

# **Part I: Christian Religious Education**

## **Introduction**

The P7 Christian Religious Education syllabus has one theme “Christians and the Holy Spirit” which is broken down into topics that are taught throughout the year. An attempt has been made to create a bond between Christians and the Holy Spirit in all aspects of their lives. This includes living, service, enjoyment, growing up, praying, using gifts, loving and freedom.

## **Rationale**

The manifestation of the Holy Spirit in Christians is done through appreciating richness in the Spirit, ancestors, ourselves and the Spirit being enriched by other nations and religions, service to others in the spirit, living in the spirit of love, freedom, enjoyment in the spirit, being helped by the spirit, enjoyment of the gift of life, being strengthened by the spirit to accept the events of life, praying in the spirit, and growing up in the spirit.

## **Organisation of the Syllabus**

A background for each topic has been provided. It gives an overview of the topic, thus giving the teacher an insight into the topic.

## **Learning Outcomes**

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

## **Competences**

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, show and do as a result of being exposed to the given RE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

## **Life Skills and Values**

Life skills are personal and social skills that enable young people to function confidently and competently with others. The curriculum emphasises the development of life skills and values across all subjects. This will create awareness among the learners and enable them practice what is acceptable in society. Life skills and values must be on your finger tips so that you stress and apply them as you teach.

Life skills help learners to:

- make informed decisions.
- practice healthy behaviours.
- avoid risky situations.
- change attitudes.
- become good citizens.
- be active and constructive in life.
- solve problems encountered in different situations.
- cope with stress and control their emotions.
- communicate effectively.

Below are the suggested life skills and values you need to develop and refer to during scheming and teaching/learning.

### Life skills and their indicators

<b>Skills of Living with Oneself</b>		
<p><b>Effective Communication</b></p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Audibility</li> <li>• Meaningfulness</li> <li>• Confidence</li> <li>• Articulation</li> <li>• Accuracy</li> <li>• Logical flow of ideas</li> <li>• Verbal</li> <li>• Non-verbal</li> </ul>	<p><b>Friendship Formation</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Playing with others</li> <li>• Working in groups</li> <li>• Using polite language</li> <li>• Love</li> <li>• Concern</li> <li>• Care</li> <li>• Trustworthiness</li> <li>• Faithfulness</li> <li>• Responsibility</li> </ul>	<p><b>Self-Esteem</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Self-appreciation</li> <li>• Talking about self</li> </ul>

<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Being open</li> <li>• Listening and valuing what others say</li> <li>• Expressing one's point of view</li> <li>• Volunteering</li> <li>• Giving reasons for actions taken</li> <li>• Standing up for one's rights</li> <li>• Responding to questions</li> </ul>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Self identification</li> <li>• Self evaluation</li> <li>• Talking about one's potential, feelings and emotions</li> <li>• Talking about one's culture e.g. tribe, home, religion</li> <li>• Knowing one's position and responsibility</li> <li>• Making choices</li> <li>• Caring for oneself</li> </ul>	
<b>Skills of Making Informed Decisions</b>		
<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Initiating new ideas</li> <li>• Innovativeness</li> <li>• Finding different ways of doing things</li> </ul>	<p><b>Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Refusal</li> <li>• Making questions</li> <li>• Asking questions</li> <li>• Giving instructions</li> <li>• Telling consequences of decisions made</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Selecting and evaluating information</li> <li>• Analysing statements</li> <li>• Giving reasons for action taken</li> <li>• Making a decision</li> <li>• Making the best use of the information you have</li> </ul>

<p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>• Taking a decision</li> <li>• Making choice</li> <li>• Evaluating facts</li> <li>• Finding different ways of doing things</li> </ul>	<p><b>Interpersonal Relationship</b></p> <ul style="list-style-type: none"> <li>• Forgiving others</li> <li>• Interacting freely with others</li> <li>• Caring for others</li> <li>• Sharing with others</li> <li>• Knowing how to be with different people under different circumstances</li> <li>• Working together</li> <li>• Respecting others' opinions</li> <li>• Reacting appropriately</li> <li>• Respecting other people's property, cultures, and so on</li> <li>• Appreciating individual differences</li> </ul>	<p><b>Coping with Stress</b></p> <ul style="list-style-type: none"> <li>• Being patient</li> <li>• Forgiving others</li> <li>• Accepting advice</li> <li>• Talking about personal problems</li> <li>• Narrating past experiences</li> </ul>
<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>• Supporting others</li> <li>• Caring</li> <li>• Guiding others</li> <li>• Using appropriate language (etiquette)</li> <li>• Listening to others</li> <li>• Comforting</li> </ul>	<p><b>Skills of Living with Others</b></p>	
<p><b>Negotiation</b></p> <ul style="list-style-type: none"> <li>• Using persuasive language</li> <li>• Using appropriate body language</li> <li>• Temper control</li> <li>• Responding appropriately</li> <li>• Apologising</li> <li>• Requesting</li> <li>• Thanking</li> </ul>	<p><b>Non-Violent Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>• Resolving issues without fighting</li> <li>• Negotiating</li> <li>• Using appropriate language</li> <li>• Assisting others to come to an understanding</li> <li>• Coping with stress</li> <li>• Accepting defeat</li> <li>• Knowing when to give in</li> </ul>	<p><b>Coping with Emotion</b></p> <ul style="list-style-type: none"> <li>• Recognising emotions</li> <li>• Identifying other people's emotions and feelings</li> <li>• Being sensitive about other people's feelings</li> <li>• Recognising causes for different emotions</li> <li>• Making critical decisions for different emotions</li> <li>• Not letting your emotions affect your decisions</li> </ul>
<p><b>Peer Resistance</b></p> <ul style="list-style-type: none"> <li>• Standing for one's values and beliefs</li> <li>• Defending one's decisions</li> <li>• Standing by one's principles</li> </ul>		

