



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES

GRADE 1, 2 & 3

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

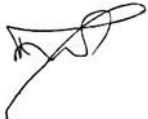
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES GRADE 1

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Holy Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on competencies introduced at Pre-Primary Level. Christian Religious Education aims to equip the learners with moral values, life skills and attitudes that assist them to make informed moral decisions guided by the word of God. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values. These values include obedience, sharing, responsibility, honesty and respect among others. The skills include, praying, interpreting the scriptures, reciting scriptures, leadership skills, self-esteem, self-awareness, assertiveness and decision making.

The life approach method will be used to facilitate the learning of Christian Religious Education. This implies that the teacher begins the lesson by exploring the experiences of the learner and guides him or her to discover the religious significance of those experiences in relation to the Christian faith. The concepts taught at this level will lay a strong moral, spiritual and intellectual foundation for the learner as they transition to Upper Primary.

GENERAL LEARNING OUTCOMES

By the end of Primary Education, the learner should be able to:

- a) Demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) Utilize the teachings of the Holy Bible in their interaction with others to form harmonious relationships.
- c) Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
- d) Acquire Christian moral values and life skills to be able to overcome the challenges in their day-to-day life.
- e) Respect the Church as a house of worship and actively participate in church activities.

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strands	Suggested Number of lessons
1.0 Creation	1.1 Self awareness	5
	1.2 My Family	5
	1.3 Creation of Plants and Animals	5
2.0 The Holy Bible	2.1 The Word of God	4
	2.2 Joseph and His Brothers	8
	2.3 The Chariot of Fire	8
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ	8
	3.2 Jesus Christ in the Temple	4
	3.3 Baptism of Jesus Christ	5
	3.4 Wedding of Cana of Galilee	8
	3.5 Healing of Simons Mother-in-law	6
4.0 Christian Values	4.1 Sharing	4
	4.2 Obedience	4
	4.3 Honesty	4
	4.4 Thankfulness	4
5.0 The Church	5.1 A House of God	4
	5.2 A House of Prayer	4
Total Number of Lessons		90

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Creation	1.1 Self-Awareness (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify their uniqueness as guided by the word of God, b) state their gender according to Genesis 1:27, c) appreciate that God knows them by their names.	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Genesis 1:27, • say why they are a special creation, • sing songs related to their uniqueness, • state their gender as guided by Genesis 1:27, • draw and colour a picture of a boy and a girl, • in turns read Isaiah 43:1, • write their names on flashcards and display them in class, • sing songs related to their names, • watch a clip of a palm of a hand with a name on it, • draw the palm of a hand and write their names, • Sing the song, '<i>I am fearfully and wonderfully made</i>', • memorise Isaiah 49:16. 	What makes you a special creation?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners identify who they are as they engage in activities such as mentioning their names and singing songs related to their names. • Communication: learners can speak clearly and effectively as they read the Bible verses and memorise the scriptures. 				

Values:

Love is portrayed as learners sing songs and perform activities such as singing together.

Pertinent and Contemporary Issues:

Gender issues: learners say their gender as guided by the Bible and in accordance with the Christian faith.

Link to other Learning Areas:

- Language Activities: they learn new vocabulary.
- Creative Activities: creative skills are enhanced as they sing and draw.

Strand 1.0 Creation	Sub- Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
	1.2 My Family (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name members of their family, b) pray with family members to foster unity, c) identify five items they share at home, d) appreciate family members by praying with them.	The learner is guided to: <ul style="list-style-type: none"> • list names of family members on flashcards, • draw and colour family members, • demonstrate how they pray at home, • list the number of times they pray at home as a family, • mention instances they lead prayers at home, • in groups or pairs, list items they share at home, • colour a picture of a family sharing a meal, • sing the song, 'Read your Bible pray every day', • memorise Matthew 7:7. 	How do you relate with members of your family?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: the skill of speaking clearly and effectively is enhanced as learners lead prayers at home. • Learning to Learn: learners work on their own in assigned tasks such as listing the number of times they lead prayers at home. 				

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners share items with family members and pray together.

Value:

Unity is enhanced as learners pray with family members.

Link to other learning areas:

- Mathematical Activities: learners list the number of times they pray.
- Language Activities: reading skills are applied as learners read the Bible.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Creation	1.3 Creation of Plants and Animals (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name plants and animals in the environment, b) take part in keeping the home environment clean, c) appreciate God’s creation by caring for plants and animals.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Genesis 1:11, 24, • name various plants and animals created by God and write them on flashcards, • take a nature walk and identify different plants and animals in their environment, • draw and colour some plants and animals in the school environment, • say how they participate in keeping the home environment clean, • model some animals and display their work in class. 	Why should you take care of plants and animals?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: learners recreate learning experiences outside the class as they explore and discover more about plants and animals in their surroundings. • Imagination and Creativity: learners come up with new and unique ideas by modelling and drawing animals and plants. 				
<p>Pertinent and Contemporary Issues: Environmental Awareness: learners identify plants and animals in the environment.</p>				
<p>Link to other Activity Areas: Environmental Activities: learners participate in keeping the home environment clean.</p>				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify their uniqueness as guided by the Bible.	Identifies their uniqueness as guided by the Bible and cites relevant examples.	Identifies their uniqueness as guided by the Bible.	Identifies their uniqueness when prompted.	Identifies their uniqueness but with consistent guidance.
Ability to identify five items they share at home.	Identifies five items they share at home illustratively.	Identifies five items they share at home.	Identifies four to three items they share at home.	Identifies two to one items they share at home
Ability to name six plants and animals in the environment.	Names six plants and animals in the environment using illustrations.	Names six plants and animals in the environment.	Names five to three plants and animals in the environment	Names two to one plants and animals in the environment.
Ability to take part in keeping the home environment clean.	Constantly takes part in keeping the home environment clean.	Takes part in keeping the home environment clean.	Sometimes takes part in keeping the home environment clean	Takes part in keeping the home environment clean but with consistent guidance.

STRAND 2.0: THE HOLY BIBLE

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.1 The Word of God (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify five ways of handling the Holy Bible, b) mention the two divisions of the Holy Bible, c) name the first two books in the New Testament, d) desire to handle the Holy Bible with respect.	The learner is guided to: <ul style="list-style-type: none"> • say how they take care of the Holy Bible, • tell why they should respect the Holy Bible, • role-play handling the Holy Bible with care and respect, • in small groups mention the two divisions of the Holy Bible (Old and New Testament), • name the first two Gospel books (Matthew and Mark), • listen to and sing a song about the Bible, • sing a song on ‘read your Bible pray every day’. 	Why should you handle the Holy Bible with respect?
Core Competencies to be developed: Digital Literacy: learners behave safely and ethically as they use digital devices.				
Pertinent and Contemporary Issues: Spiritual Awareness: learners mention the first two divisions of the Bible and name two Bible books.				
Values: Responsibility: learners handle the Bible with care and respect.				
Link to other Activity Areas: <ul style="list-style-type: none"> • Mathematical Activities skills are reinforced through the aspect of division and the number of books in the Holy Bible. • Creative Activities: creative skills are nurtured as learners role-play handling the Holy Bible with care and respect. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.2 Bible Story: <i>Joseph and his brothers</i> (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Joseph and his brothers, b) discuss ways they treat their siblings, c) identify three values needed for peaceful co-existence, d) desire to live harmoniously with family members. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video on Joseph’s coat of many colours in Genesis 37:3-4, • draw a coat and colour it, • in turns, picture-read Joseph’s dream in Genesis 37:5-8,in groups, picture-read Genesis 37:9-11, • role-play the story of Joseph, • say why Joseph’s brothers hated him, • in groups, share experiences of how they should treat their brothers and sisters, • list values needed to live well with others, • sing a song about Joseph and his coat of many colours. 	How did Joseph relate with his brothers?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital technology is enhanced as learners watch a video about Joseph and his brothers. • Imagination and Creativity: the skill of imagining and coming up with original ideas is exhibited as learners draw and colour a coat. 				

Pertinent and Contemporary Issues:

Social Cohesion is nurtured as learners list values needed to live well with others.

Values:

Love is nurtured as learners share experiences of how they should treat their brothers and sisters.

Link to other learning areas:

- Language Activities: learners picture-read Bible texts.
- Creative Activities: learners draw, colour and role-play the story of Joseph.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.3 Bible Story: <i>The chariot of fire</i> (8 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Elijah and the chariot of fire, b) list three ways of having a good relationship with God, c) desire to respect God and their parents.	The learner is guided to: <ul style="list-style-type: none"> • picture-read 2 Kings 2:1,11-12, • in groups draw and colour the chariot of fire, • watch a video clip of Elijah and the Chariot of fire, • in pairs, tell their friend three ways of pleasing God, • sing a song about Elijah and the Chariot of Fire, • write 2 Kings 2:12 on flashcards and display it in the Christian Religious Education learning corner, • in groups, tell ways they respect their parents or guardians at home. 	How did Elijah honour God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas is enhanced as learners role-play the Bible story. • Communication: the skills of listening and speaking are demonstrated as learners in groups read the Bible text and retell the story. 				

Pertinent and Contemporary Issues:

Social Cohesion: is nurtured as learners share ideas and work in groups or pairs.

Link to Values:

Love is portrayed as learners take turns to air their views and respect each other's opinions

Link to other Learning Areas:

- Language Activities: they learn new words such as, 'a chariot.'
- Creative Activities: learners sing about Elijah and the Chariot of Fire.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify five ways of handling the Holy Bible.	Identifies five ways of handling the Holy Bible and cites relevant examples.	Identifies five ways of handling the Holy Bible.	Identifies four to three ways of handling the Holy Bible.	Identifies two to one way of handling the Holy Bible.
Ability to retell the Bible stories as guided by the Bible Texts.	Retells the Bible stories as guided by the Bible Texts in details.	Retells the Bible stories as guided by the Bible Texts.	Retells the Bible stories as guided by the Bible Texts but omits minor details.	Retells the Bible stories as guided by the Bible Texts but omits major details.
Ability to list moral lessons learnt from the Bible stories.	Lists moral lessons learnt from the Bible stories in details.	Lists moral lessons learnt from the Bible stories.	Lists moral lessons learnt from the Bible stories but leaves out minor details.	Lists moral lessons learnt from the Bible stories but leaves out major details.
Ability to identify three values needed for peaceful co-existence.	Identifies three values needed for peaceful co-existence citing relevant examples.	Identifies three values needed for peaceful co-existence.	Identifies two values needed for peaceful co-existence.	Identifies one value needed for peaceful co-existence.

