

RELIGIOUS AND MORAL EDUCATION

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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**NATIONAL COUNCIL FOR
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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education, industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

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THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

I. Self-Awareness

Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. Self-Management

The capacity to control one’s emotions, thoughts, and actions in a variety of situations and to realise one’s ambitions. This includes delaying obtaining one’s desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one’s emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. Social Awareness

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others’ strengths*
- *Demonstrating empathy and compassion*
- *Caring about others’ feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. Relationship Skills

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. Responsible Decision-Making

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one’s actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one’s role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

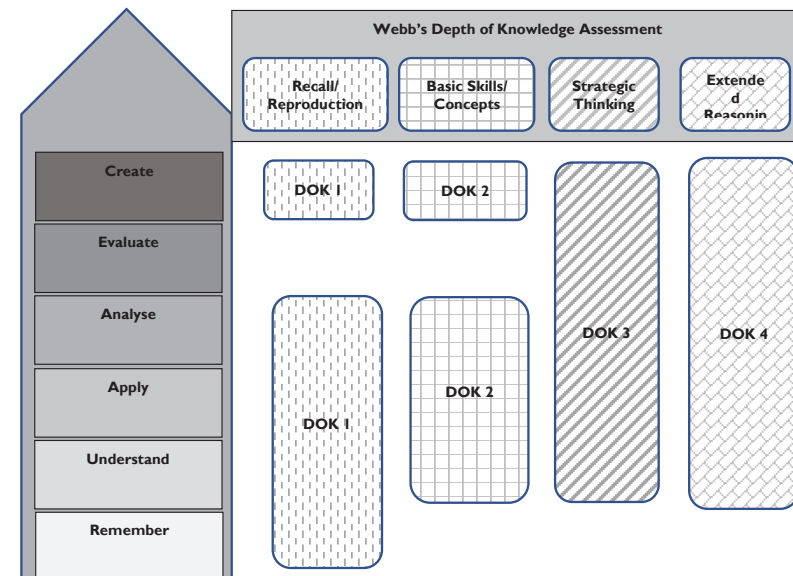


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom's Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF RELIGIOUS AND MORAL EDUCATION

Philosophy

The philosophy guiding the Religious and Moral Education curriculum is that learning and teaching are non-confessional, integrated and harmoniously learner centered. It is an inter-religious curriculum supported by skilled teachers that engages learners to critically examine religious beliefs, practices, and moral values for their own holistic self-development, for the world of work, adult life, and further studies.

Vision

The vision of the Religious and Moral Education curriculum is to raise morally conscious and tolerant learners who are equipped with relevant skills and competencies to enable them to engage in a comprehensive examination of religious beliefs, practices and claims that lead to the acquisition and application of values for the promotion of peaceful co-existence and national development in adult life, world of work and lifelong learning.

Goal

The goal of the Religious and Moral Education curriculum is to equip learners with relevant religious knowledge, holistic moral values and 21st Century skills and competencies to facilitate their transition to further study, world of work and adult life.

Contextual Issues

Religious and Moral Education is one of the disciplines in the study of human behaviour. The study of the subject in Ghana is underpinned by the religious pluralistic nature of the country. The subject seeks to promote peaceful co-existence among the diverse religious persuasions in the country. Consequently, the 1992 Constitution of Ghana in Article 21 (1, c) guarantees to all Ghanaians the “freedom to practice any religion and to manifest such practice” within the boundaries of the laws of the country. To buttress this freedom, the state has created the Ministry for Chieftaincy and Religion. These have created relative religious tolerance in Ghana. Therefore, an integrated curriculum is needed for learners to benefit from the values in the three major religions.

In contemporary times, the search for sustainable development has brought the role of religion to the fore. For example, the sustainable use of the environment is of major concern to the country and the international community. Fortunately, the three major religions in Ghana, namely, the Indigenous Religion of Africa (IRA), Christianity and Islam have positive values which if applied can lead to the realisation of Goals 5, 6, 8, 10, 12, 13 and 16 of the SDG. These religions appreciate the interactions that go on between humans as representatives of God on earth and the environment in which they operate. Knowledge and application of these values of the three major religions by learners can partly inure to the benefit of Ghana’s desire for the sustainable use of the environment.

Notwithstanding the above benefits in the study of religion, there are some barriers to its study. For example, Religious and Moral Education in Ghana has not involved various stakeholder like learners, parents, the religious communities and other relevant subject areas in the planning and implementation of the curriculum. This has created many problems for the study of the subject. For example, most stakeholders besides knowing the values derived from the study of religion do not appreciate other benefits the study of religions offers to both learners and the larger society, especially the link it has with other subjects like Science, Geography, and the Social Studies. Stakeholders, especially learners need to know the various reasons for the study of religion in the secondary schools.

