formation | | | | ✓ | ✓ | ✓ |

BASIC I

Strand I: God, His Creation and Attributes
Sub-Strand I: God the Creator

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| BI. 1.1.1. Explain who the Creator is | <p>BI. 1.1.1.1: Explore God's Creation.</p> <ul style="list-style-type: none"> In groups, learners discuss who the creator is. <ul style="list-style-type: none"> He is God, the originator of all things. He provides all our needs: air, food, water, life, etc. <p>BI. 1.1.1.2: Mention the names of some of the things God created.</p> <ul style="list-style-type: none"> Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, colour and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created. <p>BI. 1.1.1.3: Examine some attributes of God.</p> <ul style="list-style-type: none"> In groups, guide learners to talk about the attributes of God. Engage learners with pictures, charts, video clips, songs and role play to demonstrate attributes of God showing: love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community. Let learners role play the following activities: <ul style="list-style-type: none"> home: family members caring for one another, school: teachers and learners demonstrate care and love among themselves and community: visits to the hospital and orphanage, etc. | <p>Appreciation, Truthfulness, Faith, Caring, Love, Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy</p> |

Sub-Strand 2: Religious Worship in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| BI.2.1.1. Demonstrate the understanding of religious worship | <p>BI 2.1.1.1: Name the three main types of worship in Ghana.</p> <ul style="list-style-type: none"> • Show pictures, video clips of people worshipping among the three main religions in Ghana. <ul style="list-style-type: none"> - Christian worship, - Islamic worship and - Traditional worship. • Let learners role-play the act of worship in the three main religions in Ghana. <p>BI 2.1.1.2: Recite religious passages and sing religious songs.</p> <ul style="list-style-type: none"> • Show pictures, video clips, etc. of songs and recitations from the three main religions. • Let learners sing and recite texts from the three main religions: <ul style="list-style-type: none"> - The Lord's Prayer, Psalm 23 (Christian), - Al- Fātihah (Islamic) and - any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). <p>BI.2.2.1.1: Describe religious festivals in Ghana.</p> <ul style="list-style-type: none"> • Guide learners to mention festivals celebrated in the three religions. <ul style="list-style-type: none"> - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, Fetu Afahye, etc. | Commitment, Dedication Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy |

Sub-Strand 2 Religious Festivals in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--------------------------|---|
| BI.2.2.1. Describe religious festivals CONT'D | - | Commitment, Dedication Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy |

Strand 3: Religious Leaders

Sub-Strand 1: Birth of the Leaders of the three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| BI. 3.1.1. Narrate the birth stories of the leaders of the three main religions | BI. 3.1.1.1: Narrate the stories of the birth of religious leaders. <ul style="list-style-type: none"> • Show pictures and video clips depicting the birth of the religious leaders: Christian, Islamic and ATR. • Let learners tell stories about the birth of the religious leaders. • Let learners dramatise the birth of the religious leaders. | Patience, Commitment Chastity, Caring Responsibility Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship, Digital Literacy |

Strand 4: The Family and the Community

Sub-Strand I: Roles and Relationships

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| BI. 4.1.1. Show an appreciation of the roles of the family and community in their daily lives | <p>BI. 4.1.1.1: Identify the role of the individual members of the family.</p> <ul style="list-style-type: none"> Let learners, in groups, talk about their roles and roles of their parents in the family: <ul style="list-style-type: none"> Parents: Provision of shelter, food, security and education, Children: running errands, performing house chores, etc. Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc. <p>BI. 4.1.1.2: Explain the role of the community in the upbringing of its members.</p> <ul style="list-style-type: none"> Let learners, in groups, talk about the role of the community in the upbringing of its members through education, discipline, counselling, etc. Let learners dramatise or role-play the roles of members of the community in the upbringing of its members through education, discipline, counselling, etc. | <p>Responsibility, Togetherness Caring, Love, Sharing Cooperation, Commitment Respect, Obedience Honesty, Kindness Reliable, Discipline Cultural Identity</p> <p>Personal Development and Leadership Creativity and Innovation Communication and Collaboration</p> |

BASIC 2

BASIC 2

Strand 1: God, His Creation and Attributes

Sub-Strand 1: God the Creator

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| B2.1.1.1. Demonstrate an appreciation of God's creation | B2.1.1.1.1: Mention attributes of God that reveal His nature as Sustainer of life. <ul style="list-style-type: none"> In groups, lead learners to discuss the attributes of God as the Sustainer of life: <ul style="list-style-type: none"> Giver of rain and sunshine, the One who makes plants grow, the Giver of air, etc. Let learners mention other attributes of God in their local languages. Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air. | Appreciation, Truthfulness Faith, Caring, Love Communication and Collaboration, Critical Thinking and Problem Solving |

Sub-Strand 2: The Environment

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| B2.1.2.1. Appreciate the environment as God's creation | B2.1.2.1.1: Explain the importance of the environment. <ul style="list-style-type: none"> Take a nature walk of the school environment with learners to observe: <ul style="list-style-type: none"> things of natural existence (objects God created): trees, stones, animals, etc., things created by humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in making the things. <ul style="list-style-type: none"> Guide learners to talk about the importance of the environment. (survival of God's creation depends on the environment): air, food, water, shelter, etc. | Appreciation, Truthfulness Caring, Protection Love, Cleanliness, Responsibility Communication and Collaboration, Critical Thinking and Problem Solving |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B2.1.2.1. Appreciate the environment as God's creation CONT'D | <p>B2. 1.2.1.2: Demonstrate human activities that destroy God's creation or the environment.</p> <ul style="list-style-type: none"> • Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc. • Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc. • Group learners to record data on human activities that destroy the environment and present to class for discussion. <p>NB Nature walk, video clips and pictures on environmental degradation can be used.</p> <ul style="list-style-type: none"> • Let learners draw and colour various aspects of the environment: <ul style="list-style-type: none"> - safe environment, - unsafe environment, etc. • Let learners talk about the desired environment. | <p>Appreciation, Truthfulness Caring, Love</p> <p>Communication and Collaboration, Critical Thinking and Problem Solving</p> |