STRAND 3.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ (8 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the birth of Jesus Christ, b) dramatise the birth of Jesus Christ, c) express the joy of the angels through song and dance, d) appreciate the birth of Jesus by participating in Christmas celebrations.	The learner is guided to: <ul style="list-style-type: none"> • picture-read the birth of Jesus according to Luke 2:4-13 and retell the story, • role-play the birth of Jesus Christ, • listen and dance to a recorded Christmas carol ‘We wish you a Merry Christmas’, • sing a song related to Luke 2:13-14, • observe pictures of Jesus Christ’s parents and name each of them as they point at the pictures, • observe pictures or watch a video clip of angels worshipping Baby Jesus, • sing and dance to the song of the angels (Luke 2:13-14). 	Why do we celebrate the birth of Jesus Christ?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is portrayed as learners listen actively and picture-read the birth of Jesus Christ. • Imagination and Creativity is demonstrated as learners come up with creative ways and role-play the birth of Jesus Christ. • Digital Literacy is enhanced as learners interact with digital technology and watch a video clip of angels worshipping baby Jesus. 				

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners in groups role play, sing, listen to, and dance to a recorded carol ‘*We wish you a Merry Christmas.*’

Values:

Unity is exhibited as learners work together in groups.

Link to other Activity Areas:

- Creative Activities: creative skills are reinforced as learners sing and role-play the birth of Jesus Christ.
- Language Activities: learner’s picture-read the Bible text and retell the story.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.2 Jesus Christ in the Temple (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Jesus Christ in the Temple, b) obey their parents as portrayed by Jesus Christ, c) take part in Sunday or Sabbath school activities, d) desire to accompany their parents to church as portrayed by Jesus Christ.	The learner is guided to: <ul style="list-style-type: none"> • draw and colour the church, • in turns picture read Luke 2: 42-49, • observe pictures of Jesus Christ in the temple, • sequentially arrange flashcards on the events that took place when Jesus was left in the temple, • tell how Jesus Christ obeyed His parents, • share experiences of how they obey their parents at home, • list activities they engage in at Sunday or Sabbath School. 	Why did Jesus Christ visit the temple?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of speaking clearly and effectively is enhanced as learners picture read the Bible in turns.</p>				
<p>Pertinent and Contemporary Issues: Peace Education is enhanced as learners share experiences of how they obey their parents at home.</p>				
<p>Link to Value: Peace: learners tell how Jesus obeyed His parents and share experiences of how they obey their parents at home.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw and colour the church.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 Baptism of Jesus Christ (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name the place where Jesus Christ was baptised, b) identify the person who baptised Jesus Christ, c) practise humility in their interaction with others.	The learner is guided to: <ul style="list-style-type: none"> • mention occasions, they witnessed people being baptised in their churches, • in turns, picture-read Matthew 3:13-15, • watch a video clip on the Baptism of Jesus Christ, • mention the place where Jesus was baptised, • name the person who baptised Jesus Christ, • in groups draw and colour Jesus being baptised, • tell how Jesus showed humility during His baptism, • sing baptismal songs familiar to them. 	Why is the baptism of Jesus Christ important to Christians today?
Core competencies to be developed: Digital Literacy: the skill of digital citizenship is demonstrated as learners act safely and responsibly in digital environments.				
Pertinent and Contemporary Issues: Social Cohesion is portrayed as learners sing songs in different languages.				
Values: Respect is nurtured as learners take turns to picture-read Matthew 3:13-15.				
Link to other Activity Areas: Creative Activities: learners draw, colour and sing baptismal songs familiar to them.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.4 Wedding at Cana of Galilee (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) retell how Jesus changed water into wine, b) obey instructions as portrayed in the wedding at Cana, c) desire to be obedient in their interaction with others. 	The learner is guided to: <ul style="list-style-type: none"> • in groups, tell a story of a wedding that they attended and what they liked most, • picture-read the story of changing water into wine; John 2:1-10, • watch a video clip on the miracle of changing water into wine, • tell how the servants responded to Jesus' instructions in John 2:7-9, • sing a song related to this miracle, • share experiences of how they depend on God to provide for their needs, • in groups, role-play how they obey their parents and teachers, , • draw and colour the six jars of water. 	What happened at Cana of Galilee?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of communicating ideas is enhanced as learners draw and colour the six jars of wine. • Self-efficacy: the skill of self-expression is demonstrated as learners confidently share experiences of how they depend on God to provide for their needs. 				

Pertinent and Contemporary Issues:

Peace Education is enhanced as learners role-play how they obey their parents and teachers.

Values:

Peace is exhibited as learners display tolerance and respect for each other as they engage in different activities.

Link to other Activity Areas:

- Creative Activities: learners sing, draw, colour and role-play.
- Mathematical Activities: learners draw six jars of water.
- Language Activities: learners read the Bible text and learn new words.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Healing Simon's mother-in-law (6 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the healing of Simon's mother-in-law, b) show gratitude to others as portrayed by Simon's mother-in-law, c) appreciate Jesus's power to heal the sick.	The learner is guide to: <ul style="list-style-type: none"> • share experiences of how they help learners in need, • role-play an instance where they helped a learner in need, • picture-read the miracle according to Luke 4:38-39, • arrange pictures based on the miracle sequentially, • retell the miracle after watching a video clip, • role-play the healing of Simon's mother-in-law, • write a thank you note to parents and others who help them in their daily lives, • sing thanksgiving songs to express gratitude to God. 	How did Simon's mother-in-law express gratitude?
Core Competencies to be developed: Self-efficacy is enhanced as learners role-play an instance they helped a learner in need.				
Pertinent and Contemporary Issues: Problem-solving is demonstrated as learners share experiences of how they help those in need.				
Values: Love is portrayed as learners write a, 'thank you,' note to parents and those who help them in their daily lives.				
Link to other Activity Areas: Creative Arts: creative skills are applied as learners role-play the healing of Simon's mother-in-law.				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to retell the birth of Jesus Christ.	Retells the birth of Jesus Christ in details.	Retells the birth of Jesus Christ.	Retells the birth of Jesus Christ but omits minor details.	Retells the birth of Jesus Christ but omits major details.
Ability to take part in Sunday school activities.	Frequently takes part in Sunday school activities.	Takes part in Sunday school activities	Sometimes takes part in Sunday school activities	Takes part in Sunday school with continuous guidance.
Ability to narrate the Miracles of Jesus Christ.	Narrates the Miracles of Jesus Christ in details.	Narrates the Miracles of Jesus Christ.	Narrates the Miracles of Jesus Christ but omits minor details.	Narrates the Miracles of Jesus Christ but omits major details.
Ability to apply values acquired from the miracles of Jesus Christ to form harmonious relationships.	Constantly applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Sometimes applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Applies values acquired from the miracles of Jesus but with consistent guidance.

STRAND 4.0: CHRISTIAN VALUES

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Christian values	4.1 Sharing (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items they share at home as a family, b) practise the value of sharing at home and school, c) retell the story of the little boy with two fish and five loaves, d) desire to keep the environment clean and avoid wastage. 	The learner is guided to: <ul style="list-style-type: none"> • identify items that can be shared at home, • in pairs mention items shared at home and school, • watch or listen to the miracle in John 6:1-14, • role-play the story of the little boy with two fish and five loaves, • draw and colour the two fish and five loaves, • sing a song on sharing, • keep the environment clean (John 6:12-13). 	Why is it important to share with others?

Core Competencies to be developed:

- Learning to Learn: the skill of developing relationships is enhanced as learners work in pairs and groups.
- Imagination and Creativity: is exhibited as learners role-play the story of the little boy with two fish and five loaves.

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners mention items shared at home and school, in pairs.

Values:

Unity is portrayed as learners work together in groups and take turns to perform different activities.

Link to other Activity Areas:

Creative Activities: learners sing a song on sharing. They also role-play the story of the little boy with two fish and five loaves.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Christian values	4.2 Obedience (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list the importance of obeying parents, b) practise obedience at home as guided by the scriptures, c) exercise obedience in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Ephesians 6:1-3, • in groups mention why they should obey their parents, • say the benefits of obeying parents, • in pairs tell how they obey their parents at home, • listen to and sing a song on obedience, • memorise Ephesians 6:2-3. 	Why should you obey your parents?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: is promoted as learners listen keenly to the song and speak clearly and effectively during Bible reading. • Learning to Learn: is enhanced as learners share experiences on the benefits of obeying parents. 				
Pertinent and Contemporary Issues: Social Cohesion: is enhanced as learners sing songs on obedience.				
Values: Respect is enhanced as learners appreciate each other's opinions and take turns to share experiences.				
Link to other Activity Areas: <ul style="list-style-type: none"> • Creative Activities are reinforced as learners listen and sing songs on obedience. • Language Activities: speaking skills are enhanced as learners engage in activities such as mentioning why they should obey their parents. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
4.0 Christian values	4.3 Honesty (4 lessons)	By the end of the sub-strand, the learner should be able to: a) state reasons for telling the truth, b) demonstrate honesty by not stealing other people's items, c) practise punctuality at school and home, d) desire to be truthful in their daily lives.	The learner is guided to: <ul style="list-style-type: none"> • game read Ephesians 4:25, • in groups say why they should always speak the truth, • say why they should not steal or pick items that do not belong to them, • role-play situations of honesty while dealing with other people's items, • sing a song on truthfulness, • story tell instances they took lost and found items to the teacher, • mention reasons for getting home and school on time (punctuality). 	Why is it bad to lie?

