

**PRIMARY RELIGIOUS AND MORAL EDUCATION**

**SYLLABUS**

**CLASS TWO**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

## TABLE OF CONTENTS

	<b>PAGE</b>
<b>ACKNOWLEDGEMENT</b>	<b>iii</b>
<b>RATIONALE</b>	<b>v</b>
<b>GENERAL OBJECTIVES</b>	<b>viii</b>
<b>FORMAT OF THE SYLLABUS</b>	<b>ix</b>
<b>SCOPE AND SEQUENCE</b>	<b>1</b>
<b>ATTAINMENT TARGETS</b>	<b>5</b>
<b>SYLLABUS</b>	<b>7</b>

**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
14. Mr. Robin Greenidge                  Education Officer (Religious & Moral Education)

## **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 behaviour, 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 behaviour 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
<b>1.0</b>	<b>THE FAMILY</b>				
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.	■	√	√	√
<b>2.0</b>	<b>GOD’S WONDERFUL GIFTS IN CREATION</b>		√	√	√
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	■	√	√	√
<b>3.0</b>	<b>THE CHRISTMAS STORY</b>		√	√	√
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
<b>4.0</b>	<b>HONESTY</b>				
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.	■	√	√	√
<b>5.0</b>	<b>GENEROSITY</b>		√	√	√
5.0.1	Identify organisations 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.	■	√	√	√
<b>6.0</b>	<b>DIGNITY OF WORK</b>		√	√	√
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.	■	√	√	√
<b>7.0</b>	<b>PATIENCE</b>		√	√	√
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
<b>8.0</b>	<b>EASTER STORY/ASCENSION</b>				
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.	■	√	√	√
<b>9.0</b>	<b>LOYALTY</b>		√	√	√
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.	■	√	√	√
<b>10.0</b>	<b>WHITSUNTIDE/PENTECOST</b>		√	√	√
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 disciplines 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
<b>11.0</b>	<b>LOVE</b>				
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 2**

### **Participate in discussions on love, kindness and tolerance.**

*The pupil should be able to:*

- ❑ list at least six ways how they can show kindness;
- ❑ dramatise an act of kindness;
- ❑ develop attitudes towards life activities that involve tolerance and kindness e.g. at home, at school and in the community;
- ❑ identify ways God demonstrates his love.

### **Understand stories which convey meanings beyond the literal – parables, fables.**

*The pupil should be able to:*

- ❑ recount stories from the Bible and other sources which bring out loyalty among friends;
- ❑ tell stories that demonstrate loyalty, tolerance and love;
- ❑ list some of the special work by Jesus e.g. miracles, parables;
- ❑ the significance of symbols and signs in religion.



**Participate in discussions on the Crucifixion and the Resurrection and the importance of these to religion.**

*The pupil should be able to:*

- ❑ relate the events of the crucifixion;
- ❑ give a recount of the events which led to the arrest of Jesus;
- ❑ state why Jesus was crucified;
- ❑ discuss the feelings of the disciples and the family of Jesus;
- ❑ visit places of worship.

