

PRIMARY RELIGIOUS & MORAL EDUCATION SYLLABUS

CLASS ONE

MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT

BARBADOS

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**THE FOLLOWING PERSONS HAVE ASSISTED WITH THE PREPARATION OF THE
RELIGIOUS AND MORAL EDUCATION SYLLABUS**

1. Mr. Kenneth Agard Retired Senior Education Officer (Curriculum)
2. Ms. June Alleyne Principal, Louis Lynch Secondary School
3. Mr. Osmonde Douglas Education Officer (Primary Science)
4. Mr. Patrick Garnes Principal, Eden Lodge Primary
5. Ms. Margaret Griffith Teacher, Grantley Adams Memorial
6. Mrs. Marva Harris Teacher, St. Martin's Four Road Primary
7. Dr. John Holder Chairman, Deputy Principal Codrington College
8. Mr. O. Hoyte Teacher, Sharon Primary
9. Mrs. Ordene King Teacher, Erdiston Primary
10. Mr. Vibert Lowe Principal, Erdiston Primary

11. Mrs. Thelma Payne Education Officer (Guidance)
12. Mr. Ronald Reid Teacher, St. George Secondary
13. Ms. Esther Willoughby Teacher, Garrison Secondary

RATIONALE

The Religious and Moral Education syllabus is designed to contribute effectively to the development of children, not only in knowledge and skills, but in habits, understanding and character building. All of these qualities are essential for rich personal living and for being responsible citizens.

The teaching of Religious and Moral Education is therefore not concerned with passing examinations but more so with the inculcation of desirable attitudes in children towards themselves, others' life and towards God.

Attitudes and/ or moral values are established through many avenues. The class takes priority in this areas about equally so are the home and places of worship. Qualities which are held to be of value in the classroom, the use made of situations involving entecos, the choice of the stories and the manner in which they are told, all combine to mould and build character.

Stories which describe unselfish or heroic entecos are exciting to children and give meaning. In selecting stories the teacher must be guided not only by his/her ability to tell the story but also by the need to show that moral and spiritual attitudes are necessary to true living especially in the areas technological advancement.

Religious and Moral Education lends itself to the development of problem solving and critical thinking skills with the assistance of various types of material including technology. The content necessitates that students understand and analyze the activities so that meaningful attitudes and character building will result. These activities also allow for the development of social and emotional learning skills, so that students will understand how to solve their conflicts in an amicable way rather than resorting to violence.

Religious and Moral Education Syllabus supports the new initiatives of the Ministry of Education which stress:

- child centered approach to teaching and learning
- the development of critical thinking problem solving skills
- the development of interpersonal skills
- the development of positive work ethics and a sense of responsibility
- collaborative learning at all levels
- integration of technology as an instructional tool

GENERAL OBJECTIVES

To help children to show respect for authority and for others opinions, ideas and property.

To expose children to a knowledge of God.

1. To educate for Godly living
2. To teach pupils how to use God's word
3. To help to understand and appreciate their bodies as temples of the living God and to accept changes and differences of growth and development
4. To help pupils to develop positive attitudes and an awareness of their own potential and that of others.
5. To help children to understand, become aware of and develop desirable habits and good manners
6. To help children to understand and appreciate their community and the environment as a special part of God's Creation

FORMAT OF THE SYLLABUS

In addition to the syllabus for classes 1- 4 the document contains the following:

- Scope and sequence
- Attainment Targets
- Suggested activities
- Assessment objectives

The Scope and Sequence indicates the classes in which the topic is to be introduced and developed. The ■ indicates which class the topic/skill/concept should be introduced. The (√) indicates that the concept has to be developed and maintained.

The Attainment Targets indicate what each pupil should be able to achieve at the end of each school year.

Suggested activities included in the syllabus provide the opportunity for students to apply the concepts, skills and knowledge they have learnt. The proposed tasks meet both the individual needs of the pupils as well as facilitating, collaboration among pupils, teachers and parents.