Core Competencies to be developed:

Citizenship: the skill of information and communication is enhanced as learners share stories on instances they practised punctuality.

Pertinent and Contemporary Issues:

Social Cohesion: integrity is promoted as learners in groups say why they should speak the truth always.

Values:

- Responsibility is demonstrated as learners become accountable of their own actions and respect other people's items.
- Peace is enhanced as learners avoid hurting others by not taking their items without permission.

Link to other Activity Areas:

Language Activities: learners speak clearly and effectively when telling stories on instances took lost and found items to the teacher.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
4.0 Christian values	4.4 Thankfulness (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention three ways of expressing gratitude to their parents or guardians, b) practise thankfulness at home as guided by the Bible, c) desire to be thankful in daily life. 	The learner is guided to: <ul style="list-style-type: none"> • say why they should thank their parents, • in pairs share when to thank parents, • role-play how to thank parents, • compose and recite a poem on thanking their parents, • sing a song about praising God for the gift of parents or guardians, • write 1Thessalonians 5:18 on flashcards and recite it, • write flashcards on why they should be thankful to their parents or guardians and display the cards in class. 	Why should you thank your parents or guardians?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas is exhibited as they compose poems and role-play how to thank parents. • Communication and Collaboration: the skill of speaking clearly and effectively is portrayed as learners say why they should thank their parents. 				

Pertinent and Contemporary Issues:

Social cohesion: the importance of having guiding values in life is enhanced as learners become thankful to their parents.

Values:

Respect is demonstrated as learners take turns to role-play and listen to each other's opinions.

Link to other Activity Areas:

Language Activities: learners recite the Bible verses and learn new words.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to practise the value of sharing at home and school.	Practises the value of sharing at home and school and encourages peers to do so.	Practises the value of sharing at home and school.	Practises the value of sharing at home and school when prompted.	Practises the value of sharing at home and school with continuous assistance.
Ability to retell the story of the little boy with two fish and five loaves.	Retells the story of the little boy with two fish and five loaves in details.	Retells the story of the little boy with two fish and five loaves.	Retells the story of the little boy with two fish and five loaves but omits minor details.	Retells the story of the little boy with two fish and five loaves but omits major details.
Ability to mention three ways of expressing gratitude to their parents or guardians.	Mentions three ways of expressing gratitude to their parents or guardians and cites relevant examples.	Mentions three ways of expressing gratitude to their parents or guardians.	Mentions two ways of expressing gratitude to their parents or guardians.	Mentions only one way of expressing gratitude to their parents or guardians.
Ability to obey parents as guided by the word of God.	Constantly obeys parents as guided by the word of God.	Obeys parents as guided by the word of God.	Makes effort to obey parents as guided by the word of God.	Obeys parents as guided by the word of God with consistent guidance.
Ability to practise honesty by not stealing other people's items.	Practises honesty by not stealing other people's items and encourages others to do so.	Practises honesty by not stealing other people's items.	Makes an effort to practise honesty by not stealing other people's items.	With continuous guidance practise honesty by not stealing other people's items.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
5.0 The Church	5.1 A House of God (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise the Church as a place of worship and respect it, b) demonstrate responsibility by serving God in Church, c) desire to grow in faith by attending Sunday or Sabbath School.	The learner is guided to: <ul style="list-style-type: none"> • in pairs mention ways they respect the church as a place of worship, • list the benefits of going to church, • list the number of times they go to church, • role-play activities they do in church (e.g. praying, reading the Bible, singing, dancing), • sing and dance to the song in Psalms 100:4 (<i>I will enter His gates with thanksgiving.....</i>). 	<ol style="list-style-type: none"> 1. Why do you go to Church? 2. Why should you respect the Church?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of communication and self-expression is exhibited as learners role-play activities they do in church.</p>				
<p>Link to Pertinent and Contemporary Issues: Spiritual Awareness is enhanced as learners attend and participate in Sunday or Sabbath school activities.</p>				
<p>Link to Values: Responsibility is demonstrated as learners share roles during role-plays and take on different characters.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Mathematical Activities: learners record the number of times they go to church. • Creative Activities: learner’s role play, sing and dance to the song in Psalms 100:4. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
5.0 The Church	5.2 A House of Prayer (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recite simple thanksgiving prayers, b) practise saying simple prayers at different times of the day, c) desire to pray always as taught by Jesus Christ.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Mathew 21:13, • in groups compose and recite simple prayers, • pray for family members, • list the number of times they pray at home or in Sunday or /Sabbath School, • say simple prayers before and after taking meals and before they leave for home. 	Why is it important to pray always?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of listening critically and understanding concepts is exhibited as learners compose and say simple prayers in groups. • Imagination and Creativity: the skill of exploration is portrayed as learners compose simple prayers. 				
<p>Pertinent and Contemporary Issues: Social Cohesion: living together in harmony is enhanced as learners in groups compose simple prayers and recite them.</p>				
<p>Values: Love is demonstrated as learners say simple prayers for family members.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are reinforced as learners compose simple prayers. • Mathematical Activities: learners record the number of times they pray at home or in Sunday school. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to demonstrate responsibility by serving God in Church.	Demonstrates responsibility by serving God in Church and encourages peers to do so.	Demonstrates responsibility by serving God in Church.	Demonstrates responsibility by serving God in Church when prompted.	Demonstrates responsibility by serving God in but with guidance
Ability to recite simple thanksgiving prayers.	Recites simple thanksgiving prayers and other prayers with ease.	Recites simple thanksgiving prayers.	Recites simple thanksgiving prayers with prompts.	Recites simple thanksgiving prayers with consistent guidance.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	Observation Schedules Written Quizzes Checklists Oral questions	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation
The Holy Bible	Word search/ puzzle Checklists Oral questions Written questions	The Children’s Bible, Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	Oral Questions Portfolio Observation schedules Written Quizzes Question and Answer	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ during Programme of Pastoral Instruction
Christian Values	Anecdotal Notes Authentic Tests Word Search/ Puzzle Projects	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians

The Church	Oral Questions, Portfolio Observation schedules Written Quizzes	The Children's Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others
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CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES
GRADE 2

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced at Pre-Primary Level. Christian Religious Education aims to equip the learner with moral values, life skills and attitudes that assist them to live peacefully with others. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

These values include obedience, sharing, responsibility, honesty and respect among others. The skills to be developed include, praying, reciting scriptures/memorising, interpreting scriptures, leadership skills, self-esteem, self-awareness, assertiveness and decision making.

The life approach method will be used to facilitate the learning of Christian Religious Education. This implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him or her to discover the religious significance of those experiences in relation to the Christian faith. The concepts taught at this level will lay a strong moral, spiritual and intellectual foundation for the learner as they transition to Upper Primary.

GENERAL LEARNING OUTCOMES

By the end Primary Education, the learner should be able to:

- a) Demonstrate an awareness of the love of God as their sole creator and heavenly father.
- b) Utilize the teachings of the Holy Bible in their interaction with others to form harmonious relationships.
- c) Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
- d) Acquire moral values and life skills to be able to overcome the challenges in day-to-day life.
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strands	Suggested Number of lessons
1.0 Creation	1.1 Self awareness	4
	1.2 My Family	4
	1.3 Creation of Sky, Sun, moon and Stars	5
2.0 The Holy Bible	2.1 Bible as Guide	3
	2.2 Divisions of the Bible	4
	2.3 The call of Samuel	5
	2.4 Daniel in the Den of Lions	5
	2.5 The Widow of Zarephath	5
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ	5
	3.2 Kindness of the Wise Men	4
	3.3 Jesus Calms the Storm	4
	3.4 Miraculous Catch of Fish	4
	3.5 Healing the man with a Withered Hand	4
	3.6 Easter	3

4.0 Christian Values	4.1 Sharing	3
	4.2 Obedience	3
	4.3 Honesty	3
	4.4 Thankfulness	3
	4.5 Forgiveness	4
	4.6 Responsibility	4
	4.7 Work	3
5.0 The Church	5.1 Prayer	4
	5.2 The Holy Spirit	4
Total		90

NOTE:

The suggested number of lessons per sub-strand may be less or more depending on the context.

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 Self-Awareness (4 lessons)	By the end of the sub-strand, the learner should be able to: a) state what they like about themselves, b) list five different chores they do at home, c) appreciate their physical appearance.	The learner is guided to: <ul style="list-style-type: none"> • recite Psalms 139:13, • in pairs mention what they like about themselves, • draw pictures of what they like about their physical features, • in pairs observe and state in front of the class their similarities and differences (Genesis 1:27), • be ordered from the shortest to the tallest and play games that give an advantage to both, • in pairs list the chores they do at home, • role-play different chores they do at home, • sing a song about their physical appearance, <i>'Mwili wangu ni wa ajabu sana nani aliyeniumba mimi nashangaa.....'</i> 	Why are you a special creation?

Core Competencies to be developed:

- Self-efficacy: the skill of knowing self is exhibited as they mention what they like about themselves.
- Imagination and Creativity: the skill of exploration is enhanced as learners play games that give an advantage to their uniqueness.

Pertinent and Contemporary Issues:

Gender Awareness: knowing self and appreciating their gender either as a boy or girl.

Values:

Responsibility: hard work is portrayed as learners engage in assigned roles and duties.

