



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

RELIGIOUS AND MORAL EDUCATION SYLLABUS

GRADE 4 - 7

For implementation in 2024

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, Arts and Culture, 2023
Religious and Moral Education syllabus, Grade 4 - 7

ISBN: 978-99945-2-372-6

Printed by NIED

Website: <http://www.nied.edu.na>

Publication date: December 2023

Table of contents

1.	Introduction	1
2.	Rationale.....	1
3.	Aims.....	1
4.	Inclusive education	1
5.	Links to other subjects and cross-curricular issues.....	2
6.	Approach to teaching and learning.....	3
7.	End-of-phase competencies.....	4
8.	Summary of the learning content	5
9.	Learning content.....	6
9.1	Learning content for Grade 4.....	6
9.2	Learning content for Grade 5.....	9
9.3	Learning content for Grade 6.....	11
9.4	Learning content for Grade 7.....	15
10.	Assessment.....	19
10.1	Types and Methods of Assessment	19
10.2	Grade Descriptors	20
10.3	Assessment Detailed Guidelines.....	20
10.4	Assessment Rubrics / Criteria	22
10.5	Summary of Continuous Assessment Tasks.....	22
	Annexe 1: Glossary of terms	24
	Annexe 2: Assessment Record Sheet for Grade 4 - 7	23

1. INTRODUCTION

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

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

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

2. RATIONALE

Religion is a way of making meaning out of life. Children are brought up in the beliefs and values of their home culture from early childhood. Religious and Moral Education enables learners to better understand themselves, those of others and the changing multicultural world in which they are growing up.

The practical features of Religious and Moral Education at this phase are that learners should:

- have an understanding of different world religions
- have an understanding of the importance of belonging
- be able to describe different name giving ceremonies
- be able to function effectively
- cultivate and strengthen morals and values
- understand social life and religions

3. AIMS

Religious and Moral Education promotes the following aims in the curriculum:

- foster the highest moral and ethical values
- develop and enhance respect for other peoples' religions, beliefs, cultures and ways of living
- develop tolerance of other peoples' religions, beliefs, cultures and ways of life.

4. INCLUSIVE EDUCATION

Religious and Moral Education has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extend their personal potential to contribute positively to society and to cope with and respond to the challenges in their world.

Learners in need of additional support will receive learning support by the teacher during the lesson.

Intellectually gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities.

In working with every topic, issues should be approached from both male and female perspectives. The perspectives of boys and girls need to be shared in class in order to enrich one another's thinking.

Teachers should ensure that learners with hearing and visual impairments are placed in such a way to benefit maximally from the learning opportunities provided. Verbal information should also be provided in written form to learners with hearing impairments.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

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

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

The main risks and challenges have been identified as:

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

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
4	Religion and the environment	Personal values	Name giving and baptism		Personal values	Helping others
5	The creation	Social values	Present day injustices	Rights and responsibilities	Social values	Discipline
6	The Ten Commandments	Helping people in need	Family relationships	My neighbour	Exploitation	Pain and suffering
7	Endangering others' lives	Tolerance	Being disabled	Crime and punishment	Crime and punishment	Bereavement

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-Centred Education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

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

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or brainstorming on the topic. The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.

The teacher should keep in mind that the best ways of learning in Religious and Moral Education is through experiential learning and hands-on activities. Suggestions of teaching and learning strategies are:

- individual work
- pair work
- group work
- whole class activities.

Co-operative and collaborative learning should be encouraged through pair or group work. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore

information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

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

In Religious and Moral Education examples and issues should be taken from the learners' immediate community and environment. It is important to embrace the African context in Namibia. Examples of everyday issues and problems should be included in lessons.

7. END-OF-PHASE COMPETENCIES

On entry to the Senior Primary phase, all learners are expected to have knowledge about different religions and practices. Learners are expected to demonstrate an understanding of themselves, those of others and the changing multicultural society in which they are growing up.

