



**REPUBLIC OF LIBERIA**

**MINISTRY OF EDUCATION**



**NATIONAL CURRICULUM FOR GRADES 1 TO 6**

# **RELIGIOUS & MORAL EDUCATION**

**February 2011**

## **MESSAGE FROM THE MINISTER OF EDUCATION**

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC) .

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar  
**MINISTER**

**CURRICULUM FOR RELIGIOUS & MORAL EDUCATION  
ELEMENTARY (GRADES 1 – 6)  
GENERAL OBJECTIVES**

By the end of this course, students will be able to:

1. Demonstrate interest in all existing religions in Liberia.
2. Demonstrate interest in their acceptable moral behavior.
3. Explain the process of creation.
4. Explain the commandments of God.
5. Define sacred scriptures and oral traditions.
6. Name some religious personalities.
7. Exhibit positive attitudes towards mankind.
8. Explain the principles of Religions.
9. Explain about “Judgment Day” and the punishment/ penalty of sin.
10. Define worship and offerings.
11. Explain the promise of God to man and man to God.
12. State the use of Holy Books in religious worship.
13. Exhibit kindness and love to all at all times.
14. Name types of prayers in Christian, Islamic and African traditional religious worships.
15. Explain the birth and childhood of Jesus Christ.
16. List some of the duties of the individual to his Family and the greater society.
17. Manifest love towards God the Creator.
18. Name and explain some moral teachings of the Christian Scriptures, the Islamic Scripture and Oral Traditions.
19. Demonstrate the religious services in Catholics, Muslims and other Churches.
20. Define and classify conflict.
21. Explain Conflicts and its resolution process.
22. Identify members of a Family.
23. List the role and responsibilities of Family members.
24. Describe God as Father and Sustainer of the Human race.
25. Become faithful and obedient in the Family.
26. Define Salvation.
27. Explain the Birth and Childhood of Prophet Muhammad.
28. Collectively sing with other people.
29. Explain the meaning of Death.
30. Explain the Death and resurrection of Jesus Christ.

## INTENDED LEARNING OUTCOMES

### Students will:

1. Learn to accept religious beliefs.
2. Tolerate religions of all kinds.
3. Learn to love one another.
4. Explain the commandments of God.
5. Seek close fellowship with God.
6. Learn to coexist with others.
7. Seek to fulfill their respect to God, Family and all Human kind.
8. Explain the importance of worship and offering.
9. Understanding the most appropriate way to worship
10. Identify conflict as a reality of life.
11. List skills in resolving Conflicts.
12. Describe the moral implication of religious practices.
13. Explain the respective roles of the Prophets, Patriarchs, Caliphs and traditional religious Leaders.
14. Explain the moral teachings of the Leaders in Christianity, Islam, and African traditional Religions.
15. Analyze God's messages through Worship/Prayers.
16. Give evidence or proof God created everything.
17. Explain the value (importance) of religious Festivals.
18. Respect and celebrate religious Festivals.
19. Acquire knowledge of the consequences of living immoral life.
20. Understand that "Judgment Day" is a must after death.

TOPIC: CREATION

SUB-TOPICS:

Creation

1. Me
2. Parents
3. All people

Specific Objectives: At the end of this period, students should be able to:

1. Name their Creator.
2. Explain about Creator.
3. State the purpose for which they were created.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students count themselves as part of God’s creation	1. Me 2. Parents 3. All people 4. Discussion	1. Write one to two sentences on creation. 2. Group discussion on the creation of man. 3. Teacher ask questions and let pupils answer: i.e. Who made you? (God made you.) Who created all men? (God created all men.) 4. Discuss things we can do because we are alive.	1. Holy Bible: (Gen. 1- 26) 2. Holy Qu’ran: (Q’ran 6:23) 3. Charts 4. Poster sheets 5. Markers 6. Pens, etc.	Explain in your own word who is your creator  State the purpose for which they were created.

**GRADE ONE RELIGIOUS & MORAL EDUCATION SECOND MARKING PERIOD**

**FIRST SEMESTER**

TOPIC: CCOMMANDMENTS

- SUB-TOPICS: Love and obedience:
1. Love and obedience in the Family.
  2. Loving God.
  3. Kindness to others.