Link to other Activity Areas:

- Language Activities: they learn new words.
- Creative Activities: learners role-play different chores they do at home.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 My Family (4 lessons)	By the end of the sub-strand, the learner should be able to: a) name family members to promote a sense of belonging, b) state items shared at home to foster family unity, c) identify four items that should not be shared at home for healthy living, d) appreciate members of the extended family for harmonious co-existence.	The learner is guided to: <ul style="list-style-type: none"> • in turns read Acts 10:2, • name members of their extended family, • draw and colour members of their extended family, • share experiences of how they relate with members of the extended family, • mention items they share at home, • list items that should not be shared at home, • say why they should not share the items listed. 	Why is family unity important?
<p>Core Competencies to be developed: Learning to Learn: the skill of working independently is enhanced as learners draw and colour members of their extended family.</p>				
<p>Pertinent and Contemporary Issues: Health education: the learner lists items that should not be shared at home and gives reasons.</p>				
<p>Values: Unity is demonstrated as the learners share experiences of how they relate with members of the extended family.</p>				
<p>Link to other Activity Areas: Health and Nutrition: the learner lists items that should not be shared at home and gives reasons. Language Activities: speaking skills are enhanced as they learn new vocabulary and express themselves confidently.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 Creation of the sky, sun, moon, and stars (5 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise God as the creator of the sky, sun, moon, and stars, b) draw the sun, moon, and stars to appreciate God's creation, c) respect God as the creator of everything.	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of the sun, moon, and stars (Genesis 1:14-19), • observe the sky and tell what they see during the day and at night, • draw and colour the sun, moon, and stars, • cut and mount pictures of the sun, moon, and stars on a chart, • sing a song on creation, '<i>Bwana Mungu nashangaa kabisa.....</i>, • in groups, write the verse in Genesis 1:16 on flashcards and display it in class. 	Why is God's creation peculiar?
Core Competencies to be developed:				
Learning to Learn: the skill of speaking engagingly is exhibited as learners tell what they see during the day and at night.				
PCIs				
Environmental Awareness: learners observe the sky and tell what they see during the day and at night.				
Values:				
Responsibility is portrayed as learners write Genesis 1:16 on flashcards and display it in class.				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state what they like about themselves.	Learner states what they like about themselves with ease.	Learner states what they like about themselves.	Learner makes efforts to state what they like about themselves.	Learner states what they like about themselves with prompts.
Ability to list five chores they do at home.	Learner lists five chores they do at home citing relevant examples.	Learner lists five chores they do at home.	Learner lists four to three chores they do at home.	Learner lists two to one chore they do at home.
Ability to name family members to promote a sense of belonging.	Learner exhaustively names family members to promote a sense of belonging.	Learner names family members to promote a sense of belonging.	Learner names some family members to promote a sense of belonging.	Learner names family members to promote a sense of belonging with prompts.
Ability to identify four items that should not be shared at home for healthy living.	Learner identifies four items that should not be shared at home for healthy living and cites relevant examples.	Learner identifies four items that should not be shared at home for healthy living.	Learner identifies three to two items that should not be shared at home for healthy living.	Learner identifies one item that should not be shared at home for healthy living.

Ability to recognise God as the creator of the sky, sun, moon, and stars and reveres Him.	Learner recognises God as the creator of the sky, sun, moon and stars, reveres Him and encourages peers to do so.	Learner recognises God as the creator of the sky, sun, moon and, stars and reveres Him.	Learner makes efforts to recognise God as the creator of the sky, sun, moon, and stars and reveres Him.	Learner with support recognises God as the creator of the sky, sun, moon, and stars and reveres Him.
Ability to draw the sun, moon, and stars to appreciate God's creation.	Learner skilfully draws the sun, moon, and stars to appreciate God's creation.	Learner draws the sun, moon, and stars to appreciate God's creation.	Learner attempt to draw the sun, moon, and stars to appreciate God's creation.	Learner with assistance draws the sun, moon, and stars to appreciate God's creation.

STRAND 2.0: THE HOLY BIBLE

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.1 The Bible as a Guide (3 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> ● list the importance of reading the Bible ● state how often they read the Bible ● appreciate the Bible as a guide in daily life 	The learner is guided to: <ul style="list-style-type: none"> ● in groups, list the importance of reading the Bible, ● list the number of times they read the Bible as a family, ● watch a video clip of children reading the Bible, ● in groups sing a song about the Bible, <i>'My Bible and I, ooh.....'</i>, ● read and recite Psalms 119:105. 	Why should you read the Bible?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of teamwork is demonstrated as learners list the importance of reading the Bible.</p>				
<p>Pertinent and Contemporary Issues: Social Cohesion is enhanced as learners in groups sing a song about the Bible.</p>				
<p>Values: Respect is demonstrated as learners perform tasks in groups and respect each other's opinions.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> ● Mathematical Activities: learners record the number of times they read the Bible, ● Creative Activities: learners sing the song, <i>'My Bible and I'</i>. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.2 Divisions of the Bible (4 lessons)	By the end of the sub-strand, the learner should be able to: a) state the number of books in the Old Testament, b) identify the first two books in the Old Testament, c) appreciate the Bible as the word of God by reading it always.	The learner is guided to: <ul style="list-style-type: none"> • state the number of books in the Old Testament, • use flashcards and write the first two books in the Old Testament, • compose songs using different languages on the first two books in the Old Testament, • in groups read and sing a common Psalms e.g. Psalms 100:4, <i>‘I will enter His gates with thanksgiving in my heart.....’</i>, • in pairs play a game on the number of books in the Old Testament. 	Why is it important to know the Books of the Bible?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of learning independently is developed as learners use flashcards to write the first two books in the Old Testament. • Communication and Collaboration: the skill of teamwork is enhanced as learners in pairs play the game on ‘number of books’ in the Old Testament. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: our diversity is enhanced as learners compose songs in different languages.</p>				
<p>Values: Patriotism is exhibited as learners compose songs using different languages.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities: learners compose songs and play a game on the number of books in the Old Testament. • Language Activities: learners read the Bible and express ideas fluently. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.3 Bible Story: <i>The Call of Samuel</i> (5 lessons)	By the end of the sub-strand, the learners should be able to: a) retell the call of Samuel as guided by the scriptures, b) mention the lesson learnt from the call of Samuel, c) desire to obey God's commandments.	The learner is guided to; <ul style="list-style-type: none"> • in pairs picture-read 1Samuel 3:3-10, • sing a simple song about the call of Samuel, '<i>Alisikia sauti ikimwita Samueli Samueli.....</i> ', • watch a video on the call of Samuel, • say how they respond to their parents when called, • mention the number of times Samuel was called by God, • role-play in small groups the call of Samuel, • mention the lesson learnt from the call of Samuel, • use flashcards and a pocket board to sort and arrange the verse in 1 Samuel 3:10 sequentially. 	How did Samuel respond to the call of God?
Core competencies: <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork is displayed as learners role-play and sing songs. • Imagination and Creativity: the skill of exploration is exhibited as learners sing about the call of Samuel. 				

Link to PCIs:

Social Cohesion: guiding values in life are developed as learners read the story on the call of Samuel and the virtues he exemplified at a young age.

Link to Values:

Responsibility is enhanced as learners offer leadership and guidance to others during classroom activities.

Link to other Activity Areas:

- Language Activities: learners read the Bible and communicate fluently and confidently.
- Creative Activities: learners sing and role-play the call of Samuel.
- Mathematical Activities: learners mention the number of times Samuel was called by God.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.4 Bible Story: <i>Daniel in the den of lions</i> (5 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Daniel as guided by the Bible text, b) list four lessons learnt from the story of Daniel, c) apply lessons learnt in day-to-day life, d) desire to depend on God's protection.	The learner is guided to: <ul style="list-style-type: none"> • picture-read the story of Daniel in the den of lions, Daniel 6:6-12, 19-22, • watch a video on the story of Daniel in the den of lions, • in groups role-play the story of Daniel in the den of lions, • mention the number of times Daniel prayed to God, • mention lessons learnt from the story of Daniel, • share experiences of when they said No! to things that do not please God, • in pairs, share instances they pray at home, school, or church, • say and write a simple prayer to God for His protection and guidance, • sing the song, '<i>Trust and obey for there is no other way.....</i>' 	Why was Daniel thrown in the den of lions?

Core Competencies to be developed:

Communication and Collaboration: learners speak clearly and effectively as they read the story of Daniel in the den of lions.

Pertinent and Contemporary Issues:

Child rights and responsibility is nurtured as learners share experiences of when they said No! to things that do not please God.

Values:

Responsibility is enhanced as learners share instances they pray at home, school, or church.

Link to other Activity Areas:

- Mathematical Activities: learners record the number of times Daniel prayed,
- Language Activities: learners read the Bible and write a simple prayer to God for His protection and guidance.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.5 The Bible Story: <i>The Widow of Zarephath</i> (5 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the widow of Zarephath, b) identify lessons learnt from the miracle, c) desire to depend on God's provision.	The learner is guided to: <ul style="list-style-type: none"> • picture-read 1Kings 17:7-16, • watch a video clip on the miracle; 1 Kings 17:7-16, • mention in groups two lessons learnt from the miracle, • in pairs draw and colour bread, • sing a song on trusting God. 	<ol style="list-style-type: none"> 1. Why did Elijah go to Zarephath? 2. How did the widow get enough flour and oil?
<p>Core competencies to be developed: Learning to learn: the skill of coming up with new ideas is nurtured as learners draw and colour bread.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health Education: nutrition and hygiene is reinforced as learners watch a video clip on the multiplication of flour. • Social Cohesion: the importance of living together is enhanced as learners mention in groups two lessons learnt from the miracle. 				
<p>Values: Love: compassion is nurtured as learners mention lessons learnt from the miracle.</p>				
<p>Link to other Activity Areas: Creative Activities: learners sing, draw and colour the bread.</p>				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list the importance of reading the Bible.	Learner lists the importance of reading the Bible and cites relevant examples.	Learner identifies the importance of reading the Bible.	Learner identifies some importance of reading the Bible.	Learner identifies the importance of reading the Bible with constant guidance.
Ability to state the number of books in the Old Testament.	Learner with ease states the number of books in the Old Testament.	Learner states the number of books in the Old Testament.	Learner partially states the number of books in the Old Testament.	Learner states the number of books in the Old Testament with constant assistance.
Ability to identify the first two books in the Old Testament.	Learner explicitly identifies the first two books in the Old Testament.	Learner identifies the first two books in the Old Testament.	Learner identifies the first book in the Old Testament.	Learner identifies the first book in the Old Testament with assistance.
Ability to retell the Bible stories as guided by the scriptures.	Learner retells the Bible stories as guided by the scriptures in details.	Learner retells the Bible stories as guided by the scriptures.	Learner retells the Bible stories as guided by the scriptures but omits minor details.	Learner retells the Bible stories as guided by the scriptures but omits major details.

