



Republic of Namibia

MINISTRY OF EDUCATION

UPPER PRIMARY PHASE

RELIGIOUS AND MORAL EDUCATION SYLLABUS

GRADES 5 - 7

2007

Ministry of Education
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Religious and Moral Education Syllabus Grades 5 - 7

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1. Introduction

This syllabus describes the intended learning and assessment for Religious and Moral Education in the Upper Primary phase. As a subject, Religious and Moral Education is within the spiritual and the moral and ethical areas of learning within the curriculum, but has thematic links to other subjects across the curriculum.

The spiritual area of learning is about the way people celebrate, reflect and ask questions about the meaning and value of life. It involves enquiry into and appreciation of the spiritual dimension of humankind and a serious consideration of religious and other views which guide people.

Moral and ethical development is not only an area which is dealt with in various subjects, but is also dependent on the social atmosphere of the school. Learners have to cope with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness. Learning about moral and ethical problems helps to develop moral convictions and attitudes. The school should foster respect for the feelings and views of others, and show that problems can and should be solved in a rational and empathetic manner. The school system should foster a culture of tolerance where the rights of others are respected and promoted.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learnings within the curriculum as a whole. Under optimal circumstances, this subject would need at least one period per week.

2. Rationale

Religion is a way of making meaning out of life. Children are brought up in the feelings, values and relationships of their home culture from earliest childhood, and wonder about the mysteries of life. The aim of Religious and Moral Education is to enable learners to understand their religious beliefs and practices, and to accept other groups whose values and traditions are different from their own. Religious and Moral Education enables learners to better understand themselves and the changing multicultural world in which they are growing up. In the Upper Primary phase the learners are enabled to understand the diversity of religious belief and practice in the wider community, and to explore and value African tradition. This work leads to focussing on moral issues and on taking responsibility for their own lives.

3. Aims

Religious and Moral Education aims to:

- promote the spiritual, religious and moral development of the learner
- promote and foster the highest moral and ethical values
- develop and enhance respect for and understanding and tolerance of other peoples' religions, beliefs, cultures and ways of life

4. Competencies and Learning Outcomes

On entry to the Upper Primary phase, all learners are expected to have a basic understanding of their own beliefs, be tolerant of the beliefs of others, and share common positive values.

On completing this phase of education in Religious and Moral Education, all learners are expected to be capable of comparing and contrasting the values of their own faith with those of other faiths, and to begin to take responsibility for caring for their own and others' well-being and the environment.

5. Particular Features of the Subject at this Phase

In the Upper Primary school phase the learner is invited to explore two world faiths and African Traditions and Religion. To do this, they will work together to use what is known already about faith in a local context as a means of understanding and interpreting what is unfamiliar. They will then use what has been discovered about other faiths as a means to reflect on and deepen their own religious experience and understanding. The learner is also enabled to become more aware of the inner world and of mystery. The teacher's approach must not be *dogmatic* in relation to his/her own beliefs. It should be *ecumenical* in terms of all religions and value-systems.

6. Gender and Cultural Issues

Discrimination against different social or ethnic groups may sometimes be deliberate, but it is usually unconscious. One of the central objectives of this syllabus is to help learners to become aware of the barriers other people, and they themselves, erect in their minds and to become active in tackling discrimination. This is widespread as regards gender and more is needed than just achieving equity of access. Until recently, theories of curriculum development have been dominated by masculine preconceptions. Masculine thinking tends to be individualistic, rule-dominated and categorical, and to encourage competitiveness. However, religious truth cannot be constrained into categories. As well as valuing rigorous thought, religion values are other-related, holistic and contextual. It stresses the virtues of caring and nurturing. It is about expressing things that cannot be expressed in words. Therefore, in the learner-centred curriculum, Religious and Moral Education is of key importance, because it gives weighting to feminine values and ways of relating to the world as well as to masculine values. If we are to learn and develop as whole persons, learning must be imbued with caring and with the relatedness between humans and the rest of the environment.

7. Local Context and Content

This syllabus, at several points, recommends that the teacher invites an outsider to come and talk with the learners about some aspect of their faith and why they value it. This use of members of the community is most important, because the learners encounter someone living out their faith in the local, African context. Although the teacher must present the subject objectively, religion is about conviction and commitment, and the learners need the opportunity to experience that commitment at first hand. Through asking the visitor questions, learners may begin to realise what that person's faith means to her or him.