Moreover, the learning and teaching of religion has not been holistic because the focus is on the teaching of history, beliefs, and practices of the various religious traditions. Teaching of religion has not paid attention to issues relating to disability, special needs, and the Gifted Academically Talented and Exceptional (GATE) learners. Again, the approach used by teachers is very confessional and this does not enable the total development of learners. Furthermore, there is no seamless transition of learners from the SHS to the university. This curriculum addresses these barriers. In transiting learners from the SHS to the university, it provides the reasons for the study of religion and has integrated the study of the three major religions as one subject. It provides non-confessional pedagogies and learning and teaching activities such as group work, think-pair-share and role play leading to the development of 21st Century Skills and competencies such as teamwork,

collaboration, and communication. It also integrates Gender Equality and Social Inclusion (GESI) by being gender sensitive in language, ensuring equity, giving equal leadership roles to both boys and girls, and purposively selecting indicators and exemplars which address gender issues. This curriculum seeks among other things to engage issues relating to disability, special needs, and the GATEs and how religion can be harnessed to positively highlight these for social benefit.

Rationale

The rationale of the Religious and Moral Education curriculum is to develop critical thinking and discerning citizens who are able to respond to religious beliefs and practices in an informed, rational, and responsible manner to promote Ghanaian moral standards, religious tolerance, and peaceful co-existence.

Implementation structure:

The implementation of the RME curriculum will follow this structure:

1. Institutional Arrangement:

- Schools will form a team of Religious and Moral Educators and Counsellors (RMEC) – a minimum of three (3) and a maximum of seven (7).
- The RMEC team will meet periodically to translate the curriculum into workable lessons, activities, and programmes. Also, they will evaluate

progress made towards achieving the content standards in the RME curriculum.

2. Lesson Schedule:

- For the scheduled RME lessons, learners will be divided into convenient groupings, and each group will be facilitated by one of the RMEC team members. As much as possible, the team of RME teachers should use case studies including videos of scenarios that learners can discuss afterwards.

3. Award Scheme:

- As RME is an activity on the timetable, and non-examinable, the RMEC team will plan and institute an honour code system, where learners who exhibit the desired values and character qualities will be honoured at the end of each semester. These values and character qualities of the curriculum include: Integrity, Tolerance, Respect for the elderly, Support for one another, Duty consciousness, Honesty and hardwork, Fair play, Truthfulness, Faithfulness and loyalty, Humility, Service, Courage, Sacrifice, Sustainability, Selflessness, Good character, Love for others, Compassion etc.,

Note: Team responsible for teaching RME should introduce the concept of 'honour code' in the school where learners are encouraged to sign into.

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SCOPE AND SEQUENCE

Religious and Moral Education Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI 3
1	Work, time management and leisure	Work, Ethics and Honesty	1	1	2	-	-	-	-	-	-
		Time Management	-	-	-	1	1	2	-	-	-
		Leisure	-	-	-	-	-	-	1	1	2
2	Stewardship and responsibility	The Environment and Climate Change	1	1	2	-	-	-	-	-	-
		Responsible Parenting and Parenthood	-	-	-	1	1	2	-	-	-
		Responsibilities of young persons	-	-	-	-	-	-	1	1	2
3	Ghanaian Values	Honesty and Nation Building	1	1	3	-	-	-	-	-	-
		Character Values	-	-	-	1	1	2	-	-	-
		Concern for One's Nation	-	-	-	-	-	-	1	1	2
Total			3	3	7	3	3	6	3	3	6

Overall Totals (SHS 1 – 3)

Content Standards	9
Learning Outcomes	9
Learning Indicators	19

YEAR ONE

Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **I. WORK, TIME MANAGEMENT AND LEISURE**
Sub-Strand **I. WORK, ETHICS AND HONESTY**

Learning outcome	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.I.I.LO.I</p> <p>Justify the need for positive, ethical work attitudes for the development of society.</p>	<p>Teamwork: Through group discussions</p> <p>Digital Literacy: Through the use of internet</p> <p>Communication and Collaboration: Through think pair share and in groups</p>	<p>GESI: Learners are expected to acquire the following GESI-responsive skills through the experience of working together with each other in groups, cross-sharing knowledge, gaining practical experience of some practices, conducting research, and supporting each other in the learning process:</p> <ul style="list-style-type: none"> • respect individuals of different backgrounds in society. • Interrogate their stereotypes and biases about gender, disability, and religion in society. • identify injustice in society and advocate for or champion change. • ensure the formation of mixed ability groups to reflect the reality at the workplace, the school and at home. • offer more time to slow learners for completion of tasks at school. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Socio-Emotional Learning competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • aware of their abilities and limitations, personal emotions, and thoughts and how they influence their behaviour at the workplace, in school and