Ability to list lessons learnt from the Bible stories.	Learner lists lessons learnt from the Bible stories in details.	Learner lists lessons learnt from the Bible stories.	Learner lists lessons learnt from the Bible stories but omits minor information.	Learner lists lessons learnt from the Bible stories but omits major information.
Ability to apply lessons learnt from the Bible stories.	Learner applies lessons learnt from the Bible stories in day-to-day life and encourages peers to do so.	Learner applies lessons learnt from the Bible stories in day-to-day life.	Learner makes an effort to apply lessons learnt from the Bible stories in day-to-day life.	Learner applies lessons learnt from the Bible stories in day-to-day life when prompted.

STRAND 3.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ (5 lessons)	By the end of the sub-strand, the learner should be able to: a) relate the joy of the shepherds as guided by the scriptures, b) describe the dedication of baby Jesus, c) appreciate the birth of Jesus Christ our Saviour by obeying Him.	The learner is guided to: <ul style="list-style-type: none"> • in turns picture-read Luke 2:15-20, • watch a video clip about the shepherds, • observe pictures of shepherds worshipping baby Jesus, • sing songs related to the birth of Jesus Christ, • picture-read Luke 2:22-24, • draw and colour pictures of a dove and a pigeon (Luke 2:24), • in groups, role-play the dedication of baby Jesus (Luke 2:22-24). 	Why is the birth of Jesus Christ important to all humankind?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork and recognising the ideas of others is portrayed as learners work in groups. • Learning to Learn: the skills of self-discipline and motivation to learn is shown as learners role-play and sing songs related to the birth of Jesus Christ. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Animal welfare education: introduction to animal welfare; learners draw and colour a dove and a pigeon. • Patriotism: devotion is enhanced as they role-play the dedication of baby Jesus. 				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities are reinforced through singing and role-play. • Language Activities: speaking skills are nurtured as learners read the Bible. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Early Life of Jesus Christ	3.2 Kindness of the Wise Men (4 lessons)	By the end of the sub-strand, the learner should be able to: a) list three gifts given to baby Jesus by the wise men, b) demonstrate assertiveness by refusing gifts from strangers, c) appreciate Jesus Christ as a gift from God.	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Matthew 2:11, • name gifts that were brought to baby Jesus by the three wise men, • draw and colour gifts given to baby Jesus, • use flashcards to role-play the exchange of gifts, • role-play saying, ‘thank you’ after receiving gifts from friends and family members, • avoid receiving gifts from strangers, • list in groups the negative results of receiving gifts from strangers, • sing a gratitude song about Jesus’ love, ‘<i>Jesus love is very very wonderful.....</i>’. 	How did the wise men show kindness?
<p>Core competencies to be developed: Learning to Learn: the skill of self-discipline is developed as learners are guided to avoid receiving gifts from strangers.</p>				
<p>Link to Pertinent and Contemporary Issues: Safety and Security is enhanced as learners ensure safety inside and outside the school environment by not accepting gifts from strangers.</p>				
<p>Link to Values: Integrity is developed as learners are guided to avoid confidentiality and security breaches by not accepting gifts from strangers.</p>				
<p>Link to other learning activity areas: Creative Activities: learners draw and colour gifts given to baby Jesus.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.3 Jesus calms the Storm (4 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the miracle of calming the storm, b) list lessons learnt from the miracle of calming the storm, c) desire to trust God when faced with challenging situations.	The learner is guided to: <ul style="list-style-type: none"> • in turns picture-read Matthew 8:23-27, • watch a video clip on the miracle of calming the storm, • in pairs mention challenges that a person can face, for example, sickness, lack of food, clothes, • in groups say what they do when faced with difficulties, • tell two lessons learnt from the miracle, • draw and colour a boat, • in groups sing a song about calming the storm. 	How did Jesus calm the storm?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of developing new ideas is enhanced as learners draw and colour the boat. • Communication and Collaboration: the skill of reasoning is enhanced as learners in groups say what they do when faced with difficulties. 				
<p>Pertinent and Contemporary Issues: Environmental Awareness is enhanced as they learn about calming the storm.</p>				
<p>Values: Unity is exhibited as learners in groups sing a song about calming the storm.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Environmental Activities: calming the storm (weather). • Creative Activities: learners, sing, draw and colour a boat. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.4 Miraculous Catch of Fish (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the miraculous catch of fish, b) mention three lessons learnt from the miraculous catch of fish, c) desire to trust in God as portrayed by the fishermen.	The learner is guided to: <ul style="list-style-type: none"> • in turns picture-read Luke 5:3-9, • watch a video clip on the miraculous catch of fish, • list ways Jesus solved the problem of the fishermen, • in pairs tell how the fishermen were able to catch a large number of fish, • tell how they exercise faith in God, • mention three lessons learnt from the miracle, • sing the song <i>‘I will make you fishers of men.....’</i>, • draw and colour a fish. 	How did Jesus help the fishermen?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: the skill of observing safety precautions when using digital gadgets is portrayed as learners watch a video clip on the miraculous catch of fish. • Imagination and Creativity: the skill of generating ideas is enhanced as learners draw and colour the fish. 				
Link to PCIs: Social Cohesion is enhanced as learners sing using different languages.				
Link to Values: Unity is nurtured as learners picture-read in turns Luke 5:3-9.				
Link to other Activity Areas: Creative Activities: learners sing and draw a fish.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.5 Healing the Man with a Withered Hand (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the healing of the man with a withered hand, b) mention occasions they prayed to God for healing, c) desire to show compassion to others.	The learner is guided to: <ul style="list-style-type: none"> • in groups picture-read Matthew 12:9-11,13, • in pairs draw a withered hand, • watch a video clip on healing the man with a withered hand, • role-play how we care for those abled differently, • in pairs share experiences on when they prayed to God for healing, • write Mathew 12:13 on flashcards and recite it aloud in class. 	How was the man with a withered hand healed?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of communication and self-expression is exhibited as learners picture-read Matthew 12:9-11,13, • Imagination and Creativity: the skill of originality is expressed as learners role-play how to care for those abled differently. 				
<p>Link to Pertinent and Contemporary Issues: Non-communicable diseases: learners learn about paralysis and that it is non-communicable.</p>				
<p>Values: Love is nurtured as learners role-play caring for those abled differently.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are nurtured as learners role-play. • Language Activities: speaking skills are applied as learners write Matthew 12:13 on flashcards and recite it aloud in class. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.6 Easter (3 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise the death of Jesus as a sign of total love for humankind, b) list four activities they do in church during Easter celebrations, c) appreciate Jesus Christ's death and resurrection as the way to salvation.	The learner is guided to: <ul style="list-style-type: none"> • write 1Corinthians 15:3-4 on flashcards and recite the verse in turns, • in pairs mention what happened on Good Friday, • view a picture of Jesus nailed on the cross, • mention activities they do in church during Easter celebrations, • mention what took place on Easter Sunday (Mark 16:5-6), • in groups view a picture of the three women who visited an empty grave, • draw an empty cross. 	Why is Jesus' death and resurrection important to Christians today?
<p>Core Competencies to be developed: Communication: learners actively listen and communicate effectively as they work in groups.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion is enhanced as learners perform different activities in groups.</p>				
<p>Values: Love is nurtured as they learn about the selfless love of Christ.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: learners recite Bible verses. • Creative Activities: learners draw an empty cross. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to relate the joy of the shepherds as guided by the scriptures.	Learner illustratively relates the joy of the shepherds as guided by the scriptures.	Learner relates the joy of the shepherds as guided by the scriptures.	Learner partly relates the joy of the shepherds as guided by the scriptures.	Learner relates the joy of the shepherds as guided by the scriptures when prompted.
Ability to describe the dedication of baby Jesus.	Learner describes the dedication of baby Jesus in details.	Learner describes the dedication of baby Jesus.	Learner describes the dedication of baby Jesus but omits minor details.	Learner describes the dedication of baby Jesus but omits major details.
Ability to list three gifts given to baby Jesus by the wise men.	Learner lists three gifts given to baby Jesus by the wise men using illustrations.	Learner lists three gifts given to baby Jesus by the wise men	Learner lists two of the gifts given to baby Jesus by the wise men.	Learner lists only one gift given to baby Jesus by the wise men.
Ability to demonstrate assertiveness by refusing gifts from strangers.	Learner constantly demonstrates assertiveness by refusing gifts from strangers.	Learner demonstrates assertiveness by refusing gifts from strangers.	Learner sometimes demonstrates assertiveness by refusing gifts from strangers.	Learner demonstrates assertiveness by refusing gifts from strangers but requires consistent support.

Ability to narrate the miracles performed by Jesus Christ.	Learner narrates the miracles performed by Jesus Christ in details	Learner narrates the miracles performed by Jesus Christ	Learner narrates the miracles performed by Jesus Christ but omits minor details	Learner narrates the miracles performed by Jesus Christ but omits major details.
Ability to list lessons learnt from the miracles of Jesus Christ.	Learner lists lessons learnt from the miracles of Jesus Christ in details.	Learner lists lessons learnt from the miracles of Jesus Christ.	Learner lists some lessons learnt from the miracles of Jesus Christ.	Learner lists some lessons learnt from the miracles of Jesus Christ but with guidance.