Some modules suggest using certain examples, e.g. the annual Christian pilgrimage to the shrine of Manche Masemola (Sekhekhuneland in South Africa). Teachers are free to use their own examples instead, as appropriate.

The syllabus has a module covering half a year specifically about African traditions and religion. This part of the syllabus will only be successful if the teacher has already established a good contact with learners' families, so that they trust and are willing to co-operate with the teacher, even though the ethnic background may be different.

8. Links to Other Subjects and Cross-Curricular Issues

The cross-curricular issues including Environmental Learning, HIV and AIDS, Population Education, Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in this syllabus.

Links in this syllabus to cross-curricular issues:

Environmental Learning	HIV and AIDS	Population Education	EHRD
<u>Grade 5:</u> - Rules and law of Judaism - Personal values - Ubuntu <u>Grade 6:</u> - Family life in African Traditions and Religion (ATR)	<u>Grade 6:</u> Sickness and health: - Pain and suffering - Helping in need - Sickness in society <u>Grade 7:</u> - Help in bereavement - Issues around life and death	<u>Grade 5:</u> - The human community - Growing up in ATR <u>Grade 7:</u> - The cycle of life and death in Christianity	<u>Grade 5:</u> - Rules and law of Judaism - Zionism - Exploitation <u>Grade 6:</u> - Crime and punishment <u>Grade 7:</u> - Issues around life and death

9. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents, curriculum guides and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to

the school a wealth of knowledge and social experience gained continually from the family and the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner’s prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners and the nature of the learning to be done, and shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher’s guidance.

10. Summary of the Learning Content

Grade 5	Grade 6	Grade 7
<p><u>Judaism:</u></p> <ul style="list-style-type: none"> - The Jewish home and family - Rules and law - Jewish festivals - People and history <p><u>Beyond Everyday Life:</u></p> <ul style="list-style-type: none"> - The self - Those around me - The human community – Ubuntu 	<p><u>African Traditions and Religion:</u></p> <ul style="list-style-type: none"> - The human community – Ubuntu - Forces of life - Phases of life <p><u>Sickness and Health:</u></p> <ul style="list-style-type: none"> - The self - Those around me - Social health and social sickness 	<p><u>Christianity:</u></p> <ul style="list-style-type: none"> - What we know about Jesus - The Bible - Christian worship - Christians and persecution <p><u>Life and Death:</u></p> <ul style="list-style-type: none"> - The self - Those around me - Issues around life and death

11. Learning Content

11.1. Learning Content for Grade 5

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 5 learners should be able to:
11.1.1. Judaism: The Jewish Home and Family		
The Sabbath	<ul style="list-style-type: none"> learn that Jews have pattern to the week, with the Sabbath as the seventh day discover the ceremonies to welcome the Sabbath in a Jewish home 	<ul style="list-style-type: none"> explain why the Sabbath, the seventh day, is a special day in a Jewish home, and know when it starts and ends learn why most Jewish children look forward to the Sabbath day at the end of the week carry out a little ceremony to welcome the Sabbath, and learn to say the Sabbath greeting “Shabbat shalom”
The Jewish home	<ul style="list-style-type: none"> learn that, for Jews, going through a doorway is a place to remember God understand the Jewish rules about food 	<ul style="list-style-type: none"> describe the purpose of the mezuzah choose for themselves a ‘Shema’ (motto or rule) to remember list some of the foods that Jews regard as kosher or clean, and unclean or forbidden
11.1.2. Judaism: Rules and Law		
The Torah: The first five books of Scripture	<ul style="list-style-type: none"> learn that we all need guidance and teaching on how to live and how to behave understand that the Torah is God’s guidance written down in the form of commands, conditions and stories 	<ul style="list-style-type: none"> recognise some rules as the same as one or more of the Ten Commandments distinguish written law from oral tradition describe how the Torah scroll is carried, respected and read during the services in a synagogue name some well-known stories important as parts of Jewish tradition in the Torah
The Torah and the natural world	<ul style="list-style-type: none"> find out that for Jews creation is part of God’s Torah 	<ul style="list-style-type: none"> debate and suggest some rules or principles for sustaining and improving the natural environment we live in discover from Genesis 2 things that human beings are required to do about the environment and one another
Moses	<ul style="list-style-type: none"> understand the story of Moses as part of God’s plan for the Jewish people 	<ul style="list-style-type: none"> briefly explain how Moses was saved as a baby, his calling, the Exodus, and the law giving on Sinai evaluate how being set free also involves obligations

