

## **INTRODUCTION**

The Upper Primary Religious and Moral Education syllabus is presented according to two areas of learning thus: learning about religion and learning about morality. Through learning about religions, the pupils will acquire basic knowledge and understanding of religions in Botswana. The knowledge about religion will be acquired from learning about the history of religions studied and the main elements of those religions.

Through learning from morality learners will be able to reflect on and respond to what they experience in life. The shared human experiences are approached through moral life which guides learners to discover and develop a set of values and attitudes that embody a sense of responsibility towards self, others and the natural world. Since there are many spheres that treat morality as a different entity from religion, it is necessary to separate the concepts into different subjects, but at this level, it is imperative to teach both at the same time to allow for a broad based selection of other learning areas.

## **RATIONALE**

Human beings have always engaged in religious practices that need to be developed for an enhanced understanding of themselves and the environment. Every society has a culture; and cultural values have to be transmitted from one generation to the other. Religion and morals are important elements of any culture. It has always been perceived that morality arises from religion and draws its content from the same. The Religious and Moral Education syllabus develops and informs the conscience of learners, and helps them to develop the skills and attitudes that will enable them to make sound moral choices.

The syllabus has been designed to meet the broad educational aims of the ten-year basic education programme. Religious and Moral Education contributes to the development of individuals who are responsible citizens and can make autonomous decisions. The key role of the syllabus will be to bring together learners' home and community experiences with key aspects of religion and moral life. It is also envisaged that the programme will foster in learners a

reflective approach to life through shared human experiences and responsibilities.

The young generation is challenged by the uncertainties of transformation such as moral decline, family breakdown, prevalence of corruption, dynamism of culture, etc. Our education system needs religious and moral base lest the nation lose direction

## **AIMS OF THE UPPER PRIMARY RELIGIOUS AND MORAL EDUCATION**

On completion of the three years of Upper Primary Education, learners should:

1. develop desirable attributes and such as assertiveness, self-esteem, open-mindedness, respect for the environment and for one's own life;
2. understand the contribution of Botswana culture on the spread of HIV and AIDS
3. appreciate the contribution of religion in the formation of values and behaviour patterns;
4. develop an understanding on human and animal rights.
5. make judgements on moral issues that will prepare them for responsible social life
6. understand various challenges of life such as orphan hood and destitute hood;
7. understand the nature of crime and punishment, and be able to avoid crime;
8. understand the law on corporal punishment;
9. show positive attitudes towards other people, respecting their rights to hold different beliefs from their own
10. show ability to make reasoned and informed judgements about religious and moral issues
11. show understanding of the influence of the main elements of religion on the individual and communities

## **ATTAINMENT TARGETS**

**At the end of the three years of upper primary education, learners should be able to:-**

1. exhibit an understanding of the importance of preserving and strengthening moral, cultural and spiritual values in Botswana.
2. demonstrate an awareness of their rights and responsibilities as Botswana citizens.
3. appreciate and acquire knowledge, values, positive attitudes and understanding of the need to accept different religions of the world.
4. show awareness of the effects of morals and different religions of the world in the society.
5. show awareness of the emerging issues such as HIV/AIDS, Environmental Education, Population / Family Life Education and how they relate to different cultures, morals and religions.
6. demonstrate that they have acquired critical and logical thinking problem solving and inquiry skills pertaining to their morals, culture, values and different religions of the world.
7. recognize and appreciate different beliefs and practices as well as examining and exploring arguments for and against them so as to effect tolerance and harmonious relationships among different people so that they live positively within their society.
8. treat human, plant and animal life with respect, tolerance and patience.
9. respect and tolerate other beliefs and religions which are different from their own.

10. appreciate and understand religious symbolism so that they can cope with modern changes in the society.

11. reflect on the effect of different religions on societal moral issues.

12. understand and have ability to practice desirable moral standards that will enable them to interact with and have responsible family and community life.

13. understand and appreciate the role religion plays in forming values and positive behaviour patterns.

## **TIME ALLOCATION**

According to recommendations put forward, the following time allocation has been suggested.