On completing the Senior Primary phase in Religious and Moral Education, learners are expected to be able to:

- understand the diversity of religious beliefs and practices in the wider community, and be tolerant for other's beliefs and practices
- address moral issues and take responsibility for their own lives
- compare and contrast the values of their own faith with those of others and take responsibility for caring for their own and others wellbeing and the environment
- acquire the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life as well cross curricular issues

8. SUMMARY OF THE LEARNING CONTENT

THEMES AND TOPICS GRADE 4	THEMES AND TOPICS GRADE 5	THEMES AND TOPICS GRADE 6	THEMES AND TOPICS GRADE 7
Religion	Religion	Religion	Religion
• God created the heavens and the earth • Disobedience • Blessing for the faithfulness • God's covenant with Abram • God promised Abraham • The origin of different types of religions (Judaism, Christianity, Islam, and African traditional religion).	• Christianity - Birth of Jesus - Miracles done by Jesus - Jesus to his friends - Jesus to his enemies - How Jesus described himself - Prayer • Islam - Life of Mohammed - Miracles done by Mohammed	• Places of worship - Judaism - Christianity - Islam - African traditional religion • Spirits - The Holy Spirit - The Ancestral laws • Religious laws - Ten commandments - The Muslim laws - Christian rules • Jesus - Persecution - The arrest - The crucifixion - Resurrection and ascension • Life after death - Christianity - islam - African traditional religion	• Holy books - The Torah - The Bible - The Quran • Festivals and rituals - Judaism - Christianity - Islam - Namibian traditional religions - Pilgrimage
Moral issues	Moral issues	Moral issues	Moral issues
• Belonging • Morals and values • Personal values • Family life • Helping others • Religion and the environment	• Discipline • Social values • Self-sacrifice • Rights and responsibilities • Present day injustices • Bullying	• Sin and guilt • My neighbour • Exploitation • Sickness and health • Pain and suffering • Helping people in need • Family relationships	• Bereavement • Crime and punishment • Sickness in society • Endangering others' lives • The self • The Language of the heart • Being disabled • Tolerance

9. LEARNING CONTENT

9.1 Learning content for Grade 4

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Religions		
The creation	know that God created the heaven and the earth	- explain that in the beginning there was nothing, only God - discuss how God made the earth, heaven and animals
Disobedience	understand that disobedience leads to punishment	- discuss Adam and Eve's lives in Eden - differentiate between the life Adam and Eve had before and after they disobeyed God - discuss different ways of punishment for disobedience
Blessing for the faithfulness	know why God saved Noah and his family's lives	- explain that parents grieve when their children sin - discuss why God saved Noah, his family and the animals - explain why God blessed Noah and his sons
God's covenant with Abram	understand why God called Abram to leave his country	- discuss Abram's stay in Egypt - explain why Abram and Lot separated
God Promised Abraham	know that God takes care of His children	- discuss the meaning of Abraham - explain why God said He will make Abraham a father of many nations
The origin of different types religions (Judaism, Christianity, Islam, and African traditional religion).	- know different types of religions - know special African traditional name giving ceremonies	- discuss the origin of Judaism, Christianity, Islam and African traditional religion. - explain the name giving ceremonies between different Namibian cultures - discuss the different rituals for a boy and a girl when they receive their names

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Moral issues		
Belonging	understand the importance of belonging to someone	- explain that everyone belongs somewhere - discuss the feelings experienced when a person belongs to someone - discuss reasons people might prefer certain religions
Morals and values	know the difference between morals and values	- discuss the difference between morals and values - explain the importance of honesty - discuss the effects of dishonesty in African and Biblical perspectives - explain why people need peace
Personal values	understand the importance of having personal values	- describe personal values - discuss the origin of personal values - explain the impact of personal values on behaviour
Family life	understand the importance of good relationships in a family	- compare different things family members do for each other - justify the opinion that any job in and around the home can be done by anyone, male or female - discuss positive feelings and shared satisfaction of doing things together
Helping others	know how to identify and respond to the needs of people in the community	- explain how to identify people in need in the community - outline why Jesus can be seen as a role model to assist people in need

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Religion and the environment	• know that religion provides a basis for conserving nature	• explain why people should cultivate the land , and protect it • discuss the common basis between religions for the conservation of nature • discuss what human beings are required to do about the environment according to Genesis 2:15

9.2 Learning content for Grade 5

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Religions		
Christianity		
• Birth of Jesus	• know the birth of Jesus	• discuss the visit of the Angel to Maria • discuss the reason Joseph and Maria went to Bethlehem • explain the birth of Jesus and the visit of the three wise men
• Life of Jesus	• know the life of Jesus on earth	• discuss Jesus' life as a young boy • explain why Jesus started with His preaching after his 30th birthday
• Miracles done by Jesus	• know the miracles Jesus did	• identify different miracles done by Jesus • discuss miracles of raising people from the death
• Jesus to his friends	• understand what the gospels tell us about Jesus' characteristics	• mention from the Bible some of Jesus' characteristics • discuss how Jesus can be a role model to the Namibian youth
• Jesus to his enemies	• understand other people's views on Jesus	• discuss what Jesus' enemies thought of Him • discuss different religions views on Jesus
• How Jesus described Himself	• know the symbolic language Jesus used about Himself	• list seven (7) 'I am' examples of symbolic language used by Jesus • differentiate between how Jesus described Himself and how others view Him
• Prayer	• understand the importance of praying to God	• explain different types of prayers • explain the "Our Father" prayer