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 5 learners should be able to:
11.1.3. Judaism: Jewish Festivals		
Passover	<ul style="list-style-type: none"> learn how and why Jews celebrate Passover at home 	<ul style="list-style-type: none"> shortly describe the events leading to the first Passover in Egypt name three of the special foods eaten at a Passover meal
New Year and the Days of Awe	<ul style="list-style-type: none"> recognise the importance of the Jewish New Year (Rosh ha-Shanah) and the Days of Awe, including the Day of Atonement 	<ul style="list-style-type: none"> explain how the Jewish New Year - Rosh ha-Shanah (September-October) - differs from their New Year describe some aspects of the Day of Atonement - Yom Kippur
Hanukkah	<ul style="list-style-type: none"> know the origin of Hanukkah and how today's Jews celebrate it 	<ul style="list-style-type: none"> relate the story of Judas Maccabee to the festival of Hanukkah
Purim	<ul style="list-style-type: none"> understand that the Purim festival is celebrated to value heroes and to sympathise with communities which suffer persecution 	<ul style="list-style-type: none"> retell the story of Esther and Haman (Book of Esther) to illustrate how heroes are valued explain why Jewish children specially enjoy fancy dress during the festival of Purim
Naming, marriage, death	<ul style="list-style-type: none"> learn about the Jewish ceremonies for naming, marriage and funeral 	<ul style="list-style-type: none"> explain how the ceremony of circumcision for Jewish boys links them to the ancestors and ultimately to Abraham compare the Jewish marriage and funeral ceremonies with any form of marriage and funeral they have experienced in their community
11.1.4. Judaism: People and History		
Patriarchs and heroes	<ul style="list-style-type: none"> find out about the lives of Abraham, Moses and David 	<ul style="list-style-type: none"> explain the meaning of God's promise to Abraham describe Moses' role in the exodus of the Hebrews debate the good and bad sides of some of David's behaviour
Prophets	<ul style="list-style-type: none"> discover about the life and work of Amos and Isaiah of Jerusalem 	<ul style="list-style-type: none"> outline what the prophets Amos and Isaiah thought about God and the Jewish people suggest what a prophet might say to the people of Namibia today
Rabbinic Judaism	<ul style="list-style-type: none"> learn what rabbis do in today's world 	<ul style="list-style-type: none"> compare the work of a modern rabbi with that of a Christian pastor
(Optional topic) Zionism and modern Israel	<ul style="list-style-type: none"> understand in outline the history of the Jews in Europe in the twentieth century 	<ul style="list-style-type: none"> compare what they know about Jewish history with life in Israel today debate the Jewish and Palestinian claims to the land in the present world discuss why Jews today think that they are entitled to more land than granted by UN Resolution, and evaluate the present situation