Specific Objectives: At the end of this period, students should S be able to:

1. Become faithful and obedient in the Family.
2. Manifest love towards God the Creator.
3. Exhibit kindness to all at all times.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
<ol style="list-style-type: none"> <li>1. Practice to keep and abide by the ten Commandments of God.</li> <li>2. Explain the ten commandments of God.</li> </ol>	<ol style="list-style-type: none"> <li>1. Love and obedience in the family.</li> <li>2. Loving God.</li> <li>3. Kindness to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher let students read scriptural statements like:                             <ol style="list-style-type: none"> <li>a) Love god and love one another.</li> <li>b) Love your neighbor as yourself. (Luke 10:27)</li> <li>c) Let students recite the statements:                                     <ol style="list-style-type: none"> <li>i. I am a Christian, God is my Father. Jesus is my Brother.</li> <li>ii. I am a Muslim, my God is Allah, and Muhammad is my Prophet.</li> </ol> </li> </ol> </li> <li>2. Ritual practices such as Baptismal and aqiqa.</li> <li>3. Let Teacher dramatize with students the Parable of the Good Samaritan. (Luke 10: 25 – 37)</li> <li>4. Teacher will let students give examples of kindness and love towards their parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Holy Bible</li> <li>2. Holy Qur’an</li> <li>3. Book of the Ten Commandments                             <ul style="list-style-type: none"> <li>- by Moses</li> <li>- by Mousa</li> </ul> </li> </ol>	<p>Ask class to show in writing two instances of how to show love and obedience in the family.</p>

TOPIC: RELIGIOUS PERSONALITY

- SUB-TOPICS: Jesus
1. Birth and childhood
  2. Human Qualities
  3. His Death and Resurrection

Specific Objectives: At the end of this period, students should be able to:

1. Discuss the birth and childhood of Jesus Christ.
2. Understand the human qualities of Jesus Christ.
3. Explain the death and resurrection of Jesus Christ.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
1. Students will explain that Jesus is God’s greatest gift.	(Christian Emphasis) 1. Birth and Childhood. 2. Human qualities. 3. His death and resurrection.	1. Discuss on the birth and childhood of Jesus Christ. 2. Suggest ways by which the children can practice the qualities listed at their own level. 3. Teacher and students dramatize some of the stories. 4. Memorize: “Who is Jesus Christ?” (Jesus Christ is the son of God) 5. Encourage students to participate in Holy week services and activities.	The Holy Bible (Luke 1 & 2; Matt. 1 & 2; Mark 16: 1 – 20)  Charts, etc.	4. Drawing Jesus Christ 5.







**GRADE ONE RELIGIOUS & MORAL EDUCATION      SIXTH MARKING PERIOD      SECOND SEMESTER**

TOPIC:                    WORSHIP AND OFFERING

SUB-TOPICS:

1. Talking to God.
2. Talking to God on our own.
3. Talking and singing with other people
4. Kinds of offerings.

Specific Objectives: At the end of this period, students will be able to:

1. Do self prayer without assistance.
2. Collectively sing with other people.

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will acknowledge the blessing of God. Students will name the various kinds of offerings.	1. Talking to God. 2. Talking to God on your own. 3. Talking and singing with other people. 4. Kinds of offerings.	1. Spontaneous prayer 2. Students will memorize: a) We should talk to God. b) God is always ready to listen to us. 3. Students will sing simple songs of praise to God. 4. Students dramatize: Scenes from traditional festivals connected with prayers. 5. Students will demonstrate giving as means of offering.	1. The Holy Bible (Luke 5:16; Mark 1:35) 2. The Holy Qur'an (Qur'an 73:1 – 20) 3. Mohammad Book of Prayers 4. Christian Book of Prayers 5. Charts 6. Poster sheets	Students should be able To: Explain the blessing of God. a. Students should write 3 sentences on giving. b. Name the various kinds of offering. c. State the importance of talking to God.





TOPIC: **COMMANDMENTS**

SUB-TOPICS:

Goodness:

1. Kindness
2. Helpfulness
3. Honesty
4. Truthfulness and loyalty

Specific Objectives: At the end of this period, students should be able to:

1. Show kindness and love to others
2. Vividly show loyalty and truthfulness to his Creator and his/her fellow man
3. Perform honest duties to God and all that are created by His Majesty

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will demonstrate kindness, love, loyalty, honesty and truthfulness.	1. Kindness and love 2. Helpfulness 3. Honesty 4. Truthfulness and loyalty	1. Showing examples of kindness and love. 2. Teacher draws Jesus helping in his home in Nazareth. 3. Teacher dramatizes the parable of the Good Samaritan. 4. Teacher lists temptations to steal and how to overcome them. 5. Teacher trains children to apologize to God and other people.	1. Holy Bible: (Luke 22:54 – 62) 2. Holy Qur’an: (s.a.s)  Postal showing some one helping someone.	Test, Assignment, Question/Answer, etc.  Student should write in few sentences how one can do the following: a. Kindness b. Helpfulness c. Honesty d. Truthfulness and loyalty.