Sub-Strand 3: Purpose of God's Creation

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|--|
| B2.1.3.1. Appreciate things created by God | <p>B2.1.3.1.1: Explain the purpose of God's creation.</p> <ul style="list-style-type: none"> • Group learners to discuss the usefulness of plants and animals to humankind. • Let learners identify the uses of animals and plants. • Let learners draw and colour useful plants and animals. | <p>Appreciation, Truthfulness Caring, Love</p> <p>Communication and Collaboration, Critical Thinking and Problem Solving</p> |

Strand 2: Religious Practices and their Moral Implications

Sub-Strand I: Religious Worship in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B2.2.1.1. Explain the importance of religious worship | <p>B2. 2.1.1.1: Explain the importance of worship.</p> <ul style="list-style-type: none"> Engage learners with video clips or pictures of people at worship. If possible, take learners to the church, mosque or the shrine to observe the mode of worship. Lead learners to talk about the importance of worship at home, church or mosque and in school: <ul style="list-style-type: none"> It is a command from God to serve Him. <p>B2 2.1.1.2: Sing and recite simple texts from the three main religions in Ghana.</p> <ul style="list-style-type: none"> Lead learners to mention popular religious songs and recitations in the three main religions in Ghana. Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. <ul style="list-style-type: none"> The Lord's Prayer (Christian) Al-Fātihah (Islam) Traditional prayer (ATR) Let learners write simple texts from the religious songs and recitations. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

Sub-Strand 2: Festivals in the Three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B2.2.2.1. Explain the importance of religious festivals | <p>B2.2.2.1.1: Demonstrate activities which take place during the celebration of festivals.</p> <ul style="list-style-type: none"> Let learners mention religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid-ul-Adha, etc., Christianity- Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc. Let learners, in groups, describe how various festivals are celebrated. Let learners role-play or dramatise activities that take place during the festivals: merry-making, sharing, family re-union, worship, etc. Let learners draw scenes from festivals. | Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice Patriotism Communication and Collaboration, Personal Development Creativity and Innovation and Global Citizenship |

Strand 3: Religious Leaders

Sub-Strand 2: Early Life of the Leaders of the three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| Narrate the early life stories of the leaders of the three main religions | <p>B2. 3.1.1.1: Narrate the story of the early life of the religious leaders in the three religions in Ghana.</p> <ul style="list-style-type: none"> Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (Sallahu Alaihi Wasallam-S.A.W (Peace be upon Him)) Okomfo Anokye, Toha Zie, Egya Ahor, etc. Discuss with learners the early lives of these religious leaders. <ul style="list-style-type: none"> The Lord Jesus Christ; The Holy Prophet Muhammad (SAW), A traditional leader. In groups, let learners role-play some important aspects of the early life of a religious leader. <p>B2. 3.1.1.2: Outline the moral lessons in the early lives of the religious leaders.</p> <ul style="list-style-type: none"> Lead learners to talk about the moral lessons they have learnt from the discussions about the religious leaders of the three main religions in Ghana. Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. Let learners dramatise the moral lives of the religious leaders. | <p>Respect, Obedience, Perseverance, Endurance, Honesty, Cooperation, Commitment, Dedication,</p> <p>Communication and Collaboration, Critical Thinking, Personal development, Humility, Decision making</p> |

Strand 4: The Family and the Community

Sub-Strand 1: Roles and Relationships

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| B2. 4.1.1. Describe the roles of the family and community in their daily lives | <p>B2. 4.1.1.1: Identify things that families do to show their commitment to God.</p> <ul style="list-style-type: none"> Let learners mention the religious activities their families perform: morning devotion, going to church, mosque or the shrine. Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally. Let learners to role-play what their families do to show commitment to God e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting, etc. <p>B2. 4.1.1.2: Explain the need for commitment to God.</p> <ul style="list-style-type: none"> Guide learners to explain the meaning of commitment. Let learners discuss why we need to be committed to God: <ul style="list-style-type: none"> It is a command from God. It attracts blessings from God. Let learners talk about things they do to show their commitment to God. Let learners, in pairs, share their personal experiences about things they do at home, school, church or mosque and community to show their commitment to God. Through questions and answers, let learners share their personal experiences in class. <p>B2. 4.1.1.3: Describe factors that promote good relationships between children and their parents.</p> <ul style="list-style-type: none"> Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatise behaviours that show good relationships. | Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust Communication and Collaboration, Critical Thinking, Cultural Identity Global Citizenship |