## **Values**

These are the desired standards of behaviour acceptable in society. Values need to be developed during and after the teaching and learning process. Examples of values include cooperation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, joy, concern, privacy, independence, self-reliance. It is important to note that you need to observe the learners to see whether they are practising what they learn.

## **Methodology**

You are expected to use child-centred methods which put the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include project work, discussion, role-play, brainstorming, storytelling, excursion, dramatisation, demonstration and debating.

## **Instructional Materials**

Instructional materials are very important in lesson delivery. Use instructional materials and get learners involved in the teaching and learning process as this will help learners get more interested in their work. Use a wide range of instructional materials. Examples of instructional materials include textbooks, bible, money, clock, pictures, charts, poster of major world religions, magazines, life skills manual, Young Talk (newspaper), human rights documents and electoral commission materials.

## **Assessment**

Continuous assessment is recommended and should be based on the suggested competences for each topic. Assessment should be carried out during and after the teaching and learning process, at the end of the topic, at the end of the term and at the end of the year. Keep records of the assessment. Christian Religious Education should be assessed using two basic attainment targets, knowledge and practice. Learners are expected to gain knowledge of/about the religious beliefs and practice what is taught and learnt in class. They should transfer that knowledge to practical situations in the daily life.

## Guidance to the Teacher

- You are free to use relevant books of the old curriculum and any other materials related to the content. However you should be mindful of the novelties and modifications introduced in the syllabus which may require new information.
- The key words that appear in the column of language competences represented in each topic will enable you develop literacy skills.
- You are expected to relate the content to daily life situations. As far as possible you should avoid using hypothetical examples which normally begin with “suppose” or “imagine”.
- When teaching Religious Education, you should relate God’s message/word to real life experiences. Put emphasis on practising what is learnt.
- You are expected to be a role model and should be knowledgeable about the content of learner’s discipline. In case of any difficulties, it is advisable to seek assistance from resource persons.
- The methods you choose to use should be those which contribute to the achievement of the expected learning outcomes, competences, and eventually lead to the achievements of the aims and objectives of Primary Education. They should be interactive in order to make the learning process interesting.
- You should not be the director of the learning process; instead you should allow learners to make contributions at every stage of lesson development and discussion.
- You should be gender sensitive, and mindful of learners with special needs.
- You should take note of peculiar words and difficult terminology frequently used.
- Avoid hurting the feelings of the learners who may not agree with you. Do not take sides on issues where Christian denominations differ.
- Use pictures as much as possible in the teaching and learning process. Some RE concepts become easier to understand when presented pictorially.
- Read the bible commentaries for more information.
- Observe learners in and outside the class to see whether they are practising what they learnt to ensure change of attitudes.

## Topic Outline

<b>THEME:</b>	<b>CHRISTIANS AND THE HOLY SPIRIT</b>	<b>No. of periods</b>
<b>TERM I</b>		
Topic 1:	Enriched in the Spirit	7
Topic 2:	Ancestors, Ourselves and the Spirit	7
Topic 3:	Enriched by other Nations and Religions	7
		<b>21</b>
<b>Term II</b>		
Topic 4:	Serving others in the Spirit	6
Topic 5:	Living in the Spirit of Love	9
Topic 6:	The Spirit Makes us Free	6
Topic 7:	The Spirit Helps us to Use His Gifts	6
		<b>27</b>
<b>TERM III</b>		
Topic 8:	Strengthened by the Spirit we Accept the Events of Life	6
Topic 9:	Praying in the Spirit	7
Topic 10:	Growing in the Spirit	7
		<b>20</b>