

**ONE VISION EXAMINATION CENTRE
(OVEC)**

(A Credible Private Examinations Consortium)



**RELIGIOUS AND MORAL
EDUCATION**

2026/27 ACADEMIC YEAR

SCHEME OF LEARNING

FOR BASIC 7, 8 & 9

**BASIC EDUCATION TERMINAL
EXAMINATIONS**

Tel: 0241-48 73 30 / 0248-48 28 27

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NOTE THE FOLLOWING

1. The Scheme of Learning has been prepared from the new GES Curriculum for Basic Schools. It is therefore advisable for teachers to be guided by the details given by the revised curriculum for effective teaching and learning.
2. Details of the sub-strands (previously called topics) have been expanded under indicators (previously called sub-topics) in the new curriculum.
3. The Scheme of Learning has been divided into three terms which ensures teachers complete the curriculum by the end of the academic year.
4. Pupils shall be examined based on the Scheme of Learning for that particular term. Therefore, teachers are advised to follow the Scheme of Learning provided.
5. At the JHS level it shall include questions from previous classes.
6. Teachers should make sure that the general aims of teaching the various subjects outlined in the curriculum are achieved at the end of the academic year.

BASIC 9 (R.M.E.) TERM TWO

SUB – STRAND	INDICATORS
WOMEN IN RELIGION AND LEADERSHIP POSITIONS	<ul style="list-style-type: none">◆ Discuss the contributions of key women in the three major religions◆ Discuss how to apply the moral lessons from the lives of these women in daily life◆ Identify and explain the contributions of women to the development of Ghana
REWARD, PUNISHMENT AND REPENTANCE	<ul style="list-style-type: none">◆ Describe the basis for good deeds and reward.◆ Identify and explain acts that attract punishment.◆ Outline the stages of repentance
TIME AND LEISURE	<ul style="list-style-type: none">◆ Explain the meaning of the terms “time”, “leisure” and “idleness”◆ Demonstrate how to plan and use time wisely◆ Explain the need for leisure

JHS THREE RELIGIOUS & MORAL EDUCATION TERM THREE

Revision

BASIC 9 (R.M.E.) TERM ONE

SUB – STRAND	INDICATORS
<p>THE PURPOSE AND USEFULNESS OF GOD’S CREATION</p>	<ul style="list-style-type: none"> ◆ Identify the purpose and usefulness of God’s creation. ◆ Explain how the complex nature of things created by God reveals His nature
<p>THE ENVIRONMENT</p>	<ul style="list-style-type: none"> ◆ Describe human activities that destroy the environment ◆ Identify and describe how indigenous Ghanaian culture helps in taking care of the environment ◆ Discuss reasons for taking care for the environment
<p>RELIGIOUS FESTIVALS</p>	<ul style="list-style-type: none"> ◆ State the meaning and types of festivals ◆ Describe the activities in festivals celebrated in the three main religions in Ghana ◆ Identify and explain the social, religious and moral relevance of festivals in the three main religions and relate them to daily life
<p>RELIGION AND SOCIAL COHESION</p>	<ul style="list-style-type: none"> ◆ Identify and explain examples of tolerant and intolerant communities ◆ Explain reasons why religious intolerance occurs and their effects on society and the individual ◆ Identify and explain ways in which people with diverse religious backgrounds can live peacefully

BASIC 7 (R.M.E.) TERM ONE

STRAND: GOD, HIS NATURE AND ATTRIBUTES	INDICATORS
<p>Sub-strand 1: God, His Nature and Attributes</p>	<ul style="list-style-type: none"> ◆ The nature of God through His attributes in the three major religions. ◆ Ways in which attributes of God are demonstrated in life. ◆ Identify the similarities in the way that the nature of God is understood through His attributes in the three major religions in Ghana.
<p>STRAND: RELIGIOUS PRACTICES</p>	
<p>Sub-strand 1: Worship</p>	<ul style="list-style-type: none"> ◆ Types of worship in the three major religions. ◆ Modes of worship in the three major religions ◆ Moral lessons from worship ◆ Significance of prayer
<p>Sub-strand 2: Religious Songs and Recitations</p>	<ul style="list-style-type: none"> ◆ Differentiate between religious songs and non-religious songs. ◆ Demonstrate understanding of basic scripture recitations/oral traditions in the three major religions. ◆ Identify the moral values in religious songs and recitations.