Sub-Strand 2: Personal Safety in the Community

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--------------------------------------|---|--|
| Identify ways of caring for the body | <p>B2. 4.2.1.1: Describe ways of promoting personal hygiene and safety in the community.</p> <p>Personal Hygiene</p> <ul style="list-style-type: none"> • Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc. • Let learners talk about things they do to show personal hygiene practices: bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc. • Through dramatisation, let learners demonstrate personal hygiene practices. • Let learners draw items used in keeping their bodies clean. <p>Safety in the Community</p> <ul style="list-style-type: none"> • Have learners mention things they need in promoting safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc. • Let learners talk about things that must be done to ensure safety in the community: clearing of surroundings, de-silting choked gutters, creating watch-dog groups and reporting crimes or criminals (bad people or bad behaviours), etc. • Help learners demonstrate safe community practices. • Let learners draw items used in keeping our communities clean. • Let learners draw people who keep our communities safe. | <p>Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust,</p> <p>Communication and Collaboration, Critical Thinking, Cultural Identity, Global Citizenship</p> |

BASIC 3

BASIC 3

Strand I: God, His Creation and Attributes

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|---|
| B3.1.2.1. Identify ways of ensuring environmental safety | B3.1.2.1.1: Demonstrate ways to care for the environment. <ul style="list-style-type: none">• Use questions and answers for learners to explain the environment.• Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.• Let learners organise and do clean-up exercises in the school environment.• Let learners draw and colour activities of caring for the environment.• Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.• Let learners present their work in class for appreciation and discussion. | Cleanliness, Sustainability, Responsibility, Maintenance, Caring, Obedience, Respect for right to life Communication and Collaboration, Critical Thinking and Problem-Solving Personal Development and Leadership |

Sub-Strand 3: The Purpose of God's Creation

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B3.1.3.1. Explain the purpose of God's creation | B3.1.3.1.1: Explain the purpose of God's creation of humankind. <ul style="list-style-type: none"> • Discuss with learners the creation of humankind. -Who were the first people God created? -Who was created first? • Let learners tell creation stories from the three religious groups in Ghana. • Explain why God created human beings: to take care of other creatures to worship and serve Him, etc. | Stewardship, Loyalty, Caring, Protection, Obedience, Respect, Communication and Collaboration, Critical Thinking and |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B3.1.3.1. Explain the purpose of God's creation COND' | <p>B3.1.3.1.2: Give reasons for protecting God's creation.</p> <ul style="list-style-type: none"> • Lead learners to think-pair-share on why we should protect God's creation: <ul style="list-style-type: none"> - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is service to God and humankind. <p>B3.1.3.1.3: Explain the need for good relationship among people of different ethnic groups.</p> <ul style="list-style-type: none"> • Lead learners to talk about good relationships. • Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc. • Let learners identify their friends and say things they like about them. • Let learners discuss in groups, the need for good relationships. • Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc. • Let learners dramatise behaviours that show good relationships. | Problem-Solving Personal Development and Leadership |

Strand 2: Religious Practices and their Moral Implications

Sub-Strand 1: Religious Worship in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| B3.2.1.1. Appreciate the importance of religious worship | <p>B3.2.1.1.1: Name the sacred scriptures of the three major religions.</p> <ul style="list-style-type: none"> • Guide learners to mention the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc. • Let learners in groups, talk about the Holy Scriptures and which religion each belongs to. • Guide learners to recite simple texts from the scriptures: Al-Fātihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion). • Let learners write simple texts from the sacred scriptures. <p>B3 2.1.1.2: Give reasons for studying the sacred scriptures of the three major religions among their followers.</p> <ul style="list-style-type: none"> • Let learners talk about the religion they belong to. • Let learners mention the scriptures their religion uses. • Discuss the importance of studying the sacred scriptures: <ul style="list-style-type: none"> - they lead us to God, - they help us to know the Truthfulness about God and the world, - they help us to lead good moral lives, - they give us messages from God, etc. • Let learners recite texts from the scriptures. • Guide learners to talk about the moral lessons from the scriptures. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

Sub-Strand 2: Festivals in the Three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B3.2.2.1. Explain the importance of religious festivals | <p>B3.2.2.1.1: Describe how various festivals are celebrated.</p> <ul style="list-style-type: none"> Let learners mention religious festivals they have witnessed or heard about: <ul style="list-style-type: none"> Islam-Eid-ul-Fitr, Eid-ul-Adha, etc. Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day, etc. Traditional-Aboakyer, Hogbetsotso, Aday, Fetu Afahye, Feok, etc. Let learners, in groups, describe how various festivals are celebrated. Let learners dramatise activities that take place during the festivals. Let learners draw scenes from festivals: durbar of chiefs, drumming and dancing, merry-making, etc. <p>B3 2.2.1.2: Demonstrate the importance of religious festivals.</p> <ul style="list-style-type: none"> Show pictures and videos of religious festivals. Using pictures and or video clips etc., let learners demonstrate how festivals are celebrated. Let learners talk about the scenes in the pictures or the videos. Guide learners to narrate the events in the festivals they have participated in. In groups, guide learners to discuss the importance of festivals: to remember key events in the past, reconciliation, renewal of faith, thanksgiving, etc. Let learners draw scenes they saw during the festival they witnessed. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude, Sharing, Reconciliation Sacrifice, Patriotism Communication and Collaboration,</p> |