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

		<p>at home to manage them to achieve their aspirations in life.</p> <ul style="list-style-type: none"> • able to recognise the need to relate with people from diverse backgrounds and external influences which can exert on them. Awareness of these will enable them to listen attentively and communicate clearly, co-operate with others, resist negative pressures and deal with conflict constructively. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Tolerance • Respect • Hard work • Honesty • Selflessness, • Co-operation • Perseverance • Contentment • Trustworthy • Integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
I.I.I.CS.1	I.I.I.LI.1	I.I.I.AS.1
Demonstrate appreciation for hard work and working ethically.	<p>Identify key work ethics and indicate how they can be applied at home, school and in the world of work.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilise case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards.</p> <p>Where appropriate the following pedagogies may also be implemented:</p> <p>Exploratory Learning: Prior to the lesson, research about key workplace ethics and attitudes from the internet, books, library, and other sources</p> <p>Talk for Learning: Through a whole group discussion, discuss each of the workplace ethics and how they can be applied in the world of work</p> <p>Activity-Based Learning: Work in mixed ability groups to role play the exhibition of various work ethics through short dramas</p> <p>Enquiry Route Learning:</p> <ul style="list-style-type: none"> • Relevance of work • Provisions for livelihood, development and use of talent, self-reliance, etc. • Work ethics: Due diligence, hard work, grit, punctuality, etc. 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	I.I.I.LI.2	I.I.I.AS.2
	<p>Explain the benefits of hard work.</p> <p>Collaborative Learning: Through think-pair-share, explain the benefits of hard work</p> <p>Activity-Based Learning: Work individually to create mind maps on the benefits of hard work</p> <p>Enquiry Route Learning: Benefits of hard work; Provision for livelihood, development, and use of talent, self-reliance Etc.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Religious and Moral Education (RME) Textbook for Basic 7• Computer	<ul style="list-style-type: none">• Internet
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Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **2. STEWARDSHIP AND RESPONSIBILITY**
Sub-Strand **1. THE ENVIRONMENT AND CLIMATE CHANGE**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.1.LO.1</p> <p>Explain the positive and negative impact of our daily activities on the environment and how we can ensure sustainable environment.</p>	<p>Teamwork:</p> <ul style="list-style-type: none"> • Through group work • Through group discussion <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> • Through group discussion • Through Think-Pair-Share <p>Critical Thinking and Problem Solving: Through Think-Pair-Share</p> <p>Creativity and Innovation: The creation of placards for awareness creation.</p>	<p>GESI: Learners are expected to acquire the following GESI-responsive skills through the experience of working together with each other in groups, cross-sharing knowledge, gaining practical experience of some practices, conducting research, and supporting each other in the learning process:</p> <ul style="list-style-type: none"> • gain respect for individuals of different beliefs, religions, and cultures on the environment. • embrace diversity and practice inclusion through the formation of mixed ability and mixed gender groups. • value and work in favour of an inclusive society by combining values of all spheres of life to solve environmental problems • unlearn bad practices which affect the environment. • embrace gender equity and equality by learning how the activities of both males and females affect the environment. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for</p>

		<p>learners to build their Social Emotional Learning competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on their individual roles in the destruction and preservation of the environment. • exhibiting motivation, and SMART goal setting on environmental preservation. • showing empathy and cooperation with others to protect the environment. • respecting the values in the teachings of other religions, cultures, and disciplines on the environment. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Patriotism • Sacrifice • Perseverance • Environmental Care • Cleanliness • Stewardship • Respect <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and</p>
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		learners writing on the sequence of their activities.
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
1.2.1.CS.1	1.2.1.LI.1	1.2.1.AS.1
<p>Demonstrate an understanding of the impact of human activities on the environment, and the need to prevent destruction of the environment.</p>	<p>Explain human activities that impact on the environment.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilise case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Experiential Learning: In groups, make a field trip to places where human activities have destroyed the environment/observe the environment for bad practices that negatively affect the environment and present your findings for group discussion.</p> <p>Collaborative Learning: In groups, discuss the negative impact of human activities on climate.</p> <p>Enquiry Route Learning:</p> <ul style="list-style-type: none"> • Human activities that destroy the environment; Indiscriminate felling of trees, illegal mining, sand winning, and improper farming methods. etc. • Among the negative impact of human activities on climate are changes in rainfall patterns, floods, windstorms, drought, and famine. 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>1.2.1.LI.2</p> <p>Explain ways of reversing and improving the negative impacts of human activities on the environment</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, videos watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Digital Learning: Watch a video or listen to a presentation by a resource person on how to rejuvenate the environment.</p> <p>Collaborative Learning: Through think-pair-share, identify the key points on how to repair the environment based on the video watched or the presentation by the resource person.</p>	<p>1.2.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Activity-Based Learning: In groups, create placards to raise awareness on how to take good care of the environment.</p> <p>Enquiry Route Learning: The need to care for the environment. e.g., It is a command from God, human life depends on the environment, for healthy living. How to care for the environment: Planting of trees, practising proper farming methods and practising proper legal mining methods.</p>	
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Computers and other electronic resources for screening videos • Pictures 	<ul style="list-style-type: none"> • Poster colours, markers, flip charts etc

Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **3. GHANAIAN VALUES**
Sub-Strand **1. HONESTY AND NATION BUILDING**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.1.LO.1</p> <p>Appraise how honesty and selflessness contribute to national development.</p>	<p>Communication and Collaboration: Through think-pair-share and group discussion.</p> <p>Critical Thinking and Problem Solving: Through think-pair-share</p> <p>Teamwork: Through group discussion.</p> <p>Digital Literacy: by the use of the Internet to search for information on corruption.</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, shearing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • appreciate selflessness as cherished value for both males and females. • accept selflessness as a practice that will inure to the benefit of socially disadvantaged. • regard honesty of all citizens as important for nation building. • identify injustice meted out to them through corrupt practices and boldly speak against it. • erode biases against gender by noting that both males and females can be dishonest. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Social Emotional Learning Competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on their individual and collective roles that either lead to

		<p>corruption or facilitate others to be corrupt</p> <ul style="list-style-type: none"> • exhibiting motivation to avoid peer influences which can cultivate dishonest living. • manage their thoughts and behaviour to achieve goals and aspirations in an honest way. • showing empathy and cooperation with others, especially, the law enforcing agencies in exposing corruption and other dishonest activities. • respecting the values in the teachings of other religions and cultures that enable honest living. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Patriotism • Sacrifice • Perseverance • Honesty • Hard work • Stewardship • Accountability • Integrity
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		These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
I.3.1.CS.1	I.3.1.LI.1	I.3.1.AS.1
Demonstrate knowledge and understanding of the causes and effects of corruption and defend honest ways of gaining wealth.	<p>Discuss dishonesty as central to the causes and effects of corruption.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Digital Learning: Use internet sources to access stories and videos showing effects of corruption.</p> <p>Collaborative Learning: In small groups, discuss how the practice of corruption contradicts the Ghanaian value of honesty.</p> <p>Enquiry Route Learning:</p> <ul style="list-style-type: none"> • Explain honesty, bribery, and corruption. • Causes of bribery and corruption e.g., get-rich- quick attitude, poor conditions of service, ineffective supervision. 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	I.3.1.LI.2	I.3.1.AS.2
	<p>Discuss the place of honesty at home, school, and society in general.</p> <p>General Teaching and Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Inquiry-Based Learning: In small mixed-ability/religious groups, learners should identify religious references (quotations) and sayings that support honesty and make a presentation in class.</p> <p>Collaborative Learning: In mixed-ability/religious groups, learners should create a chart that shows relationships among honesty and other Ghanaian values including: Integrity, Support for one another, Duty consciousness, Fair play, Truthfulness, Faithfulness and loyalty, Service, Sacrifice, Sustainability, Selflessness, Good character, Compassion.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Activity-Based Learning: In large groups, create and act out a drama on the effects of bribery and corruption and how this can be prevented in Ghana.</p>	
	I.3.1.LI.3	I.3.1.AS.3
	<p>Analyse honest ways of gaining wealth.</p> <p>General Teaching and Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Digital Pedagogy: Watch a video or listen to a resource person on how to acquire wealth or make money honestly.</p> <p>Project-Based Learning: Work in groups to develop your own write-ups on how young people can make money or acquire wealth honestly.</p> <p>Project Work: In groups, identify community hero(ines) who have gained wealth honestly and create citations to be framed and presented to honour them.</p> <p>Enquiry Route Learning: Honest ways of earning wealth. E.g., Through hard work, dedication, discipline, faithfulness, good investments, and inheritance.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Internet connectivity and computers/mobile phones • Textbooks 	<ul style="list-style-type: none"> • Card boards and markers