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Islam Life of Mohammed	know about the life of Mohammed	- discuss Mohammed's life as a young man - explain the reasons Mohammed and His followers pilgrimage to Mecca
Miracles done by Mohammed	know about the miracles done by Mohammed	- discuss the multiplication of food - discuss the multiplication of water
Moral issues		
Discipline	understand the importance of self-discipline	- discuss alternatives to corporal punishment - discuss ways to become self-disciplined
Social values	know what social values are	- discuss the differences and similarities between social and personal values - discuss repercussions of dishonesty according to the Bible
Self-sacrifice	understand unselfish behaviour	- explain how Jesus sacrificed Himself - describe how to express unselfish behaviour
Present day injustices	understand how the values of justice and fairness can be put into practice	- explain the concepts of justice and fairness - evaluate human rights to contemporary issues, e.g. begging
Bullying	know about different types of bullying	- identify different types of bullying - explain where and how to report bullying

9.3 Learning content for Grade 6

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Religions		
Places and ways of worship (individual and collective) • Judaism	• know the places and ways in which Jewish/African worship	• discuss place of worship • describe the importance of the temple • discuss the rituals the Jews follow when they worship
• Christianity	• understand the importance of worship to Christians	• explain the meaning of the word “church” to Christians • explain different places where Christians worship God • discuss the importance of worship in the life of Christian families
• Islam	• understand the importance of the mosque and rituals to Muslims	• explain the importance of the mosque to Muslims as a place of worship • discuss the rituals Muslims follow when they worship
• African traditional religion	• know the African traditional religious rituals	• discuss the different places different ethnic groups meet to respect the fore bearers • discuss the rituals which are performed by African traditional groups when they worship
Spirits • The Holy Spirit	• know the importance of the Holy Spirit to Christians	• discuss how the Holy Spirit came at Pentecost • explain the importance of the Holy Spirit to Christians

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Religious laws • The ancestral laws	• understand how the ancestors are still a powerful force	• describe how the spirits of ancestors can be a blessing or harmful • describe ways in which natural forces are pictured or symbolised in African tradition, e.g. holy fire, rain-making ceremony • discuss the taboos in African traditional practices
• The Ten Commandments	• know the Ten Commandments	• discuss the origin of the Ten Commandments, Exodus 20:1-17 • describe the link between the Ten Commandments and everyday life
• The Islamic laws	• know about Muslim laws	• discuss the Muslim laws: profession of faith, prayer, alms, fasting, pilgrimage • compare the Ten Commandments with the Muslim laws
Jesus • The persecution	• know how Jesus was persecuted	• explain why Jesus' family fled into Egypt • discuss the reasons of the persecution and crucifixion of Jesus • discuss the persecution and discrimination of Christians today in some countries
• The crucifixion	• understand the importance of the cross to Christians	• discuss the crucifying of Jesus on the cross Luke 23:26-49 • explain the importance and meaning of the cross to Christians
• The death of Jesus	• know about the death of Jesus	• describe the death of Jesus • explain the burial of Jesus

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Resurrection and ascension	know that Jesus resurrected from the death and ascended to Heaven	- discuss the raising of Jesus from the grave on the third day - explain the great commission,(Mathews 28:16-20) - discuss the ascension of Jesus, (Mathew 13:42, Mathew 25:41).
Life and death Christianity	know that death on earth is not the end of life for Christians	- discuss the meaning of death for Christians - explain what Jesus said about death for believers - discuss what Jesus said about the hell, John 11:25-26, Matheus 13:42,25:41
Islam	know that life on earth has an impact on life after death	- describe the meaning of death for Muslims - discuss the relationship of life on earth and after death
African traditional religion	understand how the African traditional religion sees life and death	discuss different views of African people about life and death
Moral issues		
Sin and guilt	understand the difference between sin and guilt	- differentiate between sin and guilt - explain the importance of acknowledging sin - discuss how to deal with sin and guilt
My neighbour	know the importance of living in harmony with your neighbours	- explain who is my neighbour - discuss ways to show “love” towards your neighbour - explain the religious challenge to show tolerance towards people of whatever creed
Exploitation	know about the risks of exploitation and how to overcome it	- identify different types of exploitation - suggest ways of dealing with the commonest forms of exploitation