Strand 3: Religious Leaders

Sub-Strand 2: Early Life of the Leaders of the three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| B3.3.1.1. Narrate the youthful life stories of the leaders of the major religions | <p>B3.3.1.1.1: Describe the youthful lives of the leaders of the three major religions in Ghana.</p> <ul style="list-style-type: none"> Guide learners to talk about the youthful lives of the religious leaders: <ul style="list-style-type: none"> The Lord Jesus Christ The Holy Prophet Muhammad (S.A.W) A Traditional Religious Leader In groups, let learners talk about the occupations of the religious leaders. <ul style="list-style-type: none"> The Lord Jesus Christ as a carpenter, The Holy Prophet Muhammad (S.A.W) as a businessman A Traditional Religious Leader, e. g. Egya Ahor as a farmer. In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion. <p>B3.3.1.1.2: Identify and explain the moral lessons of the youthful life of the religious leaders.</p> <ul style="list-style-type: none"> Discuss with learners the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc. Guide learners to talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives. Let learners dramatise the moral lives of the religious leaders. | <p>Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> |

Strand 4: The Family and the Community

Sub- Strand 1: Roles and Relationships

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B3.4.1.1 Appreciate the role of the family and the community in their relationship with God | <p>B3.4.1.1.1: Discuss God's promises to humankind.</p> <ul style="list-style-type: none"> • Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)-God promised him with eternal life, the call of Moses (Musa), etc. • In groups, let learners discuss the calls of Abraham (Ibrahim) and Moses (Musa). • Let learners present their work to class for discussion. • Let learners role-play the call of Moses (Musa). <p>B3 4.1.1.2: Identify the benefits of responding to God's call.</p> <ul style="list-style-type: none"> • Discuss with learners the ways we respond to God's call: <ul style="list-style-type: none"> - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc. • In groups, let learners mention the benefits of responding to God's call: <ul style="list-style-type: none"> -blessings from God, -drawing closer to God, - long life, - prosperity, -eternal life, etc. • Guide learners to discuss the benefits of responding to God's call. • Let learners in their groups, write four benefits of responding to God's call and present their works for class discussion. | <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| B3.4.1.1 Appreciate the role of the family and the community in their relationship with God CONTD' | B3. 4.1.1.3: Identify moral lessons learnt from responding to God's call. <ul style="list-style-type: none"> Let learners discuss moral lessons derived from responding to God's call. Lead learners to mention the moral lessons they learnt from responding to God's call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc. Using the sacred scriptures, let learners dramatise moral activities such as humility, obedience, reverence, commitment, respect, honouring promises, etc. | |

Sub-Strands 2 Personal Safety in the Community

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B3.4.2.1. Explain the role of the family members in living safely with each other | B3.4.2.1.1: Explain the need to live in harmony with one another. <ul style="list-style-type: none"> Have learners mention ways of living in harmony with one another. Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc. In a Think-Pair-Share session, let learners talk about attitudes and behaviours that promote harmonious living at home, school, community, etc. | Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Truthfulness, Responsibility, Togetherness Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship |

BASIC 4

Basic 4
Strand I: God, His Creation and Attributes
Sub-Strand I: God the Creator

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|---|
| <p>B4.1.1.1. Explore the nature of God as the Creator</p> <p>B4 1.1.2. Appreciate the uniqueness of humankind and other creatures</p> | <p>B4.1.1.1.1: Explain the nature of God as the Creator.</p> <ul style="list-style-type: none"> • Lead learners to discuss the nature of God as the Creator: originator of all things, He created all things such as human beings, trees, animals, water bodies, etc. • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. • In groups, learners put their findings together and present them to the class for discussion. <p>B4.1.1.2.1: Identify the uniqueness of humankind from other creatures.</p> <ul style="list-style-type: none"> • Have learners in groups identify how different humankind is from other creatures of God: <ul style="list-style-type: none"> - human beings versus animals - human beings versus plants • Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc. • Let each group present its list for peer-review and class discussion. • Let learners draw an animal and a human being and draw the comparison between the two. • Let learners write down the characteristics of humankind that are different from animals. | <p>Respect, Caring, Responsibility, stewardship, Love, (Responsible dominion)</p> <p>Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

Sub-Strand 2: The Environment

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|---|
| B4. 1.2.1. Explain the effects of human activities on the environment | B4. 1.2.1.1 Discuss the effects of human activities on the environment. <ul style="list-style-type: none"> • Guide learners to talk about the human activities in the environment. • Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. • Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc. | Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship |

Strand 2: Religious Practices and their Moral Implications
Sub-Strands 1: Religious Worship, Prayer and other Religious Practices

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | <p>B4.2.1.1.1: Name the various forms of worship.</p> <ul style="list-style-type: none"> • Ask learners to mention the various forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional. • Let learners observe pictures depicting various forms of worship and discuss them. • In groups, let learners write down the activities that go on during worship. • Let learners dramatise the modes of worship among the three major religious groups. <p>B4.2.1.1.2: State the purpose of worship in the three main religions.</p> <ul style="list-style-type: none"> • Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc. • In groups, learners should recognise the need to take active part in worship. • Let learners draw and colour a worship scene. <p>B4.2.1.1.3: Differentiate between religious and non-religious songs.</p> <ul style="list-style-type: none"> • Ask learners to mention songs sung in Ghana. • Let learners differentiate between religious and non-religious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc. • Let groups list titles of religious and non-religious songs. • Let learners sing some religious and non-religious songs. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship Digital literacy</p> |

Sub-Strand 2: Festivals in the Three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B4.2.2.1. Explore the significance of religious festivals | B4.2.2.1.1: Discuss festivals in their neighbourhood. <ul style="list-style-type: none"> • Let learners mention festivals that are celebrated in their communities: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc. • Use pictures, charts or video clips to demonstrate how the various religious festivals are celebrated. • Let learners recite texts and sing songs that accompany festivals celebrated in their communities. • Put learners in groups to write activities that take place during festivals. • In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values: <ul style="list-style-type: none"> - Moral, - Social and - Economic. • Let groups present their findings for class discussions. | Faithfulness, Obedience Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship Digital literacy |