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 5 learners should be able to:
11.1.5. Beyond Everyday Life: The Self		
Journey inwards	<ul style="list-style-type: none"> consider themselves and their uniqueness voice thoughtful personal opinions on a moral issue, the wonder of nature, of art, etc. 	<ul style="list-style-type: none"> explain how they are unique, and have their own fine qualities express briefly their personal opinion on a moral issue, e.g. the death penalty, sugar daddies develop their feelings for things that transcend everyday activity, and begin to express such feelings in words, pictures, dance or other means
The language of the heart – inner feelings	<ul style="list-style-type: none"> find outward ways to express inner feelings 	<ul style="list-style-type: none"> identify and talk about their inner feelings devise ways of showing inner feelings such as despair, pride, hatred recognise signs in others of inner feelings, e.g. facial expressions, body language
Personal values	<ul style="list-style-type: none"> consider riches and poverty, inward and outward wealth 	<ul style="list-style-type: none"> identify with both rich and poor, and explain that there are values other than material ones
11.1.6. Beyond Everyday Life: Those Around Me		
Family life	<ul style="list-style-type: none"> appreciate love, respect and sharing between generations and between genders 	<ul style="list-style-type: none"> compare different things family members do for each other justify the opinion that any job in and around the home can be done by anyone, male or female appreciate the positive feelings and shared satisfaction of doing things together that go really well, e.g. sport, group work, cultural dance
Exploitation	<ul style="list-style-type: none"> learn about the risks of exploitation and bullying and how to overcome them 	<ul style="list-style-type: none"> identify and analyse cases of bullying and exploitation suggest ways of dealing with the commonest forms of bullying and exploitation
11.1.7. The Human Community - Ubuntu		
The whole land	<ul style="list-style-type: none"> consider the land, and how it is enjoyed by humans, animals and other living things 	<ul style="list-style-type: none"> appreciate, feel and describe a variety of ways in which land, desert, rivers etc. can be used and enjoyed by animals and humans
My neighbour	<ul style="list-style-type: none"> consider the challenge that all people are one's neighbours, to be loved equally 	<ul style="list-style-type: none"> explain the religious challenge to show costly love for people of whatever creed
Self-sacrifice	<ul style="list-style-type: none"> understand aspects of unselfish behaviour 	<ul style="list-style-type: none"> identify and name the qualities of inspirational leaders suggest ways in which to develop unselfish behaviour in oneself

11.2. Learning Content for Grade 6

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 6 learners should be able to:
11.2.1. African Traditions and Religion: The Human Community – Ubuntu		
Family relationships	<ul style="list-style-type: none"> understand how relatives interact with each other and that good relationships are the basis for health and prosperity 	<ul style="list-style-type: none"> explain the importance of different relatives for their wellbeing discuss indirect as well as direct links between people (e.g. same name) compare good with bad relationships in a family, lineage, or extended family extend this comparison to human relations with animals, plants and the whole environment
Lifestyle and prosperity	<ul style="list-style-type: none"> understand that different lifestyles go with different kinds of economic activity 	<ul style="list-style-type: none"> relate the economic activity of a group to their values, lifestyle and ideas of well-being
Sickness and health	<ul style="list-style-type: none"> discover the connections between sickness and bad relationships 	<ul style="list-style-type: none"> list and describe different kinds of illness or misfortune and methods of treatment compare traditional healers and their methods of healing people
11.2.2. African Traditions and Religion: Forces of Life		
Creation	<ul style="list-style-type: none"> discover stories about the origin of the world we live in 	<ul style="list-style-type: none"> outline three different creation stories from African tradition tell a creation story either about their own ancestors or about people who used to live in the area where they now live
Life forces and spirits	<ul style="list-style-type: none"> learn that natural forces can be beneficial or harmful and are traditionally symbolised in different ways 	<ul style="list-style-type: none"> name and describe ways in which natural forces or spirits are pictured or symbolised in African tradition, e.g. holy fire, rain-making ceremony suggest why some people find such symbols easier to understand than the natural sciences of physics and biology
The living dead	<ul style="list-style-type: none"> realise how the ancestors are still a powerful force for good or ill 	<ul style="list-style-type: none"> demonstrate in any way the power and importance of the ancestors in African traditional society
Kings, chiefs and priests	<ul style="list-style-type: none"> understand different types of authority in traditional human societies 	<ul style="list-style-type: none"> outline how far the authority of modern rulers in Africa follows the authority of traditional rulers, and describe some of the differences