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Sickness and health	• know about different types of illnesses and methods of treatment	• describe different kinds of illness • discuss methods of treatment • compare traditional healers and their methods of healing people to modern medicine
Pain and suffering	• understand the difference between pain and suffering	• explain the difference between pain and suffering • debate the popular belief that illness, suffering, HIV or an accident come as punishment for doing something wrong • discuss myths and facts about HIV and AIDS • discuss myths and facts about COVID-19 • explain the preventative measures of COVID-19
Helping people in need	• know what to do in emergencies	• discuss different types of emergencies • explain universal safety precautions when giving a helping hand in case of an emergency
Family relationships	• understand the importance of having good relationships with other family members	• outline the roles different relatives play in a person's life • discuss indirect as well as direct links between family members (e.g. same name) • differentiate between good and bad relationships in a family, lineage, or extended family

9.4 Learning content for Grade 7

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Religions		
Holy books The Hebrew Bible	know that the Hebrew Bible is divided into three divisions	- distinguish between the three divisions of the Hebrew Bible : (Law), Torah five books, prophets eighty books, writings eleven books - discuss the need for guidance and teaching on how to live and how to behave according to the Torah
The Christian Bible	know that the Bible is a holy book for Christians	- discuss the Christian belief of the origin - name the 39 books in the Old Testament - list the 27 books of the New Testament - explain the differences between Old Testament books and the new Testament books.
The Quran	know that the Quran is the holy book for Muslims	- discuss the Muslim belief of the origin of the Quran - explain the structure of the content of the Quran
African tradition	understand importance of prayer in African religion preaching	- discuss the reasons for praying - discuss the roles for fore bearer's in pray
Festivals and rituals Judaism	- know how and why Jews celebrate Passover - know that the Purim festival is celebrated to value heroes and to sympathise with communities who suffer persecution	- describe the events leading to the first Passover in Egypt - name three of the special foods eaten at a Passover meal - discuss rituals Jews followed during Passover - discuss the story of Esther and Haman (Book of Esther:8) to illustrate how heroes are valued - explain why Jewish children enjoy fancy dress during the festival of Purim - compare the festival of Purim with Heroes Day in Namibia

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Christianity	- understand the importance of baptism for Christians - understand the reason for having Good Friday - know why Pentecost is important to Christians	- outline how people were baptised according to the Bible - explain the importance of baptism for Christians - outline why Good Friday is a day of mourning to Christians - discuss why Easter is the most holy day of the Christian church - discuss the Christian origin of Pentecost - explain the importance of Pentecost to Christians
Islam	- know about Ramadan - know that Muslims end their days of fasting with a feast called Eid-al-Fitr	- discuss the meaning of Ramadan - explain the types of food eaten during Ramadan - discuss the importance of the last ten days during Ramadan - explain the meaning of Eid-al-Fitr - discuss the rituals Muslims follow during Eid-al-Fitr
Namibian public holidays	know why Namibians celebrate public holidays	- discuss different Namibian public holidays - discuss rituals followed by the Herero people on 26 August or the Sunday before 26 August each year (Otjiserandu) - discuss the rituals followed by the Aandonga people on 28 January of commemorating King Nehale warriors
Pilgrimage	understand the importance of performing the pilgrimage for different people	- discuss the pilgrimage to Mecca - explain the significance of Jerusalem for Christians, Jews and Muslims
Moral issues		

Bereavement	• understand that people have different needs during mourning	• describe how people of different ages experience bereavement • suggest ways in which someone who has recently experienced a loss can be helped • discuss the community's responsibility towards orphans and other vulnerable children
-------------	---	---

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Crime and punishment	• know about different forms of crime and the purpose of punishment	• name different forms of crime • discuss possible punishment for certain crimes • discuss possible punishments for misbehaviours at school
Sickness in society	• understand what makes a healthy society	• evaluate different kinds of social problems • discuss possible solutions for social problems
Endangering others' lives	• understand the sacredness of life and the responsibility not to endanger other people's lives	• identify ways in which a person's life can be endangered • discuss the responsibilities people have to ensure that other people are save • explain the remorse a person might feel if another person's live has been destroyed
The self	• know that every person is unique	• identify the uniqueness of people • relate the uniqueness of people to the uniqueness of nature • discuss ways not to adhere to peer pressure and in the process lose their uniqueness
The language of the heart	• know how to express inner feelings	• identify inner feelings • discuss how to cope with feelings • recognise signs of other people's inner feelings
Being disabled	• understand the limitations of being disabled	• explain what is a disability • differentiate between different types of disabilities • explain how to help a person with a disability
Tolerance	• understand the importance of being tolerant towards other people's beliefs	• explain the meaning of tolerance • demonstrate tolerance towards people with different beliefs and abilities • explain why do we need tolerance

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching assess a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be behaviour-change driven.