Strand 3: Religious Leaders
Sub- Strand 3: The Call of the Leaders of the Three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| B4.3.3.1. Explain the significance of the call of the main religious leaders | B4.3.3.1.1: Describe the call of the religious leaders. <ul style="list-style-type: none"> Have learners discuss the leaders of the three major religions in Ghana: <ul style="list-style-type: none"> The Lord Jesus Christ as the son of God-His Baptism The Holy Prophet Muhammad (S.A.W) - His encounter with Angel Jibril (Gabriel) in the Cave-Hijrah The call of Traditional Religious Leader- OkomfoAnokye, TogbuiTsali, etc. Invite a resource person to talk about the call of each religious personality. Guide learners to discuss what they have heard about the religious personalities. In groups, ask learners to dramatise or role-play the call of the religious personalities. Let learners write on the call of the religious personalities and present their works to class for discussion. | Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship |

Strand 4: The Family and Community
Sub- Strand 1: Roles and Relationships

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|---|
| B4.4.1.1. Exhibit the need to be committed to God | B4.4.1.1.1: Explain the need to be committed to God. <ul style="list-style-type: none"> • Let learners mention the ways by which we are committed to God: <ul style="list-style-type: none"> - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc. • Guide learners to discuss the need to be committed to God: <ul style="list-style-type: none"> - God created us; It is a command from Him, - He provides our needs, - we get good things from Him, - we worship Him, etc. • In groups or in pairs, let learners mention the benefits of being committed to God: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - health, - long life, - prosperity, - eternal life, etc. • In groups, let learners discuss why they have to be committed to God. • Let learners in pairs, write the benefits of responding to God's call and present their works for class discussion. | Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B4.4.1.1. Explain the need for good deeds | B4.4.1.1.2: Identify deeds that attract rewards. <ul style="list-style-type: none"> • Lead learners to discuss deeds, attitudes and actions towards others and things in the environment. • Ask learners to write down good deeds: <ul style="list-style-type: none"> - helping one another - obedience to the constitution of Ghana, parents, teachers, school authorities, elders and rulers, etc. • Guide learners to know that refusal to do good deeds attracts punishment. • Put learners in groups to write down actions that are rewarded and those that are punished and present to class for discussion. • Let learners select texts from the sacred scriptures that talk about good deeds and dramatise them: <ul style="list-style-type: none"> - The Good Samaritan (Luke-10:25-37), - The Feeding of the Five Thousand-a little boy offered his loaf of bread (Mathew 14:16-21), - Righteous Deeds (Surah Hud, The Holy Quran 11:11) and - Traditional folktales and proverbs. | |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|--|
| B4.4.1.1. Explain the need for good deeds CONT'D | B4 4.1.1.3: Give reasons for rewarding good deeds. <ul style="list-style-type: none"> • Lead learners to re-call good deeds. • Let learners mention types of rewards: handshakes, hugs, praises, certificates, prizes, gifts, etc. • Guide learners to discuss the importance of good deeds: <ul style="list-style-type: none"> -to ensure law and order in society -to help everyone to develop good moral life -to encourage hardworking, etc. • Let learners, in pairs or groups, write essays on good deeds: <ul style="list-style-type: none"> - Why I will always do good - The rewards of being good <p>Every good turn deserves another</p> | |

Strand 5: The Family, Authority and Obedience
Sub-Strand 1: Authority and Obedience

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|---|
| B4.5.1.1. Explain the need to obey and submit to authority | B4.5.1.1.1: Explain authority at home, school and in the community. <ul style="list-style-type: none"> • Through questions and answers, let learners explain authority. • With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB <i>Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.</i> • Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc. • Let learners dramatise or role-play authority at home, school and in the community. | Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship |

Sub-Strand 2: Roles, Relationships in the Family and Character Formation

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| <p>B4.5.2.1. Explain the importance of being a loyal member of the family</p> | <p>B4.5.2.1.1: Discuss the importance of being a committed member of the family.</p> <ul style="list-style-type: none"> • Assist learners to explain who a committed person is. • Let learners mention behaviours that show that a person is committed. • Ask learners to describe a committed family member. A person who: <ul style="list-style-type: none"> - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc. • Help learners to discuss the importance of being a committed family member: <ul style="list-style-type: none"> - to promote unity, - to gain respect, - to be considered a trustworthy person, etc. • Let learners role-play or mime roles committed family members. | <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance.</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

BASIC 5

BASIC 5
Strand I: God, His Creation and Attributes
Sub-Strand I: God the Creator

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B5.1.1.1. Appreciate the nature of God as the Creator | <p>B5.1.1.1.1: Explain how special each individual is.</p> <ul style="list-style-type: none"> • Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, black in complexion, serious, etc. • Lead learners to demonstrate the uniqueness of each individual, using themselves. • Put learners into groups according to: height, colour, mass, intelligence, etc. • Let learners put in writing how different they are from each other. <p>B5.1.1.1.2: State the qualities of God that humankind should demonstrate.</p> <ul style="list-style-type: none"> • Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. • Let learners discuss among those qualities of God they should possess to make them God's children. • Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities: <ul style="list-style-type: none"> - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. • Let learners present their work for appreciation and discussion in class. | <p>Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| <p>B5.1.1.1. Appreciate God-given gifts of form and colour</p> | <p>B5.1.1.1.3: Mention why individuals should maintain their God-given gifts of form and colour.</p> <ul style="list-style-type: none"> • Let learners give reasons why they should maintain their God-given form and colour: God has a purpose for creating everybody as they are. No-one creates himself or herself. Our bodies serve as the Temple of God. • Let learners discuss possible purposes for which each one is created in a unique form. • Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies. • Put learners in groups to discuss how to maintain their God-given form and colour and not to deform their bodies. We should be proud of how we were created. We should avoid bleaching the skin. | |