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 6 learners should be able to:
11.2.3. African Traditions and Religion: Phases of Life		
Growing up: birth and initiation	<ul style="list-style-type: none"> • appreciate that a new baby increases the life force of the whole family • understand an initiation ceremony as a new beginning in life 	<ul style="list-style-type: none"> • describe one African traditional naming ceremony and compare it with their own experience • identify from an account the feelings of the young person at one of the stages of an initiation ceremony
Marriage and death	<ul style="list-style-type: none"> • learn about African traditional marriage and funeral ceremonies 	<ul style="list-style-type: none"> • discuss the differences between African traditional marriage and modern marriages • describe a traditional funeral ceremony
Maturity	<ul style="list-style-type: none"> • gain some understanding of the experience that comes with years 	<ul style="list-style-type: none"> • explain why elders and ancestors are respected – and why some are not
11.2.4. Sickness and Health: The Self		
Pain as warning and education	<ul style="list-style-type: none"> • understand that some kinds of pain help you to stay safe 	<ul style="list-style-type: none"> • compare and evaluate examples of pain that warn or educate • explain how an injury or accident can open opportunities for a new and fulfilling life
Pain and suffering	<ul style="list-style-type: none"> • examine the widespread belief that suffering come as punishment • consider the perennial question of the problem of pain 	<ul style="list-style-type: none"> • debate the popular belief that illness, suffering, HIV or an accident come as punishment for doing something wrong and evaluate alternatives • evaluate how the problem of pain and suffering affects people of all religions
11.2.5. Sickness and Health: Those Around Me		
Helping in need	<ul style="list-style-type: none"> • learn what to do in emergencies 	<ul style="list-style-type: none"> • discuss how to assist in the needs of the sick and injured • name ways to help prevent accidents • evaluate risks and thrills in risky kinds of behaviour
Being disabled	<ul style="list-style-type: none"> • understand the limitations of being disabled 	<ul style="list-style-type: none"> • explain how and why disabled adults and children can be helped

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 6 learners should be able to:
11.2.6. Sickness and Health: Social Health and Social Sickness		
Sickness in society	<ul style="list-style-type: none"> • analyse what makes a healthy society 	<ul style="list-style-type: none"> • evaluate different kinds of social problems and weigh up possible solutions to them
Crime and punishment	<ul style="list-style-type: none"> • consider different forms of crime and the purpose of punishment 	<ul style="list-style-type: none"> • name and compare different forms of crime and the punishment thereof • discuss the balance between punishment and crime and the continuing life of the community
Sin and guilt	<ul style="list-style-type: none"> • consider ways to heal sin and guilt 	<ul style="list-style-type: none"> • give some account of whether and how guilty people may be restored to a healthy life

11.3. Learning Content for Grade 7

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 7 learners should be able to:
11.3.1. Christianity: What we Know about Jesus		
The face of Jesus	<ul style="list-style-type: none"> • understand that pictures of Jesus are not historical 	<ul style="list-style-type: none"> • identify people’s personal beliefs about Jesus from the images they have created of him • create a visual image of their own idea of Jesus
Jesus to his friends	<ul style="list-style-type: none"> • research textual extracts to understand what the gospels tell us about Jesus’ characteristics 	<ul style="list-style-type: none"> • identify from the following Bible passages some of Jesus’ characteristics: <ul style="list-style-type: none"> - Jesus and the children - The story of Zaccheus - The widow - The calling of Matthew - Jesus at the temple - Who is the greatest? - Calling the disciples - Jesus raises a widow’s son - Healing many people • summarise what sort of person Jesus was
Jesus to his enemies	<ul style="list-style-type: none"> • research textual extracts to understand other people’s views on Jesus 	<ul style="list-style-type: none"> • identify from the following Bible passages what Jesus’ enemies thought of Him: <ul style="list-style-type: none"> - ‘big-headed’, - ‘populist’, - ‘turns the people against the government’, - ‘says he is a king’, - ‘too clever by half’, - ‘he mixes with the wrong people’, - ‘he works when it isn’t right to’

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 7 learners should be able to:
How Jesus described himself	<ul style="list-style-type: none"> understand the symbolic language Jesus used about himself 	<ul style="list-style-type: none"> explore three examples of symbolic language used by Jesus: <ul style="list-style-type: none"> - I am the bread of life' - 'I am the light of the world' - 'I am the good shepherd' compare the different views explored about Jesus' character and reflect on their own image of Jesus based on the evidence they have studied
11.3.2. Christianity: The Bible		
The origin and development of the Bible	<ul style="list-style-type: none"> realise that the Bible is a collection of writings from many different times know how to differentiate dates before and after Jesus' birth 	<ul style="list-style-type: none"> describe the chronology of the development of the Bible explain the development of the Bible from its origins in oral traditions differentiate dates before and after Jesus' birth by using the following terms correctly: <ul style="list-style-type: none"> - BC ('Before Christ') and AD ('Anno Domini', Latin for 'in the year of our Lord') - BCE ('Before the common era') and CE ('Common Era')
How the Bible is used	<ul style="list-style-type: none"> learn about the centrality of the Bible for Christian life - at home, in small groups and in church 	<ul style="list-style-type: none"> share insights after private or small group study of a biblical passage explain what a sermon is and how the Bible is used during a sermon
11.3.3. Christianity: Christian Worship		
What we value	<ul style="list-style-type: none"> understand that the value placed on possessions and experiences varies realise that there are links between what is valued and how people live their lives 	<ul style="list-style-type: none"> identify and name possessions that are valued explain why some possessions are valued because of their money value, others because of special meaning identify and discuss personal qualities that are valued analyse the links between what is valued and how people live their lives
Worship at home and in church	<ul style="list-style-type: none"> share experiences of worship in the home and worship in a building 	<ul style="list-style-type: none"> describe worship in the life of Christian families compare the way that Christians worship in a church to worship at home, looking at similarities and differences share experiences of worship in different Christian denominations