**GRADE THREE RELIGIOUS & MORAL EDUCATION FIRST MARKING PERIOD**

**FIRST SEMESTER**

TOPIC: CREATION

- SUB-TOPICS: Creation
1. Growth
  2. Plants and animals
  3. Man

Specific Objectives: At the end of this period, students should be able to:

1. Identify Plants and animals
2. Explain about the growth of man
3. Describe the growth of plants and animals

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will see evidence of God’s presence in this world and His continuing care for everything.	1. Growth 2. Plants and animals 3. Man	1. Group discussion on the growth of plants and animals 2. Demonstrating the growth of a plant And Animals 3. Comparing two students in the class to see who is growing taller than the other.  Qur’an 35: 27 – 29 Bible: Psalm 100:3	1. The Holy Bible (Psalm 100:3) 2. The Holy Qur’an (35: 27 – 29) 3. Coloring 4. Poster sheets	Class work, Quizzes, Tests, Assignment, Drawing, etc. Student should write Three sentences each on The following: a. What God had created. b. How man appear on earth. c. Distinguish between plants and animals growth.

TOPIC: THE SACRED SCRIPTURES AND ORAL TRADITION

- SUB-TOPICS: The Scriptures
1. Christian Scriptures
  2. Islamic Scriptures
  3. Oral Tradition

Specific Objectives: At the end of this period, students should be able to:

1. Name the various kinds of Scriptures.
2. Explain what Scriptures are.
3. List the various Scriptures

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
1. Students will understand that scriptures are words of God. 2. Students will distinguish between Christian scriptures, Islamic Scriptures and the Oral Tradition.	1. Christian Scriptures 2. Islamic Scriptures 3. Oral Tradition	1. Teacher will name and explain the various kinds of Scriptures. 2. Teacher will define Christian Scriptures, Islamic Scriptures and Oral Tradition. 3. Group report on oral tradition.	1. The Holy Bible 2. The Holy Qur'an 3. Other related Literatures 4. Poster sheets, etc.	1. Assignment on oral tradition. Explain in your own word. 2. Write two or three sentences on the following: a. Christian scriptures b. Islamic scriptures

**GRADE THREE RELIGIOUS & MORAL EDUCATION THIRD MARKING PERIOD**

**FIRST SEMESTER**

TOPIC: WORSHIP AND OFFERING

SUB-TOPICS: Form of Worship  
 1. Prayer in general  
 2. Places of Worship

Specific Objectives: At the end of this period, students should be able to:  
 1. Describe places of worship.  
 2. Demonstrate devoted Prayers.  
 3. Name places of worship

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will recognize forms of worship and places of worship.	Forms of worship: 1. Prayer in general 2. Places of worship 3. Describe places of worship.	1. list some prayers and hymns used at various services. 2. Teacher teach the students: a) Responses used at Holy Mass for Catholics; b) The Salat Prayers for Muslims. 3. Teacher will ask the students to draw their places of work. Churches, Mosques, Shrines, etc. 4. Teacher will explain to the students the various religious services at their level: a) Mass for Catholics and Anglicans. b) Services in other Churches. c) Salat for Muslims.	The Holy Bible: (Christian Emphasis) Luke 2: 41 – 50 Luke 4: 16 – 22  The Holy Qur’an (Muslim emphasis) Qur’an 62: 9 – 10  Religious Book of Disciplines  Various Prayer Books	Assignment, Quizzes, Class work, Tests, Group work,  1. Write 2-3 paragraphs describing places of worship. 2. Name any three places of worship.

**GRADE THREE RELIGIOUS & MORAL EDUCATION FOURTH MARKING PERIOD**

**SECOND SEMESTER**

TOPIC: RELIGIOUS SERVICES

- SUB-TOPICS: Religious Services
1. Mass for Catholics
  2. Services in other Churches
  3. Salat for Muslims

Specific Objectives: At the end of this period, students should will be able to:

1. Explain the Mass for Catholics, services in other Churches and the Salat for Muslims.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will realize the importance of Mass for Catholics, Services in other Churches and the Salat for Muslims.	<ol style="list-style-type: none"> <li>1. Mass for Catholics</li> <li>2. Services in other Churches</li> <li>3. Salat for Muslims</li> </ol>	<ol style="list-style-type: none"> <li>1. Praying with others.</li> <li>2. Worshipping together in the same place with the same belief.</li> <li>3. Teacher explain to the students that we eat meals together when we are celebrating events. E.g. Birthday, etc.</li> <li>4. Visitation to Churches and Mosques.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible</li> <li>2. The Holy Qur'an</li> <li>3. Other related Books</li> </ol>	<ol style="list-style-type: none"> <li>1. Write and explain in 2-3 paragraphs how the Catholics prepare their Mass.</li> <li>2. Explain in two paragraphs how other Churches prepare their services.</li> <li>3. Explain the salat for Muslims.</li> </ol>

