

FOREWORD

The importance of religious education has never been in doubt. Religious education (Christian Religious Studies and Islamic Studies) are core compulsory Basic Education subjects. Religious education is not only valuable for the spiritual and moral values it inculcates in learners, but also for its potency in promoting national consciousness and socio-cultural development through respect for other people's beliefs and practices. The knowledge, skills and experiences acquired as a result of religious education equip learners with critical thinking ability for decision-making and nation building.

The Nigerian Educational Research and Development Council (NERDC) have the mandate to develop curricula for use at all levels of the educational system in Nigeria. In 2012, the 9-Year Basic Education Curriculum (BEC) was revised to align the education system with global practices and for the reduction of curriculum overload. The outcome of the review led to the listing and approval of ten stand-alone and cluster curricula at the Basic

Education level; and Christian Religious Studies (CRS) and Islamic Studies (IS) were listed under the Religion and National Values (RNV) curriculum. Nevertheless, the dynamic nature of curriculum and the national discourse about the clustering of CRS and IS in the RNV necessitated the separation of CRS and IS from the National Values Curriculum.

In prompt response to the issues raised and the national desire to give religious education the recognition and emphasis it rightfully deserves on the curriculum, the National Council on Education (NCE) directed NERDC to separate CRS and IS from the National Values Curriculum. I must congratulate all stakeholders who contributed to the discourse and participated in the separation, updating and production of this curriculum. This is indeed a proud legacy to leave for posterity.

I wish to thank the Nigerian Educational Research and Development Council for keeping faith with its mandate, and for a job well done. It is my fervent hope that the teachers and learners for whom these curricula are

produced would demonstrate commitment and assiduity in its use.

I gladly recommend this curriculum to all for the purposes of teaching and learning, production of the textual materials, and most importantly, for attaining our national education goals.

Malam Adamu Adamu
Honourable Minister for Education,
Abuja.

PREFACE

Following the decision of the Federal Government to introduce the Universal Basic Education (UBE) programme, the Nigerian Educational Research and Development Council (NERDC) re-structured and re-aligned all extant primary and Junior Secondary Schools (JSS) curricula into a 9-Year Basic Education Curriculum for implementation Nigerian schools. The 9-Year Basic Education Curriculum was particularly developed for the attainment of the Education for All (EFA) Goals, the critical targets of the National Economic Empowerment and Development Strategies (NEEDS), and the Millennium Development Goals (MDGs).

Implementation of the 9-Year BEC commenced nationwide, in Primary 1 and JSS 1 classes in September 2008 respectively. The first batch of JSS students graduated in June 2011. It is expected that by September 2014, the cohort of pupils that benefitted from the use of BEC at the primary school level will be entering class one of the Junior Secondary School.

Nevertheless, the school curriculum is a dynamic and open document that is constantly changing with the needs, challenges and aspirations of the society. Thus, in the light of the feedback on the implementation of the 9-Year BEC received and contemporary global and national concerns, NERDC revised the 9-Year BEC in line with contemporary global and national concerns.

The curriculum revision process involved consultations with stakeholders (curriculum experts, subject matter specialists, teachers, policy makers, employers of labour, parents, etc.) in education at various levels (Concept Formulation, High Level Policy Committee (HLPC), etc.) to prepare a **Conceptual Framework** for the review of the 9-Year BEC. The Framework identifies and groups related disciplines, thereby achieving a reduction in subject listings. For example, related UBE subjects' curricula like Home Economics, Agriculture are brought together to create a new UBE subject curriculum to be called **Pre-Vocational Studies**. Similarly, Islamic Studies, Christian Religious Studies, Social Studies, Civic

Education, etc. that focus primarily on the inculcation of values (societal, moral, interpersonal) now form a new UBE subject called **Religion and National Values**.

In the process of the review, particular efforts have been made to further reduce the overload within and across subjects without compromising depth, appropriateness, and interrelatedness of the curricula contents. Specifically, the revised 9-Year BEC address amongst other things, the issues of value re-orientation, poverty eradication, peace and dialogue, including human rights education, family life/HIV and AIDS education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching and learning approaches and techniques. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels.

The dynamic nature of curriculum and the national discourse the clustering of CRS and IS in the RNV generated; necessitated the separation of CRS and IS

from the National Values Curriculum. Nevertheless, the key concepts of the National Values component in the former curriculum remained unchanged and still constitutes the integrating threads for organizing the contents of the new National Values.

Since the curriculum represents the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. The prescriptions represent the minimum content to be taught in the schools in order to achieve the objectives of the 9-year basic education programme. However, teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment but adapting the curriculum to their needs and aspirations. Thus, the curriculum can be adapted for such special needs as nomadic education, non-formal education and education of the physically challenged.

On behalf of the management and staff of NERDC. I wish to express our profound gratitude to the Honourable Minister of Education, Malam Adamu Adamu and the Honourable Minister of State for Education, Prof. Anthony Gozie Anwuka for their responsiveness, foresight and wisdom in managing the affairs of the education in Nigeria.

We especially appreciate our resource persons and all Nigerians for their concern, contribution and for the opportunity given to us to serve Nigeria. Our special thanks go to the Universal Basic Education Commission (UBEC) for the initial funding support for the separation process. It is our conviction that the implementation of the curriculum will lead to the achievement of its objectives and the betterment of Nigeria.

PROF. ISMAIL JUNAIDU
Executive Secretary, NERDC.