Sub-Strand 2. The Environment

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|---|
| B5.1.2.1. Explain how to care for the environment | <p>B5.1.2.1.1. Discuss the effects of human activities on the environment.</p> <ul style="list-style-type: none"> • Guide learners to talk about the human activities in the environment. • Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc. • Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc. | Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|--|
| B5.1.2.1. Explain how to care for the environment CONTD' | B5.1.2.1.2: Demonstrate ways to care for the environment. <ul style="list-style-type: none"> • Through questions and answers, learners explain what they think a clean environment should be. • Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc. • Let learners organise and do clean-up exercises in the school environment. • Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. • Let learners discuss and write down the importance of caring for the environment: the importance may include: it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc. • Let learners present their work in class for appreciation and discussion. | |

Strand 2: Religious Practices and their Moral Implications
Sub-Strand 1: Religious Worship in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| B5.2.1.1. Appreciate the importance of prayer, worship and other acts of worship | <p>B5.2.1.1.1: Discuss the moral importance of worship.</p> <ul style="list-style-type: none"> • Help learners (in groups) to explain modes of worship: charity, prayer, song ministration, evangelism, etc. • Let learners give reasons why we worship: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc. • Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc. • Have children show how they pray. <p>B5 2.1.1.2: Explain the moral significance of religious songs and recitations.</p> <ul style="list-style-type: none"> • Let learners identify religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives. • Put learners into religious groups to take turns to perform various religious music and dance. • Let learners, in groups, discuss the importance of religious songs in worship: they encourage worship; they make worship lively, they tell us about the nature and attributes of God in melodious and harmonious manner, etc. • Let Learners compose simple religious songs and poems. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness, Unity Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

Sub-Strand 2: Festivals in the Three Major Religions

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|---|
| B5.2.2.1. Explain the Significance of Religious Festivals | <p>B5.2.2.1.1: Identify the moral significance of sacred passages and oral traditions in the three main religions.</p> <ul style="list-style-type: none"> • Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,), Al-Fātihah, folktales, etc. and show how they can apply them in their daily lives. • Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana. • Let learners isolate moral elements that can be found in the passages and narratives: this reinforces trust in God, helps to control stress, gives hope, guides our behaviours, etc. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness, Unity Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

Strand 3: Religious Leaders
Sub-Strand 4: Ministry of the Leaders of the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| B5.3.4.1. Show an understanding of the ministry of each of the major religious leaders | <p>B5.3.4.1.1: Describe the key events in the ministry of the leaders of the three religions.</p> <ul style="list-style-type: none"> • Guide learners to describe the key events associated with the ministry of the leaders of the three main religions: <ul style="list-style-type: none"> - The Lord Jesus Christ- Baptism, temptation, call of the disciples, teaching, etc. - The Holy Prophet Muhammad (S.A.W.) - call, triumphant entry to Makkah , etc. - Traditional Leader- training, teaching, etc. • In groups, let learners role-play some aspects of the ministry of: <ul style="list-style-type: none"> - The Lord Jesus Christ, - The Holy Prophet Muhammad and - A Traditional Religious Leader. <p>B5 3.4.1.2: Outline the moral lessons from the ministry of the various leaders.</p> <ul style="list-style-type: none"> • Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership, sacrifice etc. • In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc. | <p>Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> |

Strand 4: The Family and Commitment
Sub- Strand I: The Family and the Community

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B5.4.1.1. Explain Family Commitment | <p>B5.4.1.1.1: Explain the need to be a committed member of the family.</p> <ul style="list-style-type: none"> • Have learners mention behaviours and attitudes needed to be a committed family member: <ul style="list-style-type: none"> - Initiates activities for family members eg. Periodic get-together - Supports common family projects eg. Taking care of needy person in the family - Visitation (taking time off to visit elders, parents, etc.) - Accepting responsibility (support family members who lag behind in performing their assigned duties) - Helping to instil discipline among younger family members, etc. • Learners discuss the need for being a committed family member: <ul style="list-style-type: none"> - to promote unity, - to gain respect, - to bring unity and peace in the family, - to strengthen the family support system, - to be considered a trustworthy person, etc. • In groups, let learners role-play a family sketch centred on commitment. The sketch should have commitment as its theme. | <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| B5.4.1.1. Explain Family Commitment CONTD” | B5 4.1.1.2: Demonstrate things to do to show commitment as members of the family. <ul style="list-style-type: none"> • Guide learners to sketch a demonstration on the following: <ul style="list-style-type: none"> - taking part in family programmes and activities, - contributing to and attending weddings, funerals, naming ceremonies, etc. • In groups, let learners discuss things they have to do to show commitment to their family. | Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship |

Strand 5: The Family, Authority and Obedience
Sub-Strand 1: Authority and Obedience