TOPIC: CONFLICT AND ITS RESOLUTION PROCESS

- SUB-TOPICS: Conflict and its Resolution Process
1. Definition of Conflict
  2. Kinds of Conflict
  3. Causes of Conflict

Specific Objectives: At the end of this period, students should be able to:

1. Define Conflict.
2. Name the kinds of Conflicts
3. State the causes of Conflicts

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will explain about conflict. Students will identify conflicts.	1. Definition of Conflict. 2. Kinds of Conflicts. 3. Causes of Conflicts	1. Teacher writes the word Conflict on the chalk board. 2. Teacher lists the various kinds of Conflicts: e.g. spiritual, purpose, physical, Family, Ethnic, etc. 3. Demonstrate the various kinds of conflict on a poster sheet.	1. The Holy Bible 2. The Holy Qur'an 3. Other Religious Literatures 4. Charts 5. Poster sheets 6. Pencils 7. Colorings	Assignment on conflicts and its resolution process.

**GRADE THREE RELIGIOUS & MORAL EDUCATION SIXTH MARKING PERIOD SECOND SEMESTER**

TOPIC: DEATH AND HEREAFTER

SUB-TOPICS: Death as a characteristic of living things  
 1. Death of Plants  
 2. Death of man

Specific Objectives: At the end of this period, students should be able to:  
 1. Explain the death of plants.  
 2. Explain the death of man.  
 3. Explain what is death.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will recognize death as a reality of life.	1. Death of Plants 2. Death of man	1. Teacher discuss about precautions against illness and accidents. 2. Let pupils memorize road signs and learn to observe them. 3. Pupils tell stories of anti-social activities of witches 4. Explain to pupils how plants and animals can die.	1. The Holy Bible 2. The Holy Qur'an 3. Reference Books 4. Poster sheets	Assignment, Quizzes, class work, Tests,  Students will write two to three paragraphs on the death of plants and on the death of man,

TOPIC: CREATION

SUB-TOPICS: Creation

1. The uniqueness of the individual
2. Physical Characteristics
3. Mental characteristics

Specific Objectives: At the end of this period, students should be able to:

1. Explain the uniqueness of the individual
2. Identify the physical characteristics of an individual
3. State the mental characteristics of an individual

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
<p>Students will understand the uniqueness of the individual.</p> <p>Students will demonstrate/identify the physical characteristics of an individual.</p>	<p>Creation:</p> <ol style="list-style-type: none"> <li>1. The uniqueness of individuals:</li> <li>2. Physical characteristics</li> <li>3. Mental characteristics</li> </ol>	<p>Teacher:</p> <ol style="list-style-type: none"> <li>1. leads discussion on the uniqueness of the individual</li> <li>2. explains to students how each individual is unique.</li> <li>3. Students listen and ask questions when necessary.</li> </ol>	<ol style="list-style-type: none"> <li>1. The holy Bible</li> <li>2. The Holy Qur'an</li> <li>3. Other religious Literature.</li> </ol>	<p>Student should be able to make a research on the mental characteristics of an individuals.</p> <p>Explain or identify some of the physical characteristics of an individual.</p>







**GRADE FOUR RELIGIOUS & MORAL EDUCATION    FOURTH MARKING PERIOD    SECOND SEMESTER**

TOPIC:                                    DEATH AND HEREAFTER

- SUB-TOPICS:                            Life changes
1. God is the source of all life
  2. Body and Soul

Specific Objectives: At the end of this period, students should be able to:

1. Recognize God as the only source of Life.
2. Differentiate between body and Soul of a person.
3. Explain what the Bible and the Qur’an teach about death and hereafter.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will recognize God as the only source of life Students will understand that everyone will die.	Death and hereafter: Life changes: 1. God is the source of all life. 2. Body and Soul	1. Discussion on the origin of all life. 2. Discovering stories of origin of life as recorded in the Bible, the Qur’an and other religious Literatures discovering	1. The Holy Bible 2. The holy Qur’an 3. Other religious Literatures.	Assignments, Quizzes, Tests  Write a short notes on the following topics: 1. God is the source of life.

**GRADE FOUR RELIGIOUS & MORAL EDUCATION FIFTH MARKING PERIOD**  
**TOPIC: COMMITMENT**

**SECOND SEMESTER**

**SUB-TOPICS:** Commitment

1. Our duty to respond to God
2. Man’s failure to respond to God
3. Man’s reconciliation with God
4. Personal commitment to God
5. 5.Expressions of commitment

Specific Objectives: At the end of this period, students should be able to:

1. Recognize man’s duty to respond to God.
2. Identify man’s need for reconciliation with God.
3. Demonstrate personal commitment to God by keeping/observing God’s moral rules.