YEAR TWO

Subject RELIGIOUS AND MORAL EDUCATION
Strand 1. WORK, TIME MANAGEMENT AND LEISURE
Sub-Strand 2. TIME MANAGEMENT

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
2.1.2.LO.1		
Develop skills in managing time profitably.	<p>Critical Thinking and Problem Solving: Communication and Collaboration: Through think-pair-share</p> <p>Teamwork: Through group discussion</p> <p>Creativity and Innovation: Through drama</p> <p>Teamwork: Through group discussion</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, sharing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • accept diversity of opinions because time is conceived differently by different cultures. • regard the equal opportunities given to them by making good use of time. • recognise individual differences and accept that individual abilities affect the time needed to get a task done. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Social Emotional Learning Competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on their individual use of time and how to use it efficiently. • self-aware of the relationship between their thoughts and emotions and time management.

³ Gender Equality and Social Inclusion

⁴ Socio-Emotional Learning

		<ul style="list-style-type: none"> • able to develop relational skills by using the knowledge that individual abilities which affect the time needed to complete a task may call for assistance from others and hence show empathy and cooperation with others. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Patriotism • Sacrifice • Perseverance • Tolerance • Stewardship • Respect for time • Accuracy • Open-mindedness • Planning <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
<p>Demonstrate an understanding of the concept of time and indicate how it can be used profitably.</p>	<p>Explain the concept of time and how it is conceptualized in Ghanaian society.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, watching videos (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Talk for Learning: Through a whole group discussion, explain the concept of time.</p> <p>Collaborative Learning: Using relevant pictures, work in groups to demonstrate the various ways time is measured in the Ghanaian culture.</p> <p>Enquiry Route Learning: Explain the concept of time. How time is measured in Ghanaian culture. e.g., Ghanaian concept of time is not linear but cyclical. i.e., It is measured with events. E.g., the death of a great chief, activities, and seasons within the year—farming season, harvesting period, festivals etc.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.1.2.LI.2	2.1.2.AS.2
	<p>Identify the various ways learners misuse their time and the benefits of proper time management.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, watching videos (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Talk for Learning Pedagogy: Through think-pair-share, identify the various ways learners misuse their time.</p> <p>Activity-Based Learning: Through dramatisation, demonstrate the various ways learners misuse their time.</p> <p>Collaborative Learning: Discuss the benefits of effective time management by making reference to various sources including books and the internet.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Project-Based Learning: Work individually to design a personal timetable to help you manage your time effectively as a student.</p> <p>Enquiry Route: Ways learners misuse their time. e.g., watching unnecessary programmes, spending too much time on social media. Benefits of time management. e.g., one can accomplish more with less efforts, it helps one to make better choices.</p>	
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Clocks and watches • Pictures and charts on how time is conceptualised in Ghana. 	<ul style="list-style-type: none"> • Materials for creating personal timetables (A4 Sheets)

Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **2. STEWARDSHIP AND RESPONSIBILITY**
Sub-Strand **2. RESPONSIBLE PARENTING AND PARENTHOOD**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.2.LO.1		
Justify the need for responsible parenting.	<p>Critical Thinking and Problem Solving: Communication and Collaboration: Through think-pair-share and drama</p> <p>Digital Literacy: Using the internet</p> <p>Teamwork: Through group activity and discussion</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, shearing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • appreciate the role both sexes play in the home. • accept that there are certain roles unique to males and females in parenting. • appreciate equal opportunities given to males and females. • eliminate biases against different gender and do away with gender stereotypes in parenting and in society in general. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Social Emotional Learning Competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on the role parents play in their life and challenges parents face to have empathy for their parents. • self-aware of the relationship between good parenting, family peace and