Standard 5 to 7

2 hours per week

## **ASSESSMENT PROCEDURES**

The upper Primary Religious and Moral Education will be assessed through a variety of continuous assessment techniques to ensure that the set aims and objectives are attained. Assignments, and test will be used to assess the progress and to improve instruction.

At the end of the three years a final examination will be administered by the Examination Research and Testing.

## STANDARD 5

<b>MODULE 1: INTRODUCTION TO RELIGION AND MORALITY</b>				
<b>Unit 1: Introduction to Religion</b>				
<i>Topics</i>		<i>General Objective</i>		<i>Specific Objectives</i>
		<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Faith Communities Religions to be covered are African Traditional Religion ATR Christianity, Islam, Buhhism, Bahai Faith Hinduism, and Sikhism	1.1.1 Understand different religion in Botswana	1.1.1.1 Explain religion 1.1.1.2 Name world religions represented in Botswana 1.1.1.3 Identify the key religious founders 1.1.1.4 Describe ways in which members of different religion express their religious identity 1.1.1.5 Discuss the origins and meanings of some symbols in religions studied 1.1.1.6 State major common elements found in the religions in Botswana 1.1.1.7 Explain distinctive features of African Traditional Religion and any other religion 1.1.1.8 Discuss the different understanding of God in world religions covered 1.1.1.9 Discuss the contributions of world religions represented in Botswana 1.1.1.10 Investigate the importance of understanding other religions		
<b>Unit 2: Introduction to Morality</b>				
<i>Topic</i>		<i>General objectives</i>		<i>Specific objectives</i>
		<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
2.1 Introduction to morality	2. 1.1	Understand the concept of morality	2.1.1.1 Explain morality 2.1.1.2 Identify morally right actions in their society 2.1.1.3 Give examples of morally wrong actions in their society 2.1.1.4 Assess the behaviour of people in the society today	
	2.1.2	Explore moral values	2.1.2.1 Distinguish between moral values and other values 2.1.2.2 Name at least five moral values 2.1.2.3 Explain different ways in which moral values can be in conflict	
	2.1.3	Understand decision-making	2.1.3.1 Distinguish between a good and a bad decision 2.1.3.2 Discuss the results of making a good and a bad choice 2.1.3.3 Discuss the importance of being responsible for the choices they make	
<b>MODULE 2: HUMAN EXPERIENCES</b>				
<b>Unit 1: Self concept</b>				
<i>Topic</i>		<i>General Objectives</i>		<i>Specific Objectives</i>
		<i>Learners will be able to:</i>		<i>Learners will be able to:</i>
1.1 Self-esteem	1.1.1	Develop self-esteem	1.1.1.1 Define self-esteem 1.1.1.2 Distinguish between high and low self-esteem 1.1.1.3 Discuss the importance of having a high self-esteem	