Assessment, is a fundamental part of the teaching and learning process. However, in Religious and Moral Education it should not only measure what students know and can do but provide information about the development of attitudes and values. A variety of assessment tools should be used - portfolio assessment, checklists, journals, discussions and projects.

The Integration of Information Technology is an integral part of the Religious and Moral Education programme and teachers should be encouraged to use it to enhance their lessons.

It is expected that teachers will always strive to make the lesson real to the children so that they will learn about the gift of God in a creative way; the kinds of people they will meet in life and the type of communities people help to create.

SCOPE AND SEQUENCE

- Begins teaching the concept/skill
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
1.0	THE FAMILY				
1.0.1	Define the term ‘family’ and explain the roles of the family members.	■	√	√	√
1.0.2	Name the members of the Holy family.	■	√	√	√
1.0.3	Recognise God as the father of all mankind.	■	√	√	√
1.0.4	To understand the proper roles and responsibilities of all members of the family.	■	√	√	√
2.0	GOD’S WONDERFUL GIFTS IN CREATION		√	√	√
2.0.1	List God’s gifts in creation e.g. families, friends, plants and animals;	■	√	√	√
2.0.2	Be able to engage in self-reflection and modify behaviours accordingly.	■	√	√	√
2.0.3	Give examples of how an appreciation can be shown for the environment – the trees, birds, animals	■	√	√	√
3.0	THE CHRISTMAS STORY		√	√	√
3.0.1	Retell the Christmas story.	■	√	√	√
3.0.2	Explain why Christmas is an important holiday	■	√	√	√
3.0.3	Explain why self-confidence, self-worth and pride can increase faith in God and trust in others.	■	√	√	√

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
4.0	HONESTY				
4.0.1	Explain what is meant by honesty.	■	√	√	√
4.0.2	Give examples of how honesty can be demonstrated.	■	√	√	√
4.0.3	Positive attitude for all types of honest work.	■	√	√	√
5.0	GENEROSITY		√	√	√
5.0.1	Identify entecost ons that are honest.	■	√	√	√
5.0.1	Identify ways how one can be generous in and out of school.	■	√	√	√
5.0.3	Be able to negotiate disputes and keep conflict under control.	■	√	√	√
6.0	DIGNITY OF WORK		√	√	√
6.0.1	Define the term dignity of work.	■	√	√	√
6.0.2	List different types of occupations.	■	√	√	√
6.0.3	Give examples of people from the Bible who did noble work for Jesus	■	√	√	√
6.0.4	Learn to cooperate with others.	■	√	√	√
6.0.5	Developing the right attitude towards work.	■	√	√	√
7.0	PATIENCE		√	√	√
7.0.1	Give examples of ways how patience can be shown.	■	√	√	√
7.0.2	Using role-play to understand the feelings, points of view and intention of others.	■	√	√	√
7.0.3	Explain how patience could assist in developing good manners.	■	√	√	√

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
8.0	EASTER STORY/ASCENSION				
8.0.1	Retell the Easter Story and the ascension story.	■	√	√	√
8.0.2	List activities that are peculiar to these special events.	■	√	√	√
8.0.3	Appreciate school life and the events and activities that take place in the school.	■	√	√	√
8.0.4	State why Easter is the most important Christian holiday.	■	√	√	√
9.0	LOYALTY		√	√	√
9.0.1	Define “loyalty” and identify acts of loyalty to God, parents, guardians and friends.	■	√	√	√
9.0.2	Tell a Bible story which brings out loyalty among friends.	■	√	√	√
9.0.3	Understand when to reinforce situations and when to walk away from situations.	■	√	√	√
10.0	WHITSUNTIDE/PENTECOST		√	√	√
10.0.1	Define Pentecost and list those who were first involved in the event.	■	√	√	√
10.0.2	Outline its promise and its fulfillment.	■	√	√	√
10.0.3	Relate the change that took place in the disciples after they experienced Pentecost.	■	√	√	√
10.0.4	Develop a sense of helping rather than neglecting and become aware of the changes, feeling and experience of others.	■	√	√	√

- Begins teaching the concept/skill/fact
- √ Maintain and develop concept/skill taught

		CLASSES			
		1	2	3	4
11.0	LOVE				
11.0.1	Comprehend the meaning of the word love.	■	√	√	√
11.0.2	Identify God's love for the world and mankind.	■	√	√	√
10.0.3	Tell of ways to demonstrate love for God, fellowman, school and community.	■	√	√	√

ATTAINMENT TARGETS

INTRODUCTION

The Religious and Moral Education Attainment Targets are designed to develop in them desirable habits and good manners.