		<p>individual success and develop the skills for future use.</p> <ul style="list-style-type: none"> • conscious of different parental styles and their influences on family members. • mindful of differentiation in society and how to develop healthy and supportive relationships. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Tolerance • Sacrifice • Fairness • Open-mindedness • Respect for others <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
2.2.2.CS.1	2.2.2. LI.1	2.2.2.AS.1
<p>Demonstrate knowledge and understanding of the concepts of parenting and parenthood, and the respective roles of parents and children.</p>	<p>Explain the concepts of parenting and parenthood.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Inquiry-Based Learning: Prior to the lesson, work in groups to find the meanings and differences between the concepts, parenting and parenthood from the internet and other sources.</p> <p>Digital Learning: Create word clouds with the concepts of parenting and parenthood.</p> <p>Collaborative Learning: In pairs, tabulate the differences and similarities between the two terms on flip charts for a gallery walk.</p> <p>Enquiry Routes:</p> <ul style="list-style-type: none"> • Parenting is the application of techniques, methods, and skills in raising a child. • Parenthood is the state of being a parent. 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.2.2. LI.2	2.2.2.AS.2
	<p>Examine obligations of individuals to the family and the society.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC team should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Talk for Learning: Through Think-Pair-Share, discuss the roles of parents and children.</p> <p>Exploratory Learning: Work in mixed ability groups to create posters on the roles of parents.</p> <p>Activity-Based Learning:</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> • Create a concept map on the roles of parents and children and the effects of their refusal to perform their respective roles. • Lead learners to realise that many of the roles played by parents can be done by both males and females. <p>Enquiry Route Learning:</p> <ul style="list-style-type: none"> • Explain the roles of parents and children. • Discuss the consequences of the failure of parents and children to perform their respective roles. 	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Materials for creating posters • Computers 	<ul style="list-style-type: none"> • Flip charts

Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **3. GHANAIAN VALUES**
Sub-Strand **2. CHARACTER VALUES**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.2.LO.1</p> <p>Analyse Ghanaian character values as identity marker and desirable ideals for global citizenship.</p>	<p>Critical Thinking and Problem Solving; Communication and Collaboration: Through think-pair-share</p> <p>Teamwork: Through group discussion</p> <p>Cultural Identity and Global Citizenship: Through students' analyses of Ghanaian and western character values</p> <p>Digital Literacy: Learners online search for information.</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, sharing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • appreciate respect for both genders as Ghanaian character value. • recognise that caring for the vulnerable is a Ghanaian value. • recognise individual differences in values and accept them as such. • erode biases against gender and stereotypes on gender in the context of values. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Social Emotional Learning competencies by applying the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on their individual values as Ghanaians and how they affect their thoughts and conduct. • identify and reflect on the values of their associates to make right choices on whom to associate with. • able to develop relational skills by using the knowledge that individual abilities which affect

		<p>the time needed to complete a task may call for assistance from others and hence show empathy and cooperation with others. These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Patriotism • Sacrifice • Perseverance • Tolerance • Stewardship • Respect for time • Accuracy • Open-mindedness • Planning • Accountability • Integrity • Honesty • Peace-loving <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.3.2.CS.1	2.3.2.LI.1	2.3.2.AS.1
<p>Exhibit appreciation for Ghanaian character values as treasured part of our identity.</p>	<p>Explain Ghanaian character values as identity markers.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role-play that will offer opportunities for discussions afterwards. Where appropriate, the following pedagogies may also be implemented.</p> <p>Story Telling: Narrate an indigenous story (ies)/folktales and analyse Ghanaian character values in them.</p> <p>Experiential Learning: Watch episodes in a Ghanaian movie and a western movie and assess differences in the values they exhibit.</p> <p>Resource Person: Invite Ghanaians who have returned from overseas to present on Ghanaian character values in contrast to western character values.</p> <p>Enquiry Route Learning: Ghanaian Character Values: Integrity, communalism, tolerance, respect for the elderly, support for one another, duty consciousness, honesty and hard work, fair play, truthfulness, faithfulness and loyalty, humility, service, courage, sacrifice, sustainability, selflessness, good character, love for others, compassion etc.,</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.2.LI.2</p> <p>Analyse relationship among Ghanaian character values, western character values, and universal character values.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate, the following pedagogies may also be implemented:</p> <p>Digital Pedagogy: Learners search online for universal character values and assess them against Ghanaian Character values.</p>	<p>2.3.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Debate: In mixed-ability groupings, learners should debate the motion: Individualism has no place in Ghanaian value system.</p> <p>Resource Person: Invite a resource person to present on communalism as the philosophical basis for Ghanaian character values.</p> <p>Project Work: In mixed-ability groups, learners should make a chart showing relationship among Ghanaian character values, non-Ghanaian Character values and universal Character values.</p> <p>Enquiry Route Learning: Universal values: truth, honesty, loyalty, love, peace, non-violence, respect for human dignity</p>	
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Computers • Internet connectivity 	<ul style="list-style-type: none"> • Textbooks