INTRODUCTION

In the context of the current reduction, selection and harmonization of the UBE Curriculum, the curriculum title, **National Values** is the umbrella embracing the Civic Education, Social Studies and a new addition, Security Education.

The rationale for the new title is the need to emphasise the importance of values across the educational spectrum with particular reference to the curriculum content of the Religion and National Values subject, which now subsumes the previously autonomous subjects, each of which now becomes a theme under the umbrella subject title.

The following were identified as curriculum themes, sub-themes and topics for the Religion and National Values Curriculum:

In the presentation of the sub-themes generated, attempts have been made to highlight and harmonise such key values as:

- Honesty
- Regard and concern for the interests of others
- Justice
- Discipline
- Right attitude to work
- Courage and
- National consciousness

Finally, it is envisaged that the new curriculum will not only go a long way in fulfilling the values and expectations embodied in the aims of Nigerian education outlined in the National Policy on Education (as severally revised) but will also bring about the expected turnaround of the values climate of the entire polity as envisaged by the current administration.

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CURRICULUM THEME	SUB THEME
	PRIMARY SCHOOL
Civic Education	National Consciousness
	Civic Education
	Our Community
	Governance
	Democracy
Social Studies	Fundamentals of Social Studies
	Family as the Basic Unit of society
	Culture and Social Values
	Social and Health Issues
Security Education	Elements of Security
	Personal/Neighbourhood Security: Duties and Responsibilities

CURRICULUM THEME	SUB THEME
	Junior Secondary School
Civic Education	National Consciousness
	Civic Education
	Our Community
	Governance
	Democracy
Social Studies	Fundamentals of Social Studies
	Family as the Basic Unit of society
	Culture and Social Values
	Social and Health Issues
Security Education	Elements of Security
	Personal/Neighbourhood
	Security: Duties and Responsibilities

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CURRICULUM THEME			CLASS	PAGE
Civic Education	Sub-Theme:	Our Values	JSS One	1 - 6
	Topic(s):	National values		
		Honesty		
		Cooperation		
		Self- reliance		
	Sub-Theme:	Citizenship		
	Topic(s):	Citizenship		
		Rights and duties of citizens		
	Sub-Theme:	National Consciousness and Identify		
	Topic(s):	Objects of national consciousness		

CURRICULUM THEME			CLASS	PAGE
Social Studies	Sub-Theme:	Fundamentals of Social Studies Education		7 - 16
	Topic(s):	History of Nigeria social studies education		
	Sub-Theme:	The Family as the Basic Unit of Society		
	Topic(s)	The family as a primary social group		
		The consequences of large/small family size		
	Sub-Theme:	Culture and Social Values		
	Topic(s):	Meaning and characteristics of culture		
		Similarities and differences among cultures in Nigeria		
		Agents and processes of socialisation		
		Road safety clubs as an agent of socialisation		
	Sub-Theme:	Social and Health Issues		
	Topic(s):	Common social problems		
		Ways of solving common social problems in Nigeria		
		The roles of promoting safety in our community		

CURRICULUM THEME			CLASS	PAGE
SECURITY EDUCATION	Sub-Theme:	Common Crimes and Security Management		17
	Topic(s):	Common Crimes, Causes and Effects		
CIVIC EDUCATION	Sub-Theme:	Our Values	JSS Two	18 - 29
	Topic(s):	Integrity		
		Contentment		
		Discipline		
		Courage		
	Sub-Theme:	Governance		
	Topic(s):	Nigeria as a Federation		
		Relationship between the Federal, State and Local Governments		
	Sub-Theme:	Human Rights and the Rule of Law		
	Topic(s):	The rule of law		
		Protection of human rights and the rule of law		
		Consumer rights and responsibilities		

CURRICULUM THEME			CLASS	PAGE
	Sub-Theme:	Democracy		
	Topic(s):	Democracy		
		Pillars of democracy		
		Election and voter responsibilities		
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SOCIAL STUDIES	Sub-Theme:	Fundamentals of Social Studies	JSS Two	30 - 37
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	Topic(s):	Family bond and living together as one family		
	Sub-Theme:	Culture and Social Values		
	Topic(s):	Purposes of marriage		
		Readiness for marriage		
		Positive group behaviours		
	Sub-Theme:	Social and Health Issues		
	Topic(s):	Meaning and consequences of drug abuse and harmful substances		
		Dangers of drug trafficking		

CURRICULUM THEME			CLASS	PAGE
SECURITY EDUCATION	Sub-Theme:	Common Crimes and Security Management		38
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CIVIC EDUCATION	Sub-Theme:	Citizenship	JSS Three	39 - 43
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		Supremacy of the constitution		
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	Topic(s):	Right attitude to work		
		Negative behaviour		
	Sub-Theme:	Democracy		
	Topic(s):	Lectons and Electoral bodies		
		Democratic process		
SOCIAL STUDIES	Sub-Theme:	Fundamentals of Social Studies		44 - 53
	Topic(s):	Contents of social studies		
	Sub-Theme:	Family as the Basic Unit of Society		
	Topic(s):	Roles of extended family members in child development		

CURRICULUM THEME			CLASS	PAGE
	Sub-Theme:	Culture and Social Values	JSS Three	
	Topic(s):	Human Trafficking		
		Preventing human trafficking		
		Harmful traditional practices		
		Promoting peaceful living in our society		
	Sub-Theme:	Social and Health Issues		
	Topic(s):	Social conflicts		
		Managing and resolving conflicts		
		Controlling cultism in our society		
		Preventing drug trafficking		
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