STRAND 4.0: CHRISTIAN VALUES

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.1 Sharing (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify five items shared at school, b) demonstrate kindness by sharing items with others, c) desire to share items to promote harmonious living.	The learner is guided to: <ul style="list-style-type: none"> • in pairs list various items that can be shared at school, • in groups draw and colour items they share at school, • in pairs talk about instances they have shared items with those in need, • list the importance of sharing with others, • role-play sharing items in class, • sing a song on sharing, • write Hebrews 13:16 on flashcards and read aloud. 	Why is it important to share with others?
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration: the skill of teamwork is portrayed as learners role-play sharing in class, • Learning to Learn: the skill of developing relations is enhanced as learners carry out activities with peers. 				
Link to PCIs: Social Cohesion: the importance of living together is exhibited as learners role-play sharing items in class.				
Values: Unity is portrayed as learners work in pairs and talk about instances they shared items with those in need.				
Link to other Activity Areas: Environmental Activities: learners list various items that can be shared at school.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.2 Obedience (3 lessons)	By the end of the sub-strand, the learner should be able to: a) list five ways they obey teachers and the children’s government, b) discuss reasons for obeying teachers and the children’s government, c) practise obedience in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • write Hebrews 13:17 on flashcards and read aloud, • share experiences of how they obey teachers, • tell why they should obey teachers and the children’s government, • compose a poem on obedience, • discuss how disobedience affects them negatively, • sing a song on obedience “<i>trust and obey for there’s no other way.....</i>”. 	Why should you obey teachers and other leaders at school?
Core Competencies to be developed: Citizenship: the skill of information and communication is enhanced as learners tell why they should obey teachers and the children’s government.				
Pertinent and Contemporary Issues: Peace Education is nurtured as learners obey rules and regulations.				
Values: Patriotism is enhanced as learners obey teachers and the children’s government.				
Link to other Activity Areas: Environmental Education: learners share experiences of how they obey their teachers and the importance of obedience in day-to-day life.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.3 Honesty (3 lessons)	By the end of the sub-strand, the learner should be able to: a) tell reasons for telling the truth in their interaction with others, b) demonstrate responsibility by completing their homework on time, c) practise honesty by taking lost and found items to the teacher or parent, d) desire to be honest by not copying other pupils' work.	The learner is guided to: <ul style="list-style-type: none"> • read in groups Proverbs 12:17,19, • say why they should tell the truth always, • in groups tell why they should complete their homework on time, • list the negative results of copying other pupils' work, • tell why they should not take other people's property without permission, • role-play taking lost and found items to the teacher, • write Proverbs 12:19 on flashcards and read aloud, • sing a song on telling the truth. 	<ol style="list-style-type: none"> 1. Why should you tell the truth always? 2. Why is it wrong to copy other pupils' work?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: the skill of learning independently is nurtured as learners tell why they should complete their homework on time, • Self-efficacy: is nurtured as learners avoid taking other people's property without permission. 				
Pertinent and Contemporary Issues: Social cohesion is nurtured as they learn ways of showing integrity by telling the truth always.				
Values: Integrity: learners display honesty by taking lost and found items to the teacher.				
Link to other Activity Areas: Environmental Activities learners practise honesty by not taking other people's items.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.4 Thankfulness (3 lessons)	By the end of the sub-strand, the learner should be able to: a) list the importance of thanking others, b) demonstrate thankfulness in day-to-day life, c) appreciate God by thanking Him always.	The learner is guided to: <ul style="list-style-type: none"> • mention why they should thank other people, • role-play situations that require thankfulness, • in pairs exchange gifts and practise saying, ‘Thank you’, • in groups write 1Thessalonians 5:18 on flashcards and read aloud, • compose poems to thank parents for taking good care of them, • sing a song on thanksgiving. 	Why should you be thankful?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of originality is enhanced as learners role-play and compose a poem.</p>				
<p>Pertinent and Contemporary Issues: Social Cohesion is enhanced as they learn the importance of thanking those who show them kindness.</p>				
<p>Values Social Justice is nurtured as learners live harmoniously with others.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: speaking skills are applied as learners use polite language (etiquette) like, ‘thank you’. • Creative Activities: learners role-play and compose poems. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.5 Forgiveness (4 lessons)	By the end of the sub-strand, the learner should be able to: a) practise forgiveness to foster harmonious living, b) dramatise the story of the prodigal son, c) desire to forgive others in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip about the prodigal son (Luke 15:11-22, • role-play the story of the prodigal son, • write Matthew 18:21-22 on flashcards and read aloud, • tell a friend how to avoid hurting others, • sing a song on forgiveness. 	Why should you forgive others?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of developing healthy relationships is nurtured as learners forgive each other. • Digital Literacy: the skill of observing safety precautions is enhanced as learners interact with digital devices. 				
<p>Pertinent and Contemporary Issues: Safety and Security: learners exercise precaution in an environment where they are interacting with digital devices.</p>				
<p>Values: Love: learners learn to forgive each other just as the prodigal son was forgiven by his father.</p>				
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities: learners role-play the story of the prodigal son, • Mathematical Activities: the skill of multiplication is applied as they learn to forgive 70 x 7 times. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.6 Responsibility (4 lessons)	By the end of the sub-strand, the learner should be able to: a) mention items they carry to school, b) take care of the items they use in school, c) desire to be responsible by taking care of their items.	The learner is guided to: <ul style="list-style-type: none"> • read Colossians 3:23, • display and count the items they carry to school, • in pairs list the use of each item, • say and show others how they take care of items they use at school, • sing a song about items they carry to school, • draw and colour items they carry to school, • say why they should not forget school items at home. 	How do you take care of your school items?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of using resources responsibly is exhibited as learners take care of their items, • Learning to Learn: the skill of self-reflection is nurtured as learners say why they should not forget school items at home. 				
<p>Link to Pertinent and Contemporary Issues: Social cohesion: learners show integrity by being responsible as they take care of their personal property.</p>				
<p>Link to Values: Responsibility is nurtured as learners care for their own property.</p>				
<p>Link to Other Activity Areas: Creative Activities: learners sing songs, draw, and colour items.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.7 Work (3 lessons)	By the end of the sub-strand, the learner should be able to: a) mention how they help parents at home, b) take part in doing simple chores at school and in Church, c) appreciate work by doing simple chores.	The learner is guided to: <ul style="list-style-type: none"> • in pairs say how they help parents at home, • list the simple chores they do at home, • write a poem on “hard work”, • keep their home, class, and compound clean. 	Why is it important to work?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: is enhanced as learners exercise self-discipline and help their parents with simple chores at home. • Communication and Collaboration: the skill of speaking clearly and effectively is nurtured as learners say how they help their parents at home. 				
Link to Pertinent and Contemporary Issues: Environmental Awareness: is portrayed as learners show responsibility by keeping the compound clean.				
Values: Patriotism learners assist with chores at home, in class and keep the compound clean.				
Link to other learning activity areas: <ul style="list-style-type: none"> • Environmental Activities: learners keep the compound clean. • Language Activities: writing skills are applied as learners write a poem about work. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify five items shared at school.	Learner illustratively identifies five items shared at school.	Learner identifies five items shared at school.	Learner identifies three to four items shared at school.	Learner identifies one to two items shared at school.
Ability to demonstrate kindness by sharing items with others.	Learner constantly demonstrates kindness by sharing items with others.	Learner demonstrates kindness by sharing items with others.	Learner sometimes demonstrates kindness by sharing items with others.	Learner demonstrates kindness by sharing items with others when prompted.
Ability to list five ways they obey teachers and the children's government.	Learner lists five ways they obey teachers and the children's government and cites relevant examples.	Learner lists five ways they obey teachers and the children's government.	Learner lists three to four ways they obey teachers and the children's government.	Learner lists one to two ways they obey teachers and the children's government.
Ability to mention reasons for telling the truth in their interaction with others.	Learner citing relevant examples, mentions reasons for telling the truth in their interaction with others.	Learner mentions reasons for telling the truth in their interaction with others.	Learner makes an effort to mention reasons for telling the truth in their interaction with others.	Learner mentions reasons for telling the truth in their interaction with others with constant guidance.