		1.1.1.4	Discuss disadvantages of low self-esteem
		1.1.1.5	Explain how to improve on their negative characteristics
1.2 Self confidence	1.2.1 Appreciate themselves	1.1.1.6	Explain strategies of improving confidence in oneself
		1.1.1.7	State reasons for knowing oneself
		1.1.1.8	Discuss autonomy
		1.1.1.9	Investigate why one needs to act autonomously
		1.1.1.10	Discuss the importance of accepting themselves as they are
<b>Unit 2: Relationships</b>			
<i>Topic</i>	<i>General Objectives</i>	<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
2.1 Group identity	2.1.1 Understand the value of belonging to a group	2.1.1.1	Describe a group
		2.1.1.2	Identify different groups in the society
		2.1.1.3	Explain the importance of belonging to a group
		2.1.1.4	State values that are important to the groups they belong to
		2.1.1.5	Discuss the need for respect in a group
2.2 Interpersonal relationships	2.2.1 Understand and appreciate the importance of interpersonal relationships	2.2.1.1	Discuss ways of relating well with others
		2.2.1.2	Explain types of relationships that have special significance to them
		2.2.1.3	State behaviours that can lead to negative effects on relationships
		2.2.1.4	State behaviours that can lead to positive effects on relationships
		2.2.1.5	Explain how behaviour can destroy or nurture relationships
		2.2.1.6	Explain how perceptions of others can destroy or nurture relationships
		2.2.1.7	Discuss why relationships are important in their lives
		2.2.1.8	Analyse how sharing builds relationships
		2.2.1.9	Discuss the need for forgiveness and reconciliation in relationships
2.2 Peer pressure	2.2.2 Understand ways of dealing with peer pressure	2.2.2.1	Identify peer groups
		2.2.2.2	Discuss ways of dealing with peer pressure
		2.2.2.3	Discuss the importance of being able to make independent decisions
		2.2.2.4	Evaluate peer pressure
2.3 Positive living	2.3.1 Understand that one can live positively with HIV and AIDS	2.3.1.1	Name organisations that exercise practical care for others
		2.3.1.2	State different ways in which people can care for others.
		2.3.1.3	Give reasons for caring for people in need
		2.3.1.4	State different ways in which people with HIV and AIDS can take care of themselves and others.
		2.3.1.5	State values that are promoted through home and community care
		2.3.1.6	Investigate the role played by religious organisations in Botswana to support people living with HIV and AIDS
		2.3.1.7	Discuss how HIV and AIDS prevention can be promoted through religious values.

2.4 Orphan hood and destitution	2.3.2 Understand the state of being an orphan	2.3.2.1 Explain orphan hood 2.3.2.2 Discuss issues related to death of a parent 2.3.2.3 Suggest ways of showing responsibility and protection over inheritance 2.3.2.4 Describe ways in which orphans can protect themselves against abuse
	2.3.3 Appreciate the importance of taking care of orphans	2.4.2.1 Explain how different people in their community help the orphans 2.4.2.2 Name religious and other organisations in Botswana that help orphans 2.4.2.3 Discuss the role of organisations that help orphans in Botswana 2.4.2.4 Discuss problems associated with orphan hood 2.4.2.5 Suggest ways of dealing with problems associated with orphan hood 2.4.2.6 Discuss problems and advantages of fitting in a new family in adoption 2.4.2.7 Investigate the contribution made by different religions towards the underprivileged
	2.4.3 Recognise the need to care for destitutes	2.4.3.1 Discuss ways in which individuals should show care for destitutes 2.4.3.2 Explain ways in which the government of Botswana helps destitutes 2.4.3.3 Discuss any religious stories that express care for the needy

### MODULE 3: RELIGIOUS KEY ELEMENTS

#### Unit 1: Material Dimensions

<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.1 Sacred Places ATR, Christianity, Islam, and Buddhism	1.1.1 Gain knowledge about the importance of sacred places to the religious communities	1.1.1.1 List places regarded as sacred from different religious 1.1.1.2 Identify natural land marks which are regarded as sacred in Botswana 1.1.1.3 State sacred land marks which are of human creation. 1.1.1.4 Discuss how the sacredness of the places affect the environment 1.1.1.5 Describe the main beliefs about sacred places 1.1.1.6 Make links between features of sacred places and the beliefs they express in any religion 1.1.1.7 Explain the influence sacred places have in the lives of the community 1.1.1.8 Discuss activities taking place in the sacred places. 1.1.1.9 Narrate stories and activities attached to sacred places. 1.1.1.10 Analyse the contribution of sacred places to Botswanas' economy 1.1.1.9 Discuss moral values attached to sacred places 1.1.2.0 Investigate the factors that threaten the sacred places
1.2 Religious Objects	1.2.1 Understand religious objects	1.2.1.1 Describe the different religious objects used in worship from any religion 1.2.1.2 Discuss the significance of religious objects to the believer 1.2.1.3 Identify personal religious objects 1.2.1.4 Discuss the importance of religious objects in the life of the community 1.2.1.5 Investigate how ritual objects are used and kept 1.2.1.6 Analyse the symbolism of various objects used in different religions 1.2.1.9 Investigate items used for offering sacrifices
	1.1.2 Appreciate religious pilgrimage	1.2.2.1 State the different places of pilgrimage for any three religions