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
1. Students will demonstrate personal commitment to God by keeping/observing Gods moral rules, 2. Students will seek reconciliation with God.	Commitment: 1. Our duty to respond to God. 2. Man’s failure to respond to God. 3. Man’s reconciliation with God. 4. Personal commitment to God. 5. Expression of Commitment.	1. Teacher illustrates the various steps of sin, repentance and reconciliation. 2. Covenant between God and man.. 3. Let students give testimonies of how their parents treat them when they go wrong. 4. Teacher explain the concept of Baptism, Confirmation or initiation as means of commitment to God and the Religion.	1. The Holy Bible 2. The holy Qur’an 3. Other religious Literatures.	Quizzes, Assignments, Test.  Write short notes on one of the topics:  1.Man failure to respond to God.



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TOPIC: CREATION

- SUB-TOPICS: Man’s responsibility to God
1. Man as God’s steward/viceroy
  2. Development of creation
  3. The fall of man

Specific Objectives: At the end of this period, students should be able to:

1. Explain about creation in general.
2. Explain the development of creation.
3. Explain about the fall of man.

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
<p>Students will explain about God’s creation And services as stewards over God’s creation.</p> <p>Students will explain about God’s creation in general.</p> <p>Students will describe the fall of man,</p>	<p>CREATION</p> <ol style="list-style-type: none"> <li>1. Man’s responsibility to God.</li> <li>2. Man as God’s steward/viceroy.</li> <li>3. Development of creation.</li> <li>4. The Fall of man.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils memorize:                             <ol style="list-style-type: none"> <li>a) Psalm 8</li> <li>b) Qur’an 16: 10 – 16</li> </ol> </li> <li>2. Teacher lead students in group discussion.</li> <li>3. Students recite Psalm 100:3</li> <li>3. Spontaneous prayer to God.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible (Genesis 1:28; Psalm 8; Matthew 25: 14 – 30)</li> <li>2. The Holy Qur’an (Qur’an 2: 30; 16:10 – 16)</li> <li>3. Other religious Literatures</li> </ol>	<p>Assignment, Class work, on the development of creation.</p>

TOPIC: COMMITMENT

SUB-TOPICS: Commitment

1. Our duty to respond to God.
2. Man’s failure to respond to God.
3. Man’s reconciliation with God.
4. Personal commitment to God.
5. Expressions of commitment.

Specific Objectives: At the end of this period, students should be able to:

1. Identify our duties to God.
2. State areas of man’s failure to respond to God.
3. Reconcile with God.
4. Demonstrate personal commitment to God through services.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will duly commit themselves to God by obeying His Commandments. Students will demonstrate God’s covenant with man.	1. Our duty to respond to God. 2. Man’s failure to respond to God. 3. Man’s reconciliation with God. 4. Personal commitment to God. 5. Expressions of commitment.	1. Dramatic the parable of the prodigal son(Luke 15:11-3) as means of reconciliation. 2. Students will write about their personal commitment to God. 3. For Catholics, students memorize acts of sorrow and learn how to approach the sacrament of reconciliation. 4. (Punishment For students when they go wrong, forgiveness, relationship restored.)  5. Explaining about confirmation as our personal commitment to God and the Church/Mosque.	1. The Holy Bible (Luke 15: 11 – 31) 2. The Holy Qur’an 3. Religious Literatures for Christian and Muslim. 4. Poster sheets 5. Colorings	Assignments, Class work, Quizzes, Tests, etc. Write two paragraphs on each of the following: Man’s failure to and or reconciliation with God. Man personal commitment to God

TOPIC: **COMMANDMENTS**

SUB-TOPICS: **Freedom and Happiness**

1. Obeying Laws
2. Choice
3. Taboos

Specific Objectives: At the end of this period, students should be able to:

1. Name and explain the laws of God.
2. Identify religions of your choice.
3. State the characteristics of Taboos.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
<p>Students will recognize the right religion of their choice.</p> <p>Students will distinguish between God Laws and taboos.</p> <ul style="list-style-type: none"> <li>- Recognize the right religion of their choice.</li> </ul>	<ol style="list-style-type: none"> <li>1. Obeying Laws</li> <li>2. Choice</li> <li>3. Taboos</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher briefly discusses with students the historical background in giving the ten Commandments. (Exodus 20)</li> <li>2. Teacher discusses with students the place of conscience in making choices, and therefore it is our responsibility for any choice we make.</li> <li>3. positive approach to the teaching of the Commandments – Illustrate with:                         <ol style="list-style-type: none"> <li>a) Love: e.g. (i) Love for God implies being faithful to Him.</li> <li>(ii) Love for neighbor leads to preserving his property and not stealing.</li> <li>b) Message: (i) We show love for God and man by obeying His laws.</li> <li>(ii) God’s choice is proper use of Freedom. i.e. Happiness</li> </ol> </li> <li>4. Dramatization of traditional taboos by students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible (Exodus 20: 1 – 17)</li> <li>2. The Holy Qur’an</li> <li>3. Poster sheet</li> <li>4. Research materials.</li> </ol>	<p>Write and explain two paragraph in your own words about traditional taboos.</p>