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 7 learners should be able to:
The role of prayer and praise in worship	<ul style="list-style-type: none"> understand the role of praise and prayer in Christian meetings and in individual worship 	<ul style="list-style-type: none"> describe various group gatherings in the church and elsewhere illustrate how Christians follow Christ in practicing individual prayer
11.3.4. Christianity: Christians and Persecution		
The persecution of Jesus	<ul style="list-style-type: none"> investigate why Jesus’ family had to flee from Bethlehem into Africa, and why Jesus was later killed in Jerusalem 	<ul style="list-style-type: none"> explain why Jesus’ family fled into Egypt discuss the meaning of the persecution and crucifixion of Jesus
Persecution in the twentieth century	<ul style="list-style-type: none"> learn about Christians who were persecuted in the twentieth century 	<ul style="list-style-type: none"> identify the reasons for persecution in the lives of some of the following people: Archbishop Romero; Manche Masemole; Maximilian Kolbe; Martin Luther King; Esther John; Janani Luwum discuss the unusual ways in which these people reacted to persecution
Pilgrimage	<ul style="list-style-type: none"> understand why people make journeys to places of religious significance 	<ul style="list-style-type: none"> explain the significance of Bethlehem and Jerusalem for many Christians, and why pilgrimage is important to many believers
11.3.5. Life and Death: The Self		
The cycle of life and death	<ul style="list-style-type: none"> reflect on the cycle of life and death 	<ul style="list-style-type: none"> compare and contrast the life cycle of a leaf with the life cycle of a human being
The Creator	<ul style="list-style-type: none"> evaluate their own experience of creation and decide whether it points to a purposive creator 	<ul style="list-style-type: none"> identify and list natural wonders and explain how these point to the existence of the creator God, or alternatively why they do not express their own feelings about their own origin
Maturity	<ul style="list-style-type: none"> consider different stages of human development and suggest reasons for progress or lack of progress 	<ul style="list-style-type: none"> list different aspects of personal development, e.g. physical growth, learning new skills, emotional maturity and growth of responsibility describe factors that might slow or stop development in one aspect evaluate their own past and future development

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 7 learners should be able to:
11.3.6. Life and Death: Those Around Me		
Help with a new baby	<ul style="list-style-type: none"> share experiences about the needs of mothers and new babies 	<ul style="list-style-type: none"> discuss the needs of a mother and a young baby and how they are welcomed and supported in the community
How we can help in bereavement	<ul style="list-style-type: none"> understand the needs of different people in bereavement 	<ul style="list-style-type: none"> describe how people of different ages may suffer bereavement, for example: children who lose a parent or grandparent, teenagers losing a friend, parents who lose a child, older people who lose a wife or husband suggest ways in which someone who has recently been bereaved can be helped discuss their responsibility towards AIDS orphans and other vulnerable children
Feast and fast	<ul style="list-style-type: none"> consider the effects of various foods and what some religious traditions teach about them 	<ul style="list-style-type: none"> explain how some religious traditions have festivals with special foods and also times of fasting or eating less name people in their community and their preferences for certain foods; discuss the healthy/unhealthy effects of such diets
11.3.7. Life and Death: Issues Around Life and Death		
Campaigners for the right to life	<ul style="list-style-type: none"> learn about people who have risked their own lives to campaign for the right to life and the example they set for inspiration and challenge 	<ul style="list-style-type: none"> identify ways in which the lives of some of the following leaders showed their belief in justice: Jackie Pullinger in Hong Kong (against the drug barons), Nelson Mandela in South Africa, Mahatma Gandhi in South Africa and in India, Martin Luther King in America identify and explain some of the important qualities and values these leaders exemplified
Present day injustices that lead to deaths	<ul style="list-style-type: none"> learn about some of the ways in which the values of justice and fairness can be put into practice express their own sense of justice and fairness 	<ul style="list-style-type: none"> reflect on the concepts of justice and fairness and analyse injustices that challenge the human community today relate their understanding of human rights to contemporary issues, e.g. abortion
Endangering others' lives	<ul style="list-style-type: none"> understand the sacredness of life and their responsibility not to endanger other people's lives 	<ul style="list-style-type: none"> identify ways in which teenagers can endanger lives, e.g. driving cars with no experience, passing on AIDS by unprotected sex, taking drugs, etc. reflect on the remorse felt if lives are destroyed