Ability to take part in doing simple chores at home, school, and in Church.	Learner constantly takes part in doing simple chores at home, school, and in Church.	Learner takes part in doing simple chores at home, school, and in Church.	Learner sometimes takes part in doing simple chores at home, school, and in Church.	Learner with consistent guidance takes part in doing simple chores at home, school, and in Church.
Ability to demonstrate thankfulness in day-to-day life.	Learner demonstrates thankfulness in day-to-day life and encourages peers to do so.	Learner demonstrates thankfulness in day-to-day life.	Learner sometimes demonstrates thankfulness in day-to-day life.	Learner demonstrates thankfulness in day-to-day life only with prompts.
Ability to practise forgiveness to foster harmonious living.	Learner constantly practises forgiveness to foster harmonious living.	Learner practises forgiveness to foster harmonious living.	Learner sometimes practises forgiveness to foster harmonious living.	Learner practises forgiveness to foster harmonious living when prompted.
Ability to demonstrate responsibility by completing their homework on time.	Learner constantly demonstrates responsibility by completing their homework on time.	Learner demonstrates responsibility by completing their homework on time.	Learner sometimes demonstrates responsibility by completing their homework on time.	Learner demonstrates responsibility by completing their homework on time with support.
Ability to take part in doing simple chores at home, school, and in Church.	Learner constantly takes part in doing simple chores at home, school, and in Church.	Learner takes part in doing simple chores at home, school, and in Church.	Learner sometimes takes part in doing simple chores at home, school, and in Church.	Learner takes part in doing simple chores at home, school, and in Church with prompts.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.1 Prayer (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) recite the first four lines of the Lord's prayer, b) retell the story of a friend at midnight, c) desire to develop a relationship with God through prayers.	The learner is guided to: <ul style="list-style-type: none"> recite the first four lines of the Lord's prayer; Mathew (6:9-10), sing a song on the Lord's prayer, picture-read Luke 11:5-10, role-play the story of a friend at midnight, in groups, say the importance of prayer. 	Why should you pray always?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of speaking clearly and effectively is exhibited as learners recite the Lord's prayer.</p>				
<p>Pertinent and Contemporary Issues: Peace Education: good neighbourhood is nurtured as learners role-play the story of a friend at midnight.</p>				
<p>Values: Social Justice: is enhanced as they learn about the value of sharing from the story of a friend at midnight.</p>				
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> Creative Activities: learners sing, dance, and role play. Mathematical Activities: learners count and record the number of times they recite the Lord's Prayer. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 The Holy Spirit (4 lessons)	By the end of the sub-strand, the learner should be able to: a) state the promise Jesus gave to His disciples, b) mention three roles of the Holy Spirit in the life of a Christian, c) appreciate the work of the Holy Spirit in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • mention examples of good promises given by their parents, • say whether the promises were fulfilled, • in turns read Acts 1:4 and 2:3-4, • mention the work of the Holy Spirit (He strengthens-Luke 24:49, guides- Romans 8:14, and unites Christians- Ephesians- 4:3-4), • in groups write the work of the Holy Spirit on flashcards and read aloud, • sing a song about the work of the Holy Spirit. 	<ol style="list-style-type: none"> 1. What did Jesus promise His disciples? 2. What is the work of the Holy Spirit?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of communication and self-expression is portrayed as learners mention examples of good promises they have been given by their parents.</p>				
<p>Pertinent and Contemporary Issues: Social Cohesion is developed as they learn about the work of the Holy Spirit in uniting Christians.</p>				
<p>Values: Unity is nurtured as learners work in groups to write the work of the Holy Spirit on flashcards.</p>				
<p>Link to Other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: learners learn new words and express themselves confidently. • Creative Activities: learners sing a song about the work of the Holy Spirit. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the first four lines of the Lord's prayer.	Learner recites the first four lines of the Lord's prayer with ease.	Learner recites the first four lines of the Lord's prayer.	Learner recites two to three lines of the Lord's prayer.	Learner recites only the first line of the Lord's prayer.
Ability to retell the story of a friend at midnight.	Learner retells the story of a friend at midnight in details.	Learner retells the story of a friend at midnight.	Learner retells the story of a friend at midnight but omits minor details.	Learner retells the story of a friend at midnight but omits major details.
Ability to state the promise given to the disciples by Jesus Christ.	Learner states the promise given to the disciples by Jesus Christ with ease.	Learner states the promise given to the disciples by Jesus Christ.	Learner makes an effort to state the promise given to the disciples by Jesus Christ.	Learner states the promise given to the disciples by Jesus Christ with prompts.
Ability to mention three roles of the Holy Spirit in the life of a Christian.	Learner mentions three roles of the Holy Spirit in the life of a Christian with ease.	Learner mentions three roles of the Holy Spirit in the life of a Christian.	Learner mentions two roles of the Holy Spirit in the life of a Christian.	Learner mentions one role of the Holy Spirit in the life of a Christian.

SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	Observation Schedules, <ul style="list-style-type: none"> • Written Quizzes • Checklists, • Oral questions 	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation
The Holy Bible	<ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions • Written questions 	The Children’s Bible, Good News Bible, Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes • Question and Answer 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ in clubs and societies
Christian Values	<ul style="list-style-type: none"> • Anecdotal Notes • Authentic Tests • Word Search/ Puzzle • Projects 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians
The Church	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES
GRADE 3

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced at pre-primary level. Christian Religious Education aims to equip the learner with moral values, life skills and attitudes that assist them to overcome challenges in day-to-day life. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

These values include obedience, sharing, responsibility, honesty and respect among others. The skills to be developed in this activity area include, praying, reciting, interpreting scriptures, leadership skills, self-esteem, self-awareness, assertiveness, and decision making.

The life approach method will be used to facilitate the learning of Christian Religious Education. This implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him or her to discover the religious significance of those experiences in relation to the Christian faith. The concepts taught at this level will lay a strong moral, spiritual and intellectual foundation for the learner as they transition to Upper Primary.

GENERAL LEARNING OUTCOMES

By the end of Lower Primary, the learner should be able to:

- a) Demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) Utilize the teachings of the Holy Bible in their interaction with others to form harmonious relationships.
- c) Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
- d) Utilise the moral values, life skills and attitudes acquired to overcome the challenges they face in day-to-day life.
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strand	Suggested number of lessons
1.0 Creation	1.1 Self awareness	5
	1.2 My Family	3
	1.3 Adam and Eve	4
2.0 The Bible	2.1 The Bible as the Word of God	4
	2.2 Moses and the Burning Bush	4
	2.3 The big fish swallows Jonah	4
	2.4 Naaman is Healed	4
	2.5 The Three Hebrew Men	4
	2.6 Elisha and the Boys	4
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	3
	3.2 The Good Samaritan	5
	3.3 The Little boy with five loaves and two fish	5
	3.4 Jesus Christ Walks on Water	3
	3.5 Raising of Jairus Daughter	5
	3.6 Easter	4

4.0 Christian Values	4.1 Honesty	5
	4.2 Thankfulness	3
	4.3 Forgiveness	4
	4.4 Trust	4
	4.5 Responsibility	4
5.0 The Church	5.1 Prayer	5
	5.2 The Holy Spirit	4
Total Number of lessons		90

NOTE:

The suggested number of lessons per sub-strand may be less or more depending on the context.

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 Self-Awareness (5 lessons)	By the end of the sub-strand, the learner should be able to: a) identify themselves as male or female according to Genesis 1:27, b) describe how they cope with happy or sad feelings, c) make the right choices guided by the word of God, d) appreciate his or her gender as guided by the scriptures.	The learner is guided to: <ul style="list-style-type: none"> • read Genesis 1:27 and state their gender, • list different activities done by boys and girls, • write Psalms 139:13 on flashcards and read aloud, • draw and colour faces depicting various emotions, • in groups list good thoughts and feelings e.g. loving others, loving God, having joy, forgiving others, • sing a song ‘I’m happy today so happy in Jesus name I’m happy...’, • avoid bad thoughts which can lead to bad behaviour, such as fights, stealing, hating others, abusing others, and talking about other people behind their back, • list results of making bad choices and share in class. 	Why is it important to appreciate your gender?

Core competencies to be developed:

Self-efficacy: the skill of knowing self is demonstrated as the learner appreciates and states their gender.

Link to PCIs:

Gender Awareness is reinforced as learners list activities done by boys and those done by girls.

Link to Values:

Integrity is demonstrated as learners choose to do the right thing by avoiding bad thoughts and feelings.

Links to other Activity Areas:

Creative Activities: learners sing, dance, draw, and colour faces depicting various emotions.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 My Family (3 lessons)	By the end of the sub-strand, the learner should be able to: a) name family members in the nuclear and extended family, b) draw the family tree to understand family relationships, c) desire to respect family members for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> • name members of their family, • tell how they relate with family members, • draw and colour the family tree, • compose a poem to appreciate members of their families. 	Why should you respect family members?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of knowing their family is enhanced as learners name members of their family. • Citizenship: the skill of active family life is developed as learners tell how they relate with family members. 				
<p>Pertinent and Contemporary Issues: Social Cohesion is enhanced as they learn how to relate with family members.</p>				
<p>Link to Values: Love is nurtured as they compose a poem to appreciate members of their families.</p>				
<p>Links to other Learning Activity Areas: Environmental Activities: learners draw the family tree to understand family relationships.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 Adam and Eve (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise God as the creator of Adam and Eve, b) describe how Adam and Eve disobeyed God, c) state four results of Adam’s disobedience, d) desire to exercise obedience in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Genesis 2:7, 21, • picture-read Genesis 2:16-17, • tell how man disobeyed God in Genesis 3:6-7, • mention the result of man’s disobedience; Genesis 3:17, 19 & 23, • compose a poem on the importance of obeying parents. 	<ol style="list-style-type: none"> 1. How did Adam and Eve disobey God? 2. Why should you obey your parents?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of originality is exhibited as learners compose a poem on the importance of obeying parents.</p>				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is enhanced as learners compose a poem on the importance of obeying parents.</p>				
<p>Link to Values: Patriotism is developed as learners obey laws and regulations while performing different tasks in class.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: learners speak clearly and effectively as they read and recite poems, • Creative Activities: learners sing, dance, and compose poems. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe how they cope with happy or sad feelings.	Learner describes how they cope with happy or sad feelings in details.	Learner describes how they cope with happy or sad feelings.	Learner describes how they cope with happy or sad feelings but omit minor details.	Learner describes how they cope with happy or sad feelings but omit major details.
Ability to make the right choices guided by the word of God.	Learner makes the right choices guided by the word of God and encourages peers to do so.	Learner makes the right choices guided by the word of God.	Learner attempts to make the right choices guided by the word of God.	Learner makes the right choices guided by the word of God with consistent guidance.
Ability to name family members in the nuclear and extended family.	Learner names family members in the nuclear and extended family exhaustively.	Learner names family members in the nuclear and extended family.	Learner names some family members in the nuclear and extended family.	Learner names family members in the nuclear and extended family with assistance.
Ability to recognise God as the creator of Adam and Eve.	Learner constantly recognises God as the creator of Adam and Eve.	Learner recognises God as the creator of Adam and Eve.	Learner makes effort to recognise God as the creator of Adam and Eve.	Learner with prompts recognises God as the creator of Adam and Eve.
Ability to state four results of Adam's disobedience.	Learner states four results of Adam's disobedience and cites relevant examples.	Learner states four results of Adam's disobedience.	Learner states three results of Adam's disobedience.	Learner states one to two results of Adam's disobedience.