This syllabus exposes children to a wide variety of situations and examples that deal with the understanding of the relationship between, God, and self (man)"

- love;
- wisdom;
- honesty;
- loyalty;
- forgiveness.

It is anticipated that from the activities pupils will learn how to apply these principles to everyday life.

CLASS 1

Pupils are exposed to information and discussion about self

Pupils should be able to:

- ❑ state general facts about himself;
- ❑ draw self portraits;
- ❑ interpret pictures of self.

Pupils are exposed to information and discussion on the family:

The pupil should be able to:

- ❑ define the family and explain the roles of various family members;
- ❑ recognize God as the father of all mankind;
- ❑ name the members of the Holy family;
- ❑ understand the proper roles and social responsibilities of all members of the family;
- ❑ explain the differences between the nuclear and extended family.

Pupils are exposed to information and discussion on the community:

The pupil should be able to:

- ❑ state how Christmas and Easter are celebrated at the community level;
- ❑ explain why Easter and Christmas are important festivals in our community;
- ❑ give examples of how honesty can be demonstrated at school, work and play;
- ❑ identify organizations within the community that demonstrate generosity e.g. Red Cross;
- ❑ state why it is important to take turns, for example, queuing in the bus terminal, at assembly; speaking in turns at home, school and in community;
- ❑ demonstrate the act of co-operation at home, at school, and in the wider community.