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B5.5.1.1. Appreciate the need to obey and submit to authority | <p>B5.5.1.1.1: Recognise parents as sources of discipline and character formation.</p> <ul style="list-style-type: none"> Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home: <ul style="list-style-type: none"> scolding, reprimanding, deprivation of gifts and other interests, prayer and worship at home, parents act as role models to the children/learners, etc. Guide learners to talk about the benefits they get from their parents because of their obedience to them. In groups, let learners demonstrate how their parents discipline them at home. <p>B5. 5.1.1.2: Explain the need to demonstrate responsible behaviour at home.</p> <ul style="list-style-type: none"> Let learners identify ways by which they can be responsible: <ul style="list-style-type: none"> be a good child to avoid punishment, emulate parents and other family members, etc. Let learners dramatise responsible behaviours as parents. In groups, let learners write essays on how to become responsible adults. Let learners present their works to the class for appreciation and discussion. | <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance.</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

Sub-Strand 2: Roles, Relationships in the Family and Character Formation

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| B5 5.2.1. Explain the contributions of a responsible family member | B5 5.2.1.1: Discuss the importance of being a responsible member of the family. <ul style="list-style-type: none"> • Assist learners to explain a responsible person in the family. • Let learners describe attitudes and behaviours that show that a person is responsible. • Ask learners to describe a responsible family member: <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. • Guide learners to discuss the importance of being a responsible family member: <ul style="list-style-type: none"> - to promote unity, - to gain respect, - to be considered a reliable person, etc. • Let learners role-play activities of responsible family members. | Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance. Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship |

BASIC 6

BASIC 6

Strand I: God, His Creation and Attributes

Sub-Strand I: God the Creator

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|---|
| B6 I.I.I. Explore the Nature of God as the Creator | B6 I.I.I.I: Describe the nature of God through His attributes. <ul style="list-style-type: none">• Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.• Guide learners to discuss the attributes of God in English and local languages.• In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.• Through questions and answers, let learners show how they can relate the attributes of God to their lives.• Guide learners to write essays on the attributes of God and present their works to class for discussion. | Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship |

Sub-Strand 2. The Environment

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| <p>B6.1.2.1. Appreciate the uniqueness of humankind and their environments</p> | <p>B6.1.2.1.1: Explain how humankind and the environment interrelate.</p> <ul style="list-style-type: none"> • With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives. • Let learners mention things around us that were created by God: <ul style="list-style-type: none"> - air , water, land, plants, animals, etc. • Guide learners to discuss the inter relationship among God's creatures: <ul style="list-style-type: none"> - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.). - Some animals depend on other animals for food (carnivores) and shelter (parasites). • Through group discussions, let learners demonstrate ways humankind should relate with the environment. • Let learners, in groups, discuss the importance of the environment to humankind. • Ask learners to write about their findings and present to class for discussion: <ul style="list-style-type: none"> - our survival depends on the environment, - leaves and trees provide us with oxygen, food and medicine, etc. | <p>Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|--|
| <p>B6.1.2.1. Appreciate the uniqueness of humankind and their environments CONTD'</p> | <p>B6 1.2.1.2: Explain the religious and moral lessons in preserving the environment.</p> <ul style="list-style-type: none"> • Guide learners to talk about the religious and moral lessons in preserving the environment: <ul style="list-style-type: none"> - humankind must account for his or her stewardship of the environment, - to promote healthy life, - to respect other creatures' right to survival, - it is a command from God, etc. • Through questions and answers, let learners show how they can preserve the environment: <ul style="list-style-type: none"> - Afforestation, - proper methods of fishing and hunting, - proper disposal of refuse, - legal methods of mining, - avoiding indiscriminate bush-burning, - proper ways of sand-winning, etc. • Let learners do a project on the preservation of the environment: tree-planting, clean-up exercises in the school environment, etc. <p>Have learners write about their project work findings for class discussion.</p> | |

Strand 2: Religious Practices and their Moral Implications
Sub-Strand 1: Religious Worship in the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|--|---|
| <p>B6 2.1.1. Explain the importance of prayer, worship and other acts of worship</p> | <p>B6 2.1.1.1: Discuss the importance of prayer in our lives.</p> <ul style="list-style-type: none"> • Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. • Let learners talk about the types of prayer: Christianity - thanksgiving, intercession, supplication, confession, etc. Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. Traditional - thanksgiving, intercession, supplication, confession, etc. • Lead learners to discuss the importance of prayer: <ul style="list-style-type: none"> - brings us closer to God, - it shows our dependence on God, etc. • Ask learners to demonstrate how prayer is performed in the three major religions. | <p>Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude</p> <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| B6 2.2.1. Discuss the significance of religious festivals | B6 2.2.1.1: Gather and record data on religious festivals. <ul style="list-style-type: none"> • Aid learners to list the festivals celebrated in Ghana: Damba, Tedudu, Christmas, Easter, Eid-ul-Fitr, Eid-ul-Adha, etc. • Use pictures, charts, video clips, etc. to demonstrate how various festivals in Ghana are celebrated. • In groups, let learners describe how festivals are celebrated. <p>Let learners write essays on how festivals are celebrated and read their essays to the class.</p> | Faithfulness, Obedience Respect, Commitment, Humility, Togetherness, Forgiveness Cultural Identity, Gratitude Generosity, hardwork Kindness, endurance Sacrifice, Reconciliation |