YEAR THREE

Subject **RELIGIOUS AND MORAL EDUCATION**
Strand **I. WORK, TIME MANAGEMENT AND LEISURE**
Sub-Strand **I. LEISURE**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>3.1.1.LO.1</p> <p>Discuss the need for leisure and how to utilise leisure time profitably.</p>	<p>Communication and Collaboration: Through Think-Pair-Share</p> <p>Digital Learning: Through the use of the Internet</p> <p>Teamwork:</p> <ul style="list-style-type: none"> • Through group discussion. • Through think-pair-share and drama <p>Creativity: The use of drama</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, sharing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • appreciate religious and socio-economic differences in the use of leisure time. • regard the equal opportunities given to them and others to create suitable time for leisure. • recognise individual differences in the creation and use of leisure time and accept them as such. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Socio-Emotional Learning competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on the appropriate use of time to create enough leisure time. • aware of those who share the same leisure with them to form strong and healthy association. • conscious of different times and types of leisure and how to develop healthy and supportive relationships with those whose may be different from them. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity</p>

⁵ Gender Equality and Social Inclusion

⁶ Socio-Emotional Learning

		<p>presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Hard work • Humility • Time consciousness • Open-mindedness • Respect for others <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.1.1.CS.1	3.1.1.LI.1	3.1.1.AS.1
<p>Demonstrate knowledge and understanding of the importance of leisure in work ethics.</p>	<p>Explain the need for leisure time.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Activity-Based Learning: With the aid of flipcharts or sticky notes, undertake a gallery walk on the definitions of leisure time and what individual learners do during their leisure time.</p> <p>Digital Learning: Create group word clouds on leisure time based on the submissions made during the gallery walk.</p> <p>Collaborative Learning: In mixed-ability groups, discuss the importance of leisure time.</p> <p>Enquiry Route Learning: The meaning of leisure. The need for leisure. eg. to regain lost energy after a long period of hard work, for reflection, meditation, and the study of the scripture.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
3.1.1.LI.2	3.1.1.LI.2	3.1.1.AS.2
	<p>Discuss how to use leisure time profitably.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Activity-Based Learning: Through drama, demonstrate how leisure time is used profitably.</p> <p>Project-Based Learning: Create group charts on how to use leisure time effectively.</p> <p>Enquiry Route: Proper use of leisure time</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Flip charts• Sticky notes	<ul style="list-style-type: none">• Computers• Poster colours
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Subject RELIGIOUS AND MORAL EDUCATION
Strand 2. STEWARDSHIP AND RESPONSIBILITY
Sub-Strand 3. RESPONSIBILITIES OF YOUNG PERSONS

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.3.LO.1</p> <p>Assess responsibilities of young persons as defined by religion and society.</p>	<p>Digital Learning: By the use of PowerPoint slides</p> <p>Teamwork:</p> <ul style="list-style-type: none"> • Through group work and discussion • Through drama <p>Creativity: Through creative writing and performances</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, sharing ideas, and expressing themselves in groups and individually. Through GESI, learners are able to:</p> <ul style="list-style-type: none"> • appreciate that people may belong to diverse religious, political, and socio-economic groups but individually and collectively have responsibilities promoting the well-being of all. • recognise individual differences in responsibilities at all levels to appreciate the importance of all people in the collective development of society. • erode biases against gender and gender stereotyping by acknowledging the complementary roles both females and males play in the family, the community, and the country for the development of all. • unlearn bad practices with regards to the unequal importance given to some responsibilities to create equality and equity in society. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Socio-Emotional Learning competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting to identify where they are falling short in the performance of their responsibilities and strategise on how to pick up.

		<ul style="list-style-type: none"> • self aware that the performance or non-performance of their responsibilities can affect others for good or ill and take a responsible decision to do so at all times. • conscious of different responsibilities of various segments of society, empathise with others in the performance of their responsibilities and cooperate with all. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Tolerance • Patriotism • Responsibility • Loyalty • Hard work • Sacrifice • Fairness • Open-mindedness • Respect for others <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.2.3.CS.1	3.2.3.LI.1	3.2.3.AS.1
Demonstrate an appreciation for responsibilities of young persons to their family, society, and the country.	<p>Examine responsibilities of young persons to their families and community.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Digital Learning: Do group PowerPoint presentations on responsibilities of young persons to their family and society.</p> <p>Experiential Learning: Watch documentaries showing young people doing extraordinary things for their families and society.</p> <p>Creative Writing: Learners should create poems/drawings/music to communicate their responsibilities for their family and society.</p> <p>Enquiry Route Learning: Identify your roles in the family and in your society.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.2.3.LI.2	3.2.3.AS.2
	<p>Discuss responsibilities of young persons to the state as citizens of Ghana.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Digital Learning: In groups, use the internet to identify the responsibilities of the citizens of Ghana.</p> <p>Activity-Based Learning: Through drama, demonstrate how young Ghanaians should perform their duties and responsibilities to the state.</p> <p>Enquiry Route Learning: Identify your own responsibilities to the state as a citizen of Ghana.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Projectors• Computers	<ul style="list-style-type: none">• Internet routers
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Subject RELIGIOUS AND MORAL EDUCATION
Strand 3. GHANAIAN VALUES
Sub-Strand 3. CONCERN FOR ONE'S NATION