**Age Group 8-9**

<b>TOPIC</b>	<b>OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>Family Life</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. list some of the spiritual, physical and social needs of the family;</li> <li>2. outline the importance of the family to the:               <ol style="list-style-type: none"> <li>a. the child</li> <li>b. the home</li> <li>c. the school</li> <li>d. the society</li> </ol> </li> <li>3. explain how God demonstrated his love for the human family;</li> <li>4. identify special times designated to the family. E.g. (Mother’s Day, Child Month, Father’s Day etc).</li> </ol>	<p>Repeat memory passages and write them as well e.g. Exodus 20 verse 12; Ephesians 6:1-3 Deuteronomy 5:19</p> <p>Show videos about the family</p> <p>Illustrate aspects of love in the family</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Word find</p> <p>Quizzes</p>	<p>The Bible Stories from the Bible 1 Samuel 17:12-18 1 King 17: 8-16 Proverbs 22:6-16</p> <p>Resource persons from the community Youth Groups</p> <p>Luke 11:1-14 Matthew 6:5-14 Daniel 6 Videos 1 Sam2:1-11 Ex13: 17-22 Genesis 2:4-25 Pictures Matthew 6: 25-34</p> <p>John 3:16 Luke 10: 38-42 Genesis 45</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDG, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Love	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. comprehend the meaning of the word love;</li> <li>2. identify God's love for the world and mankind;</li> <li>3. tell of ways of how to demonstrate love for God, fellowman, school and community.</li> </ol>	<p>Listen to music</p> <p>Repeat memory passages e.g. John 3: Vs 16</p> <p>Listen to Bible story about God's love for mankind</p> <p>Dramatization to show love for parents, friends, teachers and the community</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Observation</p>	<p>The Bible</p> <p>Genesis 2:5-14</p> <p>Songs and Poems Hymns Ancient &amp; Modern Song of Praise</p> <p>Matthew 6:25-33</p> <p>Mark 10:10-27</p> <p>Tapes &amp; Cassettes</p> <p>Luke10:25-37</p> <p>Exodus 20: 2-20</p> <p>Deut 6: 6-21</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Generosity</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. define the word generosity;</li> <li>2. show acts of generosity;</li> <li>3. relate instances of how individuals or groups of persons demonstrated generosity in the Bible;</li> <li>4. Identify groups/individuals in the society that focus mainly on being generous.</li> <li>5. Explain how working in groups can in some ways demonstrate generosity.</li> <li>6. Suggest ways of showing generosity to needy persons.</li> </ol>	<p>Team work in classroom and playground</p> <p>Make a monetary contribution towards a worthy cause e.g. fire victim</p> <p>Act out a story depicting generosity</p> <p>Story telling – The feeding of the five thousand St. Luke 9:10-17</p>	<p>Oral exercises</p> <p>Written exercises</p> <p>Writing comprehension</p>	<p>The Bible Stories from the Bible Acts 9:36-42</p> <p>John 6: 1-14</p> <p>1 Samuel 18 1-5</p> <p>Tapes and cassettes</p> <p>2 Kings 4:1-7</p> <p>Luke 10:25-37</p> <p>Resource persons from the community: The Lions Club Kiwanis Soroptimist Red cross Salvation Army Key Club Junior Achievers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The Christmas Story</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. retell the Christmas story;</li> <li>2. outline how Christmas is spent in Barbados;</li> <li>3. explain the meaning of Christmas.</li> </ol>	<p>Story telling</p> <p>Research how Christmas is spent in other lands</p> <p>Gift exchange</p> <p>Dramatization</p> <p>Singing of Christmas Carols</p> <p>Making Christmas cards and decorations.</p>	<p>Oral exercises</p> <p>Observation</p>	<p>The Bible</p> <p>Stories from the Bible</p> <p>Luke 2:1-20</p> <p>Tapes and Cassettes</p> <p>Videos and Pictures</p> <p>Poems and songs</p> <p>Songs of Praise</p> <p>School“ Hymnal</p> <p>Ancient and Modern Hymn Book</p> <p>Reflections: Bk. “Today”</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCE
<b>Dignity of Work</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. relate stories which highlight the value of God's work e.g. human beings, nature;</li> <li>2. list some of the special work done by Jesus e.g. miracles, parables;</li> <li>3. name some of the people who did noble work for Jesus;</li> <li>4. respect and value all types of work.</li> </ol>	Discuss stories and situations which highlight value of God's work	<p>Oral exercises</p> <p>Performance exercise</p>	<p>Genesis 1 &amp; 2</p> <p>Stories from the Bible</p> <p>The Gospels</p> <p>Luke 10:1-2</p> <p>Acts 6:3-5</p> <p>Acts 8: 5-8</p> <p>Proverbs 6:6-11</p> <p>Psalms 104</p> <p>Ephesians 4:28</p> <p>Resource persons from the community: Nurse, sanitation worker, gravedigger, lawyer, doctor, fireman, policeman, etc.</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Patience	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. explain the meaning of the word patience;</li> <li>2. identify ways in which they could demonstrate patience e.g. at home, at school and in the community;</li> <li>3. state situations that demand patience;</li> <li>4. relate stories of Jesus' life that require patience;</li> <li>5. demonstrate the value of patience through simple exercise.</li> </ol>	<p>Scenarios</p> <p>Games e.g. cross word puzzles</p> <p>Video tapes showing situations in Jesus life that called for patience</p>	<p>Checklist</p> <p>Observation</p> <p>Writing composition</p>	<p>The Bible</p> <p>Stories from the bible</p> <p>Luke 24:42-49</p> <p>Luke 10:38-44</p> <p>Luke 19:1-10</p> <p>Luke 18:1-8</p> <p>Luke 15:11-32</p> <p>Matthew 4:1-11</p> <p>Luke 4 1-14</p> <p>Luke 18: 1-8</p> <p>Luke 15:11-32</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Easter/Ascension</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. define the following terms               <ol style="list-style-type: none"> <li>a. The Last Supper</li> <li>b. Maudy Thursday</li> <li>c. The Crucifixion</li> <li>d. The Resurrection</li> <li>e. The Ascension</li> <li>f. Pentecost</li> </ol> </li> <li>2. explain why these terms are important in the Christian calendar;</li> <li>3. recongise the importance of these events in the Christian family.</li> </ol>	<p>Dramatization</p> <p>Reading Bible stories</p> <p>Video tapes</p> <p>Posters illustrating the above events</p>	<p>Checklists</p> <p>Observation</p>	<p>The Bible Acts 1</p> <p>The Gospels Matthew Luke John</p> <p>Acts2</p> <p>Videos Cassettes Tapes Pictures</p>



TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Honesty</b>	<p><b>Students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. define the term honesty;</li> <li>2. identify acts of honesty;</li> <li>3. name some of the honest people in the Bible;</li> <li>4. relate instances of dishonest people in the Bible and what happened to them;</li> <li>5. explain the importance of honesty in everyday life.</li> </ol>	<p>Scenarios</p> <p>Stories from the Bible Joshua 16-25</p> <p>Repeating memory passages Deuteronomy 5:19</p>	<p>Observation</p> <p>Project work</p> <p>Writing composition</p>	<p>Luke 10:25-37</p> <p>Luke 15:11-32</p> <p>EH vp99</p> <p>Luke 8:43-48</p> <p>Acts 5:1-11</p> <p>1 Samuel 15:10-22</p> <p>Joshua 7: 16-25</p> <p>Resource persons from the community: Prison officers, policemen, group leaders, etc.</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"> <li>1. define the term loyalty;</li> <li>2. identify acts of loyalty to God, parents/guardians and friends;</li> <li>3. tell a bible story which brings out loyalty among friends;</li> <li>4. identify loyal friends from               <ol style="list-style-type: none"> <li>a. the Bible e.g. David and Jonathan</li> <li>b. loyal friends of Jesus.</li> </ol> </li> </ol>	<p>Bible stories</p> <p>Video tapes</p> <p>Acting out scenarios</p>	<p>Oral discussions</p> <p>Story telling</p>	<p>The Bible</p> <p>Stories from the Bible</p> <p>Daniel 3</p> <p>E.H V p 129</p> <p>2 Samuel 1:19-27</p> <p>Poems and Songs</p> <p>Book: “Chicken Soup for the Teenage Soul today”</p> <p>1 Samuel 18</p> <p>Ruth 1: 1-4</p> <p>Matthew 17 1-13</p> <p>John 11</p> <p>Luke 10:38-42</p> <p>Videos, Pictures</p> <p>Tapes and Cassettes</p>