BASIC 7 (R.M.E.) TERM TWO

STRAND: THE FAMILY AND THE COMMUNITY	
<p>Sub-strand 1: The Family Systems</p>	<ul style="list-style-type: none"> ◆ Concept and types of family systems in Ghana ◆ The roles of family members ◆ Ways of promoting good relationships among family members
STRAND: RELIGIOUS LEADERS AND PERSONALITIES	
<p>Sub-strand 2: Religious leaders</p>	<ul style="list-style-type: none"> ◆ The early life and call of the religious leaders ◆ Ministries of the religious leaders ◆ Moral lessons from the exemplary lives of the religious leaders

BASIC 7 (R.M.E.) TERM THREE

STRAND: ETHICS AND MORAL LIFE	
Sub-strand 1: Manners and Decency	<ul style="list-style-type: none"> ◆ Behaviours considered to be good manners in the society ◆ Importance of good manners and decency ◆ Significance of chastity ◆ Teachings of the three main religions on manners, decency and chastity
Sub-strand 2: Substance Abuse	<ul style="list-style-type: none"> ◆ Causes of substance abuse. ◆ Effects of substance abuse. ◆ Demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse
STRAND: RELIGION AND ECONOMIC LIFE	
Sub-strand 2: Work and Entrepreneurship	<ul style="list-style-type: none"> ◆ Meaning of work and entrepreneurship ◆ Relevance of work from the religious and ethical perspectives ◆ Steps to be taken to become a successful entrepreneur. ◆ The need to become an entrepreneur

BASIC 8 (R.M.E.) TERM ONE

SUB – STRAND	INDICATORS
CREATION STORIES OF THE THREE MAJOR RELIGIONS IN GHANA	<ul style="list-style-type: none"> ◆ Discuss the creation stories of the three main religions in Ghana. ◆ Identify and explain the moral values in each of the creation stories
rites of PASSAGE	<ul style="list-style-type: none"> ◆ Describe the naming ceremonies/ outdoorings in the three major religions ◆ Explain physical and emotional changes that characterize puberty ◆ Describe how puberty rites are performed in traditional Ghanaian societies ◆ Describe how a marriage is contracted in the three main religions in Ghana ◆ Describe how death rites are performed in the three major religions in Ghana ◆ Importance of death rites ◆ Identify and explain the moral lessons in the rites of passage

BASIC 8 (R.M.E.) TERM TWO

SUB – STRAND	INDICATORS
AUTHORITY AND OBEDIENCE	<ul style="list-style-type: none"> ◆ Identify and explain the various sources of authority ◆ Explain the need to obey God, parents and those in authority ◆ Demonstrate how to apply the rules and regulations from authority in daily life
PROPHETS AND CALIPHS	<ul style="list-style-type: none"> ◆ Describe the mission of the prophets ◆ Outline the mission and exemplary lives of the Caliphs ◆ Examine lessons from the exemplary lives of the Prophets and Caliph.

BASIC 8 (R.M.E.) TERM THREE

SUB – STRAND	INDICATORS
MORAL TEACHINGS IN THE THREE MAJOR RELIGIONS IN GHANA	<ul style="list-style-type: none"> ◆ Identify and explain the moral teachings from the Bible, Qur’an and Oral traditions (wise sayings, taboos, proverbs, etc.) ◆ Demonstrate how to apply the moral teachings from the three main religions in their daily life
MONEY	<ul style="list-style-type: none"> ◆ Explain the term “money” and indicate its usefulness ◆ Identify and explain honest ways of acquiring money ◆ Discuss the appropriate ways of using money ◆ Discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit
BRIBERY AND CORRUPTION	<ul style="list-style-type: none"> ◆ Explain the terms “bribery” and “corruption”. ◆ Identify the causes and effects of bribery and corruption