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
The Family	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define family; 2. explain the function of the family; 3. explain the difference between the Nuclear and Extended family; 4. name the members of the Holy family; 5. recognize God as the father of all mankind. 	<p>reading Luke Chapter 2</p> <p>identify members of a family from pictures</p> <p>illustrate by drawing some members of the family and name these members.</p>	<p>allow students to stick pictures of families in their books. Display a chart of a family in the classroom.</p> <p>allow students to identify words use in lessons through flashcards – nuclear, extended families etc.</p> <p>after reading the story from the Bible about Jesus and his family they can then be asked questions about the story.</p>	<p>The Bible</p> <p>Luke 2: 40-52</p> <p>Luke 2: 40-52</p> <p>Luke 11: 1-14</p> <p>Matthew 6: 5-14</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
God's Wonderful Gifts In Creation	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. list God's gifts in creation e.g. families, friends, plants and animals; 2. give examples of how appreciation can be shown for God's creation; 3. explain the difference between the Nuclear and Extended family; 	Story telling, illustrations, film strips	Display pictures of animals, plants, fruits and ask students questions to point out aspects of God's love and care for us.	<p>The Bible</p> <p>Matthew 6: 24-34</p> <p>AVA</p> <p>Matthew 13: 1-19</p> <p>School's environment</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
The Christmas Story	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. retell the Christmas story; 2. explain simply why Christmas is an important holiday. 	<p>dramatization</p> <p>choral speaking</p> <p>miming dance</p>	<p>oral discussions</p> <p>performance assessment</p> <p>quiz</p>	<p>the Bible</p> <p>Luke 1: 26-46</p> <p>Luke 2: 1-20</p> <p>poems & songs</p> <p>tapes & cassettes</p> <p>Matthew 2: 13-18</p> <p>videos</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Honesty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. explain what is meant by honesty; 2. give examples of how honesty can be demonstrated; 3. state reasons why speaking the truth is important. 4. name the members of the Holy family; 5. recognize God as the father of all mankind. 	<p>dramatization</p> <p>memorizing a verse from the Bible</p>	<p>oral discussions</p> <p>question students on why it is important to speak the truth</p>	<p>The Bible</p> <p>Bible stories</p> <p>Acts 4</p> <p>Proverbs 6: 6-11</p> <p>resource persons from the community</p> <p>reflections: bk: "Today & Daily Bread"</p> <p>poems – relevant selections</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Generosity	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. identify organizations that are generous; 2. identify ways how they can be generous in and out of school 	<p>Dramatization</p> <p>Reading Bible story Luke 10: 25-37</p> <p>Draw a picture depicting generosity Group work where they can share and show generosity towards each other.</p> <p>Visit old people</p>	<p>Oral discussions</p> <p>Written exercises</p> <p>Observation</p> <p>Word find</p>	<p>Bible Stories from the Bible</p> <p>Matthew 6: 30-34</p> <p>Matthew 14: 15-21</p> <p>Matthew 15: 32-39</p> <p>Resource persons from the community:- Kiwanis, Soroptimist, Lions, Red Cross, Girl Guides Asso., Boys' Scout, etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Dignity of Work	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define the term dignity of work; 2. list different types of occupations; 3. give examples of people from the Bible who had occupations; 4. state why work is necessary; 5. offer reasons as to why they should have correct attitudes towards different types of workers. 	<p>Story telling</p> <p>Dramatization</p> <p>Bible reading</p> <p>Project work</p> <p>Booklet making</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Projects</p> <p>Writing compositions</p>	<p>The Bible</p> <p>Luke 15</p> <p>Matthew 25: 14-30</p> <p>videos</p> <p>Ruth 2</p> <p>Gen. 39: 1-5</p> <p>Gen. 40: 1-2</p> <p>Resource persons from the community Policemen, Nursees, Watchmen, Doctors, Carpenters etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Patience	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. give examples of ways how patience can be shown; 2. state why it is important to take turns e.g. queuing, assembly; 3. explain how patience would assist in developing good manners. 	<p>Story telling (Bible story of Job).</p> <p>Dramatization</p> <p>Team work on poster</p> <p>Jumbled sentences to be arranged</p> <p>Games</p>	<p>Observation during recess, lunch, break when queuing is necessary.</p> <p>Games</p> <p>Dramatization</p>	<p>The Bible Stories from the Bible Genesis 27</p> <p>Poems and songs Caribbean Verse</p> <p>Resource persons from the community School meals worker, bus driver</p> <p>Matthew 6: 30-34</p> <p>Poems – Selected “Manners”</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Easter	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. retell the Easter story and the Ascension story; 2. state why Easter is the most important Christian holiday: 3. list activities that are peculiar to these special events; 	<p>Bible reading</p> <p>Dramatization</p> <p>Story telling</p> <p>Video show</p> <p>Drawing scenes of associated events/items</p> <p>Kite making/flying</p> <p>Illustrate some of Christ Stories</p>	<p>Questioning</p> <p>Written exercises</p> <p>Writing composition</p>	<p>The Bible</p> <p>The Gospels</p> <p>AVA</p> <p>Video of African stories</p> <p>Poems and songs</p> <p>“Pilgrim Progress” by C.S. Lewis</p> <p>Bed Time Stories</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Loyalty	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. define in own words the term loyalty; 2. identify acts of loyalty to God and parents/guardians and friends; 3. tell a Bible story which brings out loyalty among friends; 4. name loyal friends from the Bible; 5. name loyal friends of Jesus from the Bible. 	<p>Bible stories</p> <p>Video shows</p> <p>Acting out scenarios</p> <p>Mimicking</p>	<p>Oral discussions</p> <p>Observation</p> <p>Performance</p> <p>Assessment</p>	<p>Bible stories John 11</p> <p>Daniel 6</p> <p>John 11: 17-44</p> <p>1 Samuel 23: 1-5</p> <p>1 Samuel 19: 1-3</p> <p>Resource persons from the community:- Boys Scout, Red-cross, Leo Club, Community Youth Groups</p>