		1.2.1.2	Describe the religious pilgrimage of any religion in Botswana
		1.2.1.3	Investigate reasons for religious pilgrimages
		1.2.1.4	Discuss the effects of pilgrimage on the participants
		1.2.1.5	Analyse the impact of pilgrimage on the environment
		1.2.1.6	Discuss moral values expressed during pilgrimage
<b>MODULE 4: RIGHTS AND RESPONSIBILITIES</b>			
<b>Unit 1: Human rights</b>			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Human rights and health	1.1.1	Know the relationship between health and human rights	1.1.1.1 Discuss the implication of the right to health 1.1.1.2 Explain the responsibilities of the sick people over their rights 1.1.1.3 Examine the importance of proper litter disposal in relation to the right to health 1.1.1.4 Discuss traditional practices that show violation of human rights 1.1.1.5 Evaluate the moral religious implications of traditional practices that violate human rights 1.1.1.6 Analyse the concept of equal rights in different religions

## STANDARD 6

<b>MODULE 2: HUMAN EXPERIENCES</b>				
<b>Unit 1: HIV and AIDS in Botswana</b>				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
1.1 Culture, HIV and AIDS	1.1.1	Understand the contribution of Botswana culture towards the spread and prevention of HIV/AIDS	1.1.1.1 1.1.1.2 1.1.1.3	State traditional customs that can help in the prevention of HIV and AIDS Discuss traditional customs that can increase the spread of HIV and AIDS Analyse cultural myths about HIV/AIDS
1.2 Morals in Botswana traditional society	1.2.1	Examine the influence of morals in the behaviour of an individual	1.2.1.1 1.2.1.2 1.2.1.3	Describe human behaviour considered as morally good and morally bad in Botswana society Discuss the significance of morals in Botswana society. Explain the benefits of a morally good behaviour in the society
<b>Unit 2: Crime and Punishment</b>				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
2.1 Crime	2.1.1	Understand the concept of crime	2.1.1.1 2.1.1.2 2.1.1.3 2.1.1.4 2.1.1.5 2.1.1.6 2.1.1.7	Explain crime Discuss reasons for breaking the law Discuss the consequences of breaking the law Discuss ways of reducing crime in Botswana Explain different ways in which people break religious laws Explain the immorality of crime in terms of the values and principles of religion Investigate what different religions do to deter criminals
	2.1.2	Understand juvenile delinquency	2.1.2.1 2.1.2.2 2.1.2.3	Identify factors that can lead to juvenile delinquency Discuss the moral implications of juvenile delinquency Investigate ways of dealing with juvenile delinquency in different religions and in the society
2.2 Punishment	2.2.1	Understand punishment	2.2.1.1 2.2.1.2 2.2.1.3	Explain the importance of punishment Evaluate the way students are punished Discuss how different cultures and religions deal with punishment

<b>MODULE 3: KEY ELEMENTS</b>		
<b>UNIT 1: Practical and Ritual Dimensions</b>		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Learners should be able:</i>	<i>Learners should be able to:</i>
1.1 Religious Festivals	1.1.1 Appreciate different ways of celebrating festivals in different religions	1.1.1.1 State special occasions celebrated in any three religious 1.1.1.2 Explain elements common to both secular and religious celebrations 1.1.1.3 Discuss the stories and customs associated with some major religious festivals. 1.1.1.4 Describe special religious ceremonies marking key event of religious founders 1.1.1.5 Describe beliefs that underlie religious festivals 1.1.1.6 Investigate the importance of festivals to the believer. 1.1.1.7 Assess the influence of religious festivals on the community
1.2 Religious worship	1.2.1 Explore different forms of religious worship	1.2.1.1 Explain the meaning of worship 1.2.1.2 Discuss different ways worship is expressed in any religion 1.2.1.3 Discuss rituals associated with worship in any two religions 1.2.1.4 Give reasons for worship in any religion 1.2.1.5 Discuss the general characteristics of religious worship 1.2.1.6 Discuss the significance of artefacts used in worship 1.2.1.7 Investigate different ways of worship practised in the local community