**TOPIC: WORSHIP AND OFFERING**

**SUB-TOPICS: Kinds of Prayers**

1. The importance of worship.
2. Place of worship.
3. Type of offering

Specific Objectives: At the end of this period, students should be able to:

1. State the importance of worship and offering.
2. Identify places of worship from multi-religious schools of thought.
3. State some unique types of offering/sacrifices offered by various religious groups.

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will explain the importance of worship Students will state some unique types of offering and sacrifices offered by religious groups.	1. Kinds of Prayers. 2. The importance of worship. 3. Place of worship. 4. Type of offering.	1. Students give examples of where they pray alone and with others. 2. Students suggest acts they can offer to God. 3. Teacher reads to students selected Scripture passages: (i) The private prayer (ii) Public Prayer (iii) Jesus at prayer (iv) Offering to God 4. For Catholics and Anglicans – students learn the responses during holy Mass. 5. For Muslims – Study the prayers at the time of sacrifice (See Muslim Prayer Book by A.B. Rafiq)	1. The Holy Bible 2. The holy Qur’an 3. Other religious Literatures 4. Poster sheets drawing the mosque, church and etc.	1. On the importance of worship 2. Name some unique types of offering/sacrifice offered by various religious groups.

TOPIC: RELIGIOUS PERSONALITIES

SUB-TOPICS: Religious Personalities

1. Jesus, the savior of Mankind (for Christians)
2. Muhammad’s Prophet hood
3. The role of Priests and Imams
4. The Priesthood and Ministry of the church
5. Some Pioneer Missionaries of Islam in West Africa.
6. The life and work of some Biblical and traditional Kings.

Specific Objectives: At the end of this period, students should be able to:

1. Recognize Jesus as the Savior of Mankind.
2. Explain the Prophet hood of Muhammad.
3. Compare and contrast the respective roles of Priests and Imams.
4. Discuss the Priesthood and Ministry of the Church.
5. Name some Pioneer Missionaries of Islam in West Africa.
6. Discuss the life and work of some Biblical and traditional Kings.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will recognize Jesus as the Savior of Mankind. Students will recognize Muhammad as Prophet and Messenger.	1. Jesus, the Savior of Mankind (Christian). 2. Muhammad’s Prophet hood. 3. The role of Priests and Imams 4. The Priesthood and ministry of the Church. 5. Some pioneer Missionaries of Islam in West Africa. 6. The life and work of some Biblical and traditional Kings.	1.Examples of sin in the world: disobedience, theft, cruelty, selfishness, etc. 2. Teacher elicits from students their ideas on the Priesthood – fetish Priests and Priests of their Church. 3. Teacher explain to students about: - Alhaji Nayyar as the first Muslim Missionary to West Africa, preached	1. The Holy Bible (Exodus 4: 1 – 17; Jeremiah 1: 1 – 10; I Kings 1: 34 – 35; Mark 1: 16 – 20) 2. The Holy Qur’an 3. Poster sheets 4. Colorings 5. Pencils	Explain in your own words: 1. The role of Priests and Imane 2. 2. Jesus, the Savior of Mankind.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		<p>the correct teachings about reliance on Allah, no use of Talismans, and medical cure for diseases.</p> <p>4. Teacher leads the students to calculate the Islamic year from the time of the Hijrah.</p> <p>5. Teacher leads students to prayers for vocations to the Priest hood.</p> <p>6. Dramatize the en-stoolment of a King or a Court session for the traditional Council.</p>	6. Markers	

**TOPIC:** CONFLICTS AND ITS RESOLUTION PROCESS

- SUB-TOPICS:** Conflicts and its Resolution Process
1. Definition of Conflict
  2. Kinds of Conflicts
  3. Causes of Conflicts
  4. Conflict Resolution

Specific Objectives: At the end of this period, students should be able to:

1. Define Conflict
2. Name the different kinds of Conflicts
3. State the causes of Conflicts
4. Discuss Conflict Resolution