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible.

10.1 Types and methods of assessment

Continuous Assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements. Continuous assessment must be clear, simple and manageable. Learner-centred principles and practice should be used. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points and how they need to improve. The learner's progress in Religious and Moral Education must be reported to parents on the school report. Parents should be encouraged to reward achievements, and be given suggestions as to how they can support their child's learning activities.

Formative assessment

Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning.

Assessment has a formative role for learners and teachers if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in any given subject. **No end-of-term tests or examinations should be written in Religious and Moral Education.** Continuous assessment marks need to appear on the learners' reports every term. The two semester's assessment marks need to be added together at the end of the year to give a picture of the learners' skills and knowledge obtained during the year.

Informal and formal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's participation in investigating things, interpreting phenomena and data, applying knowledge, communicating and making valued judgments.

Evaluation

Continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the needs of each learner. At the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed,

participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

10.2 Grade descriptors

The learner's level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grade 4 to 7 letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

Grade	% Range (Grade 4-7)	Grade descriptors
A	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved Competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment detailed guidelines

Types of Continuous Assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Religious and Moral Education in the Senior Primary Phase the continuous assessment tasks are as follows:

Written Task
Creative Task
Project

Each task will count 20 marks. ***Two tasks needs to be assessed in one term and one task needs to be assessed in one term. All three tasks need to be assessed during the year.***

Suggestions for a written task, visual creative task, performing task and project are:

Written task (Individual work)	Creative task	Project
essay paragraph worksheet article list case study map research summary note taking graph	a display poster collage song poem comic strip acronyms brochure card slogan drawing painting role play drama	interview practical demonstration research models poster comic strip

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.4 Assessment rubrics / criteria

The following criteria should be used in assessing Religious and Moral Education:

Task	Criteria	Description	Mark	Total
Written task	Knowledge	Knowledge is a familiarity, an awareness, a comprehension of the facts, information, description and skills acquired through experience and learning of the selected topics from the syllabus.	10	20
	Neatness of Handwriting	Legible and overall tidiness of handwriting	5	
	Completeness	All the requirements of the tasks are met	5	
Creative task	Neatness of task	Overall tidiness of tasks	5	20
	Completeness	All the requirements of the tasks are met	5	
	Originality	Generate innovative ideas and alternatives	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the tasks are met	5	
	Research	Indication of resources used	5	

10.5 Summary of continuous assessment tasks

One of each task needs to be assessed each term.

Continuous Assessment									
Tasks	Term 1			Term 2			Term 3		
	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total
Written task	1	20	20						
Creative task				1	20	20			
Project							1	20	20

ANNEXE 1: GLOSSARY OF TERMS

Ancestor	a person who was in someone's family in past times
Appreciate	to understand the worth or importance of something or someone
Awareness	the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns
Bereavement	the state of being sad because a family member has died
Bullying	the use of force, threat, or coercion to abuse, intimidate, or aggressively to impose domination over others
Ceremony	a formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary
Crucifixion	slow and painful execution in which the condemned person is tied or nailed to a large wooden cross and left to hang until dead
Exploitation	to treat someone unfairly in order to benefit from their work
Islam	a monotheistic and Abrahamic religion articulated by the Qur'an, a book considered by its adherents to be the verbatim word of God
Initiation	a rite of passage marking entrance or acceptance into a group or society
Judaism	Jewish religion
Persecution	the systematic mistreatment of an individual or group by another individual or group
Pilgrimage	a journey or search of moral or spiritual significance
Ritual	a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order
Sabbath	Is generally a weekly day of rest or time of worship
Tolerance	The capacity for or the practice of recognizing and respecting the beliefs or practices of others
Torah	Judaism's most important text which contains the Five Books of Moses and is the source of the Ten Commandments

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 4 - 7

Grade:

Teacher:

School:

Year:

Name	Term	Written task				Creative task				Project					Term mark (20x5=)	Year Mark (Term 1+2+3/3=)	Symbol
		Knowledge	Neatness of handwriting	Completeness	Total	Neatness	Completeness	Originality	Total	Applied knowledge	Neatness	Completeness	Research	Total			
		10	5	5	20	5	5	10	20	5	5	5	5	20	100	100	
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																



The National Institute for Educational Development

Private Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: + 264 62 509073

Website: <http://www.nied.edu.na>