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.3.LO.1</p> <p>Explain the values of the Ghanaian society and show how they can be exhibited.</p>	<p>Digital Literacy: Through the use of the internet to search for and watch documentaries</p> <p>Communication and Collaboration: Through project work and group work</p> <p>Creativity: By developing creative works in the form of poems, posters, and letters</p>	<p>GESI: Teaching strategies that ensure social inclusion, social justice and gender equality have been experienced by the learners through working together, shearing ideas, and expressing themselves in groups and individually. Through GESI learners are able to:</p> <ul style="list-style-type: none"> • appreciate religious, educational, cultural, workplace, family and socio-economic differences and the values inherent in them. • recognise individual differences in terms of values and accept them as such. • erode biases against gender and disabilities on patriotic deeds and the values in such deeds. <p>SEL: In teaching this sub-strand, the teacher should create opportunities for learners to build their Social Emotional Learning competencies by applying their strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting on their values and how they affect their thoughts and behaviour. • able to use their self-reflection to cultivate good values that would help to set SMART goals and realise them. • conscious of different values held by individuals, families, organisations, and cultures, empathise and cooperate with them to promote the concern for the nation. <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity</p>

		<p>presentations, and learners writing on the sequence of their activities.</p> <p>National Core Values: In teaching this sub-strand, the teacher should create opportunities for learners to inculcate national values such as:</p> <ul style="list-style-type: none"> • Tolerance • Patriotism • Humility • Hard work • Communalism • Accountability • Responsibility • Sacrifice • Fairness • Open-mindedness • Respect for others • Family • Generosity • Love • Peace <p>These may be done by the teacher through modelling emotional self-regulation and encouraging diversity presentations, and learners writing on the sequence of their activities.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century Skills and GESI	Assessment
3.3.3.CS.1	3.3.3.LI.1	3.3.1.AS.1
Demonstrate an appreciation of Ghanaian values relating to patriotism and justify the need to honour those who exhibit them.	<p>Identify and explain Ghanaian values that promote concern for the nation.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Songs: Learners sing patriotic songs and analyse their lyrics for Ghanaian values inherent in them.</p> <p>Digital Pedagogy: In groups, use the internet to watch documentaries about the struggle for independence and analyse Ghanaian values exhibited in them.</p> <p>Resource Person: Invite a veteran(s) to share stories about Ghanaian values that motivated them during their work life. Intentionally, practice GESI in the selection of the resource persons by paying attention to gender and disability.</p> <p>Activity-Based Learning: Create posters on notable Ghanaians and the virtues they espoused for a gallery walk.</p> <p>Enquiry Route Learning: Ghanaian values related to patriotism include: tolerance, peace, dialogue, trust-building, integrity, selflessness.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	3.3.3.LI.2	3.3.3.AS.2
	<p>Justify the need to honour Ghanaians who exhibit and champion Ghanaian virtues.</p> <p>General Learning Approach: In the context of schools with large sizes, the RMEC should utilize case studies, video watching (movie scenes), drama/role play that will offer opportunities for discussions afterwards. Where appropriate the following pedagogies may also be implemented:</p> <p>Project Work: Identify unsung hero(ine)s in the school community, assess their exhibition of Ghanaian values to create a citation, and honour them at a school gathering.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Creative Writing: Learners draft poems/write letters/draw images to appreciate their parents for exhibiting commitment to the country.</p> <p>Note: Intentionally, encourage learners to practice GESI in the selection of the hero(in)es and writing of the poems by paying attention to gender, disability, and inclusive issues.</p> <p>Digital Pedagogy: Learners use digital tools to develop a documentary to show patriotic values exhibited by their teachers.</p>		
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Textbooks: • Gyekye, K. 1996. <i>African cultural values: An Introduction</i>. Accra Sankofa • Epitacio, S. P. 2007. <i>Introduction to values education</i>. Manda: Rex Books. 	<ul style="list-style-type: none"> • Lovat, T., Toomey, R. et. al. (eds.). 2023. <i>Second International Research Handbook on Values Education and Student Wellbeing</i>, 2nd Ed. Springer • Materials for creating posters 	