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will prevent conflict and crisis with one another.	<ol style="list-style-type: none"> <li>1. Definition of Conflict.</li> <li>2. Kinds of Conflicts.</li> <li>3. Causes of Conflicts.</li> <li>4. Conflict Resolution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher define Conflict for the students.</li> <li>2. Teacher list kinds of Conflicts for the students.</li> <li>3. Dramatize conflict and its resolution process.</li> </ol>	The Holy Bible (Matthew 18:15 – 20)  The Holy Qur’an  Trauma healing and Resolution Book.  Related Literatures on conflict Resolution.	State in your own words the meaning of: <ol style="list-style-type: none"> <li>1. Conflicts</li> <li>2. Kinds of conflicts</li> <li>3. Conflict resolution</li> </ol>

TOPIC: CREATION

SUB-TOPICS: Creation stories

1. Non-scriptural Myths.
2. The Holy Book.

Specific Objectives: At the end of this period, students should be able to:

1. Distinguish non-scriptural Myths from scriptural facts of the Holy Books.
2. Explain creation stories.
3. Name some Holy Books used by various religious groups

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will identify non-scriptural Myths from the Holy Books.	<p><u>Creation stories:</u></p> <ol style="list-style-type: none"> <li>1. Non-scriptural Myths.</li> <li>2. The Holy Book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Man attitude towards God, His creator</li> <li>2. Teacher explain to the pupils the wonder and phenomena of the Universe, the Earth, with its sun, Moon, and stars.</li> <li>3. Teacher debate the topic with the students whether man can equal himself with God by reference to the P.5 lessons on Creation. Memorize Genesis 1: 27 – 28.</li> <li>4. Dramatize the rich man and Lazarus in the Holy Bible.</li> <li>4. Dramatize for students the rich man and Lazarus in the Holy Bible.</li> <li>5. Teacher draw Jesus washing the feet of the Disciples.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible (Genesis 1: 27 and 28, etc.)</li> <li>2. Genesis 1 and 2.</li> <li>3. The Holy Qur’an (Qur’an 6:15; 19:36 and 12:102.)</li> <li>4. Oral traditional stories</li> </ol>	Write in your own words the creation stories.

TOPIC: COMMITMENT

SUB-TOPICS: Commitment

1. Living for God – witnessing and holiness.
2. Living for others:
  - Humility
  - Faith and trust
3. Ceremonies of commitment
4. Kinds of ceremonies

Specific Objectives: At the end of this period, students should be able to:

1. Explain living for God
2. Define:
  - (a) witnessing
  - (b) Holiness
3. Explain living for others
4. Define:
  - (a) Humility
  - (b) Faith
  - (c) Trust
5. Name various kinds of ceremonies.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will demonstrate a degree of commitment in living for God.	1. Living for God: (a) Witnessing and Holiness 2. Living for others: (b) Humility © Faith and Trust 3. Ceremonies of commitment 4. Kinds of ceremonies	1. Teacher explain what living for God means to the students. 2. Teacher explain about witnessing and Holiness to the students. 3. Teacher define: (a) Humility (b) Faith © Trust 4. Teacher name various kinds of ceremonies.	1. The Holy Qur’an 2. The Holy Bible (John 13: 1 – 20) 3. Related Literature books 4. Other religious pamphlets 5. Maps/Globes	1. State two examples: <ol style="list-style-type: none"> <li>1. Living for God</li> <li>2. Living for others</li> </ol> II. Name the various kinds of ceremonies.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		<p>5. Teacher draw Jesus washing the feet of the Disciples.</p> <p>6. Students may have attended Baptism/Confirmation services, out dooring, funeral ceremonies, Marriage celebrations. Discuss and explain their meanings.</p>		

**TOPIC:** CONFLICTS AND ITS RESOLUTION PROCESS

- SUB-TOPICS:** Conflicts and its resolution process
1. Styles of Conflict management
  2. Conflicts in the Bible and the Qur'an
  3. The mediation process

Specific Objectives: At the end of this period, students should be able to:

1. Define Conflict.
2. Name kinds of conflicts-
  - (a) Positive
  - (b) Negative
3. State the styles of conflict management and discover your own style of managing conflicts
4. Apply mediation skills in resolving conflicts

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Student will develop attitude of resolving and managing conflicts.	1. Conflicts and its resolution process. 2. Styles of conflict management. 3. Conflicts in the Bible and Qur'an. 4. The Mediation process of conflicts.	1. Definition of conflict 2. Listing various kinds of conflicts 3. Discussion on the various styles of conflicts 4. Dramatize conflict resolution	1. Trauma Healing and Reconciliation Book. 2. The Holy Bible 3. Related Literatures on conflicts and resolution 4. The Qur'an 5. Postal on conflicts resolution	State in your own word: 1. Meaning of conflict 2. Name the kinds of conflicts 1. State the mediation process.