12. Assessment

12.1. Introductory Remarks

Assessment includes informal continuous assessment over a period of time during normal classroom activities. The assessment specified in this syllabus is related to the Basic Competencies of the syllabus and to Life Skills Competencies (Investigating, Interpreting, Applying knowledge and skills, Communicating, Valuing and Participating) and how well each learner achieves within the competencies.

12.2. Purpose of Assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process.

- **Information to the Learner**
The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.
- **Information to the Parents**
The parents should be regularly informed about the progress of their child and be encouraged to reward achievements.
- **Evaluating the Teaching/learning Process**
Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to continually improve the working atmosphere and achievements of the class.

12.3. Types of Assessment

- **Formative Assessment**
Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:
 - it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
 - assessment tasks help learners to solve problems intelligently by using what they have learned
 - the teacher uses the information to improve teaching methods and learning materials
- **Continuous Assessment**
All assessment in Religious and Moral Education will be done through Continuous assessment. It should be planned and programmed at the beginning of the year, should be kept as simple as possible and should not take up too much teaching time. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

12.4. Methods of Assessment

- **Informal Methods**

The teacher must assess how well each learner masters the Basic Competencies described in the Religious and Moral Education syllabus, and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

- **Criterion-referenced Assessment**

When grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies and not to other learners. Criterion referencing and rubrics should be used to assess learning as *understanding*. Competencies and assessment should be linked by using criterion referencing for informal tasks. Criterion marking based on rubrics can be translated into normative marks to be recorded on the general cumulative recording sheet.

- **Recording Grades**

Each Theme/Topic in the Religious and Moral Education syllabus should be assessed through any of the informal methods mentioned above. The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements.

12.5. Grade Descriptions

Grading for Grades 5, 6 and 7

The learner's level of achievement in relation to the Basic Competencies should be shown in letter grades A – E on a 5-point grading scale without an un-graded category, A being the highest and E the lowest grade.

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80 – 100	Achieved Basic Competencies exceptionally well
B	60 – 79	Achieved Basic Competencies well
C	45 – 59	Achieved Basic Competencies
D	30 – 44	Achieved minimum number of Basic Competencies to be considered competent
E	0 – 29	Did not achieve the minimum number of Basic Competencies to be considered competent

13. Additional Information

A teachers' guide that contains the relevant information necessary to teach the syllabus content is available. All relevant terminology is explained in the teachers' guide. Both the syllabus and the teachers' guide can be downloaded from the NIED website at <http://www.nied.edu.na>

Please refer to the Ministry of Education Textbook Catalogue for relevant publications you can use as further resource materials.

Reference List for Religious and Moral Education

The following publications were consulted during syllabus development:

Brown, A; Rankin, J. & Wood, A. (1995). *Religions* (7th ed.). Essex: Longman Group Limited.

Cato; Clinton; Lynch; Orchard; Weston & Wright. (2001). *Religion in Focus – Judaism in Today's World*. London: John Murray Publishers.

Cole, W.O. & Morgan, P. (2000). *Six Religions in the Twenty-first Century*. Cheltenham: Stanley Thorus Publishers.

Mbiti, J.S. (1991). *Introduction to African Religion* (2nd ed.). England: Biddles Ltd.

Penny,S. (1995). *Discovering Religions - Judaism*. Oxford: Heinemann.

Penny,S. (2001). *Christianity*. Oxford: Heinemann.

Wood, A. (1995). *Celebrate Jewish Festivals*. Oxford: Heinemann.