<b>MODULE 4: RIGHTS AND RESPONSIBILITIES</b>			
<b>Unit 1: Children's Rights and Responsibilities</b>			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Children's rights	1.1.1	Understand children's rights and responsibilities	1.2.1.1 Identify at least five children's rights 1.2.1.2 Discuss responsibilities of a child on each of the rights 1.2.1.3 Justify actions that they think are children's rights violations in Botswana
1.2 Child abandonment	1.2.1	Understand child abandonment	1.2.1.1 Discuss causes of child abandonment 1.2.1.2 Discuss moral and religious implications of child abandonment 1.2.1.3 Identify different organisations that take custody of abandoned children 1.2.1.4 Assess different ways in which the government helps the abandoned children
	1.2.2	Understand the importance of responsible parenting	1.2.2.1 Give examples of responsible parenting 1.2.2.2 Discuss the importance of being taken care of as a child 1.2.2.3 Identify places where negligence of children by their parents can be reported
1.3 Corporal punishment	1.3.1	Explore corporal punishment	1.3.1.1 Discuss corporal punishment as a means of correcting behaviour 1.3.1.2 Discuss corporal punishment as a form of abuse 1.3.1.3 Investigate the law pertaining to corporal punishment in schools 1.3.1.4 Discuss moral implications of corporal punishment

## STANDARD 7

<b>MODULE 2: HUMAN EXPERIENCES</b>				
<b>Unit 1: Social Responsibility</b>				
<i>Topic</i>	<i>General objectives</i>		<i>Specific objectives</i>	
	<i>Learners should be able to</i>		<i>Learners should be able to:</i>	
1.1 Caring	1.1.1	Demonstrate care for others	1.1.1.1	Express the need to accept others
			1.1.1.2	State positive ways of relating to the sick and HIV positive people
			1.1.1.3	List organisations that care for people
			1.1.1.4	Discuss roles of welfare services in Botswana
1.2 Choices and consequences	1.2.1	Appreciate the freedom to choose	1.2.1.1	Identify choices they are able to make as children.
			1.2.1.2	Discuss the importance of making an informed decision before making a choice
			1.2.1.3	Evaluate choices made by an individual
			1.2.1.4	Recognise the importance of learning from experience
			1.2.1.5	Discuss how one's choices can benefit the society.
<b>MODULE 3: RELIGIOUS KEY ELEMENTS</b>				
<b>UNIT 1: Ethical and legal Dimensions</b>				
<i>Topics</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
1.1 Rites and Rules in religion	1.1.1	Explore stages of life as celebrated in different religions	1.1.1.1	Recall key stages in a persons life
			1.1.1.2	Describe a religious ceremony marking a key time in the followers of that religion
			1.1.1.3	Analyse the different ceremonies and rituals marking the rites of passage
			1.1.1.4	Describe the symbolism of ceremonies marking the different stages of life.
			1.1.1.5	Discuss how religious communities express identity through rites of passage.
			1.1.1.6	Discuss key religious teachings in the rights of passage.
			1.1.1.7	Describe the believes and values contained in the rites of passage
			1.1.1.8	Discuss how religious communities affirm beliefs and values through the rites of passage.
1.2 Religious laws	1.2.1	Analyse religious codes of conduct to modern life	1.2.1.1	Discuss rules governing different religions
			1.2.1.3	Analyse the validity and relevance of religious codes in modern society
			1.2.1.5	Investigate how religious laws can help in shaping the society

<b>MODULE 4: RIGHTS AND RESPONSIBILITIES</b>			
<b>Unit 1: Animal Rights</b>			
<i>Topic</i>	<i>General objective</i>		<i>Specific objective</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Animals	1.1.1	Appreciate the rights of animals	1.1.1.1 Discuss cruelty to animals and its consequences 1.1.1.2 Evaluate cruelty to animals by pastoral farmers 1.1.1.3 Explain the contribution of religions in protecting animal life 1.1.1.4 Discuss how religious practices can be cruel to animals