TOPIC: **WORSHIP AND OFFERING**

SUB-TOPICS:

- Forms of worship
1. The use of Holy books in worship
  2. Id Prayers
  3. Structures symbols and Gestures
  4. The Mass (for Catholics and Anglicans)

Specific Objectives: At the end of this period, students should be able to:

1. State the importance of the use of the Holy Books in worship. Recite Id Prayers.
  - i. Name some scriptures, symbols and Gestures used in some religious worships.
4. Explain the Mass (for Catholics and Anglicans).

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will worship and offerings:  -Students will recognize the various forms of worship. -Students will state Id prayers for Muslim. -Name the structures, symbols and Gestures for worship.	1. The use of Holy Books in worship 2. Id Prayers 3. Structure symbols and Gestures. 4. The Mass (for Catholics and Anglicans).	1. Teacher show pupils or students various ways of using the Holy Books in Prayer. 2. Let students plan simple Bible services. 3. Students memorize selected parts of the Holy Books. E.g. Bible: Psalm 119:18 and 19. Qur'an: 73:1 – 5; 29:45. 4. Students make a list of symbols used in the sacraments and write the meaning of each. 5. At Mass, in the celebration of Eucharist, we worship God.	1. The Holy Bible 2. The holy Qur'an 3. The books of worship 4. Prayer Books 5. Draw the various forms of worship on a poster sheet.	Write three paragraph stating the importance of the use of the Holy Books in worship.

TOPIC: **RELIGIOUS PERSONALITIES**

**SUB-TOPICS:**

**Religious Personalities**

1. Jesus Christ in the four Gospels.
2. Some Prophets and Kings in the Qur'an and Hadith (for Muslims).
3. Some Christian Pioneers in Liberia.
4. Mary the Mother of Jesus Christ (for Catholics).
5. Pioneers in the Muslim Faith.

Specific Objectives: At the end of this period, students should be able to:

1. Discuss about Jesus Christ in the four Gospels.
2. List the names of some Prophets and Kings in the Qur'an and the Hadith.
3. Name some Christian Pioneers in Liberia.
4. Explain about the Mother of Jesus Christ.
5. Explain about some Pioneers in the Muslim Faith.

<b>OUTCOMES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will remember the history of religious Faith and Pioneers.	<ol style="list-style-type: none"> <li>1. Jesus Christ in the four Gospels.</li> <li>2. Some Prophets and kings in the Qur'an and Hadith (for Muslims).</li> <li>3. Some Christians pioneers in Liberia.</li> <li>4. Mary the mother of Jesus Christ</li> <li>5. Pioneers in the Muslim faith.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher organize students to dramatize some of the Bible stories.</li> <li>2. Teacher will introduce students to the Qur'an and Hadith as Guides to Life.</li> <li>3. Teacher will find out from the students how the Church came to their Towns and the History.</li> <li>4. Teacher will discuss with the students some of the contributions made by various Muslim Leaders to the Community.</li> <li>5. Recite Hail Mary</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible</li> <li>2. The Holy Qur'an</li> <li>3. Related religious Literatures</li> </ol> Poster sheets -Drawing some Christian pioneers in Liberia. -The picture of Mary the mother of Jesus Christ.	Write in your own words explaining about Jesus Christ in the four Gospels.

TOPIC: DEATH AND HEREAFTER

- SUB-TOPICS: External Life  
 1. Reincarnation  
 2. Resurrection  
 3. Judgment Day.

Specific Objectives: At the end of this period, students should be able to:

1. Explain the following:
  - (a) Reincarnation
  - (b) Resurrection
  - (c) Judgment
2. Define Reincarnation, Resurrection and Judgment

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students will understand the truth of Reincarnation, Resurrection and Judgment day.	<ol style="list-style-type: none"> <li>1. Reincarnation</li> <li>2. Resurrection</li> <li>3. Judgment</li> </ol>	<ol style="list-style-type: none"> <li>1. Dramatize the resurrection of Jesus.</li> <li>2. Discussion on traditional beliefs and reincarnation of good people, sometimes through their grand-fathers children; bad ones are forgotten.</li> <li>3. Teacher will illustrate Christian’s view of resurrection with stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Holy Bible (Resurrection – Matthew 28:1-10; Mark 16:1 – 7, etc.)</li> <li>2. The Holy Qur’an</li> <li>3. Other related Literatures.</li> </ol>	Write and explain the followings: <ol style="list-style-type: none"> <li>1. Reincarnation</li> <li>2. Resurrection</li> <li>3. Judgement Day.</li> </ol>

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