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|-------------------|---|--|
| | <p>B6 2.2.1.2: Explain the need for celebrating various festivals.</p> <ul style="list-style-type: none"> • Let learners mention the festivals celebrated in Ghana. • Lead learners to talk about why festivals are celebrated: teacher about love and sacrifice, promote unity and brotherliness, etc. • In groups, let learners to dramatise a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc. • Let learners write essays on the need for celebrating festivals. • Lead learners to discuss their essays for suggestions and corrections. <p>B6 2.2.1.3: Discuss moral lessons from the festivals.</p> <ul style="list-style-type: none"> • Help learners recall the importance of festivals. • Guide learners to discuss the moral lessons from festivals: <ul style="list-style-type: none"> - generosity, - hardwork, - kindness, - endurance, - sacrifice, - reconciliation, - forgiveness, - bravery, - perseverance, - gratitude and thanksgiving, etc. • let learners dramatise activities within festivals to show how the moral lessons in festivals reflect in their lives. • In groups, let learners write essays on moral lessons in festivals and present their works for suggestions and corrections. | <p>Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship</p> |

Strand 3: Religious Leaders
Sub-Strand 4: Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|--|
| <p>Discuss the latter lives of the leaders of the three major religions in Ghana</p> | <p>B6 3.4.1.1 Narrate the story of the latter lives of the leaders of the major religions.</p> <ul style="list-style-type: none"> • Guide learners to talk about the latter lives of the religious leaders: <ul style="list-style-type: none"> - Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection. - The Holy Prophet Muhammad (S.A.W.) - triumphant entry into Makkah, farewell message, sickness and death. - Traditional leader (e.g. OkomfoAnokye)-priesthood, miracles and other activities and death. • Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners. • Let learners dramatise the latter lives of the religious leaders. <p>B6 3.4.1.2 Identify the moral lessons from the latter lives of the religious leaders.</p> <ul style="list-style-type: none"> • Guide learners to discuss the moral lessons from the latter lives of the religious leaders. • Put learners into groups to explore virtues they have learnt from the latter lives of the religious leaders and present to class. • Let each group list the virtues they have explored about the latter lives of the religious leaders: <ul style="list-style-type: none"> - humility, forgiveness, faithfulness, obedience, perseverance, patriotism, etc. • Lead learners to dramatise or role play the virtues they have listed. • Let learners talk about how they can apply the virtues in their lives. | <p>Respect, Trust, Obedience, Commitment, Responsibility, Personal Development and Leadership Communication and Collaboration, Creativity and Innovation Digital Literacy Cultural Identity and Global Citizenship</p> |

Strand 4: The Family and community
Sub- Strand I: Commitment to the God

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|---|---|--|
| <p>Discuss the need to be committed to the community</p> | <p>B6 4.1.1.1: Demonstrate ways they can commit themselves to the community.</p> <ul style="list-style-type: none"> • Guide learners to explain commitment. • Through discussion, let learners identify ways they can show commitment to the society: <ul style="list-style-type: none"> - communal labour, - clean-up exercises, - reporting crime, - protecting public property, etc. • Let learners dramatise ways of showing commitment to the society. • Let learners write group essays on commitment to the society for class discussions. <p>B6 4.1.1.2: Explain the need to be committed members of the community.</p> <ul style="list-style-type: none"> • In groups, let learners talk about the need to be a committed citizen. • Let learners list the need to be committed to the society: <ul style="list-style-type: none"> - It attracts material and spiritual blessings. - It ensures peace and harmony. - It leads to progress and development, etc. • Through drama, let learners show how they can be committed citizens. | <p>Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

5: The Family, Authority and Obedience

Sub- Strands I: Authority and Obedience

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|--|--|
| Discuss the need to obey and submit to authority | <p>B6 5.1.1.1: Identify the role of children in promoting harmony with other family members.</p> <ul style="list-style-type: none"> • Guide learners to talk about harmony. • Let learners, in pairs, list roles they can play to promote harmony in the family: Children must be respectful, obedient, humble, etc. • Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc. • Ask learners to dramatise or role-play the duties of their grandparents, uncles, cousins, aunts, etc., in moulding their character. <p>B6 5.1.1.2: Explain the need for cordial relationships among family members.</p> <ul style="list-style-type: none"> • Lead learners to explain cordial relationships. • Let learners list behaviours that ensure cordial relationships in the family. • Have learners explain the need for cordial relationships in the family: <ul style="list-style-type: none"> - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs- shelter, food, school fees, etc. • Through group discussions, let learners write on the need for cordial relationships among family members. • Let groups read out their essays for class suggestions and corrections. | <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance.</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global</p> |

Sub-Strand 2: Roles, Relationships in the Family and Character Formation

| CONTENT STANDARDS | INDICATORS AND EXEMPLARS | SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES |
|--|---|--|
| <p>Describe attitudes and behaviours of a responsible family member</p> | <p>B65.2.1.1: Identify attitudes and behaviours of a responsible family member.</p> <ul style="list-style-type: none"> • Let learners, in groups, discuss attitudes and behaviours of a responsible family member: <ul style="list-style-type: none"> - taking part in family activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. • Guide learners to discuss the importance of being committed to the family: <ul style="list-style-type: none"> - to promote unity, - to gain respect, - to be considered a trustworthy person, - to uplift family image, etc. • Put learners into two groups and have them debate on the motion for or against the motion, “It is good to be committed to one’s family”. | <p>Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness, Tolerance.</p> <p>Personal Development and Leadership Communication and Collaboration, Cultural Identity and Global Citizenship</p> |

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