STRAND 2.0: THE HOLY BIBLE

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.1 The Bible as the Word of God (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> differentiate the Bible from other books as guided in 2 Timothy 3:16A, state the number of books in the New Testament, name the four Gospel books in the New Testament, appreciate the Bible as a guide in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> in pairs, tell the difference between the Bible and other books, in groups, draw and colour the Holy Bible, sing the song “<i>My Bible and I.....</i>”, in groups read 2 Timothy 3:16A and say why they should respect the Holy Bible, state the number of books in the New Testament, name the four Gospel books, tell the importance of reading the Bible always recite Psalms 119:105. 	Why is the Bible a Holy book?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Imagination and Creativity: the skill of communicating ideas with confidence is portrayed as learners tell the difference between the Bible and other Books. Learning to Learn: the skill of creating learning experiences is developed as learners discuss the importance of reading the Bible always. 				

Link to PCIs:

Social Cohesion is nurtured as learners respect diversity and sing songs using different languages.

Link to Values:

Unity is nurtured as learners work in groups to sing, dance, draw, and colour the Bible.

Link to other Activity Areas:

- Mathematical Activities: learners count the number of books in the New Testament.
- Language Activities: learners read the Bible fluently and express ideas confidently.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.2 Bible Story: <i>Moses and the Burning Bush</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Moses and the burning bush, b) mention three lessons learnt from the story, c) desire to obey God in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • in turns read Exodus 3:1-6, • watch a video clip of Moses and the burning bush, • in pairs state how Moses obeyed God, • mention three lessons learnt from the story of Moses and the burning bush, • sing a song about Moses and the burning bush, • draw and colour Moses and the burning bush, • in pairs share experiences of how they obey their parents. 	How did Moses express obedience to God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of self-expression is exhibited as learners’ role-play the story of Moses and the burning bush. • Digital Literacy: the skill of interacting with digital devices is exhibited as learners watch a video clip on Moses and the burning bush. 				

Pertinent and Contemporary Issues:

Social Cohesion: the importance of having guiding values in life is portrayed as learners share experiences of how they obey their parents.

Link to Values:

Unity is portrayed as learners work in pairs and groups and respect each other's opinions.

Link to other Activity Areas:

Language Activities: learners read fluently and express themselves confidently.

Creative Activities: learners draw and role-play the story of Moses and the burning bush.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.3 Bible Story; <i>The big fish</i> <i>Swallows</i> <i>Jonah</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of Jonah and the big fish, b) list the results of Jonah’s disobedience, c) desire to obey God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • read the story of Jonah 1:1-4,15,17; 2:10, • watch a video on the story of Jonah, • draw and colour the big fish, • mention what happened to Jonah after he disobeyed God, • state why they should be obedient to God and others, • sing a song, “<i>The big fish swallows Jonah.....</i>”. 	Why is it important to obey God?

Core Competencies to be developed:

Communication and Collaboration: learners speak clearly and effectively as they state why they should be obedient to God and others.

Link to Pertinent and Contemporary Issues:

Environmental Awareness: learners draw and colour the big fish.

Link to Values:

Obedience is inculcated as they learn the importance of obeying instructions.

Link to other Activity Areas:

- Creative Activities: learners sing songs, they also draw and colour the big fish
- Language Activities: learners read and discuss reasons why they should be obedient to God and others.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.4 Bible Story; <i>Naaman is Healed</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the healing of Naaman the Syrian commander, b) mention three lessons learnt from the story of Naaman, c) appreciate God as the healer of all diseases.	The learner is guided to: <ul style="list-style-type: none"> • know what is leprosy and how it is spread from one person to the other, • picture-read the healing of Naaman in 2 Kings 5:1-14, • watch a video clip on Naaman’s healing, • dramatise the story of Naaman, • list three lessons learnt from the healing of Naaman, 	How was Naaman healed?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of communicating clearly and effectively is enhanced as learners retell the story of Naaman, • Imagination and Creativity: the skill of exchanging new ideas and creative thinking is exhibited as learners dramatise the story of Naaman. 				
<p>Link to Pertinent and Contemporary Issues: Health Education: communicable diseases; learners are taught the meaning of leprosy and how it is spread.</p>				
<p>Link to Values Respect: learners take turns reading the Bible texts and respect each other’s opinions as they share their ideas.</p>				
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Creative Activities: learners dramatise the story of Naaman. • Environmental Activities: learners mention the disease Naaman was suffering from. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.5 Bible Story: <i>The three Hebrew men</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of the three Hebrew men, b) list three lessons learnt from the story, c) desire to depend on God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Daniel 3:15-16, 18, 23-30, • watch a video on the story, • tell why the three men were thrown into the fire, • draw and colour the three Hebrew men and the fourth person who rescued them, • mention lessons learnt from the story, • dramatise how the three Hebrew men were rescued, • sing a song based on the story. 	How were the three Hebrew men rescued from the fire?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of connecting with technology is enhanced as learners watch a video on the story. • Imagination and Creativity: the skill of originality is enhanced as learners dramatise the three Hebrew men being rescued. 				
<p>Link to Pertinent and Contemporary Issues: Human Rights and Responsibilities: freedom of worship, learners are aware of their right to worship.</p>				
<p>Link to Values: Responsibility: learners become responsible as they learn about patience in the face of difficulties.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: reading skills; learners read the story of the three Hebrew men. • Creative Activities: learners dramatise and sing a song based on the story. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.6 Bible Story; <i>Elisha and the Boys</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Elisha and the boys, b) mention four lessons learnt from the story of Elisha and the boys, c) desire to respect the elderly in the community.	The learner is guided to: <ul style="list-style-type: none"> • read 2 Kings 2: 23-24 and retell the story of Elisha and the boys, • mention the number of boys in the story, • draw, colour, and display pictures of the two bears, • in pairs tell why they should respect the elderly, • say why they should not join their friends to do mischief, • role-play the story of Elisha and the boys, • compose a poem on how to respect the elderly in society. 	How did Elisha respond to the boys who insulted him?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas is developed as learners role play, draw, and colour the two bears. • Learning to Learn: the skill of developing relationships is enhanced as learners compose a poem on how to respect the elderly in the society. 				

Pertinent and Contemporary Issues:

Social Cohesion is enhanced as they learn the guiding principles of relationships; such as respecting others.

Values:

Respect is enhanced as learners display positive regard for self and others by respecting the elderly.

Link to other activity areas:

- Language Activities: learners compose a poem, recite it, and read the Bible fluently.
- Creative Activities: learners role-play, draw, colour, and display pictures of the two bears.
- Mathematical Activities: learners list the number of boys and bears in the story.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to state the number of books in the New Testament.	Learner states the number of books in the New Testament with ease.	Learner states the number of books in the New Testament.	Learner makes an effort to state the number of books in the New Testament.	Learner with assistance states the number of books in the New Testament.
Ability to name the four Gospel books in the New Testament.	Learner sequentially names the four Gospel books in the New Testament.	Learner names the four Gospel books in the New Testament.	Learner names three Gospel books in the New Testament.	Learner names one to two Gospel books in the New Testament.
Ability to retell Bible stories as guided by the scriptures.	Learner retells Bible stories in details as guided by the scriptures.	Learner retells Bible stories as guided by the scriptures.	Learner retells Bible stories as guided by the scriptures but omits minor details.	Learner retells Bible stories as guided by the scriptures but omits major details.
Ability to outline the moral lessons learnt from the Bible stories.	Learner outlines moral lessons learnt from the Bible stories in details.	Learner outlines moral lessons learnt from the Bible stories.	Learner outlines moral lessons learnt from the Bible stories but omits minor details.	Learner outlines moral lessons learnt from the Bible stories but omits major details.
Ability to apply moral lessons learnt from the Bible stories in daily life.	Learner applies moral lessons learnt from the Bible stories in daily life and encourages peers to do so.	Learner applies moral lessons learnt from the Bible stories in daily life.	Learner makes an effort to apply moral lessons learnt from the Bible stories in daily life.	Learner applies moral lessons learnt from the Bible stories in daily life with guidance.

STRAND 3.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ (3 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the wise men, b) name the hometown of Jesus Christ, c) desire to be led by God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Matt 2:1-2, • watch a video clip on the wise men from the East, • in groups role-play the story of the wise men, • draw stars and colour them, • in pairs mention their home towns, • say what they like about their hometowns, • name the town where Jesus grew up; Luke 2: 39-40, • compose simple poems about their hometowns. 	Why is the birth of Jesus Christ important to us?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork is enhanced as learners retell the story of the wise men. • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video clip about the wise men. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: nationhood and nationalism are developed as learners say what they like about their hometown.</p>				
<p>Values: Unity is demonstrated as learners work together in groups and role-play the story of the wise men.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw stars and colour them.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.2 The Good Samaritan (5 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of the Good Samaritan, b) list four lessons learnt from the story of the Good Samaritan, c) desire to show kindness to people in need.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 10:30-37 in turns, • watch a video on the story of the Good Samaritan, • role-play the story of the Good Samaritan, • mention lessons learnt from the story of the Good Samaritan, • tell how they help people in need, • sing a song about the Good Samaritan. 	How did the Good Samaritan show kindness?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of reflection on own learning is portrayed as learners tell how they help people in need. • Digital Literacy: the skill of interacting with digital technology is enhanced as learners watch a video on the story of the Good Samaritan. 				
<p>Link to Pertinent and Contemporary Issues: Health Education is enhanced as learners learn how the Good Samaritan applied treatment and managed the injuries of the man who was attacked by robbers.</p>				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Love is nurtured as they learn how the Good Samaritan took care of the injured man. • Social Justice is developed as they learn to help other people without discrimination. 				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are nurtured as learners sing a song about the Good Samaritan. • Language Activities: learners learn new words. • Environmental Activities: the Good Samaritan applied oil on the wounds of the injured man. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3 The Little Boy with five loaves and two fish (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) retell the miracle of the five loaves and two fish, b) state lessons learnt from the miracle of five loaves and two fish, c) desire to show kindness to those in need. 	The learner is guided to: <ul style="list-style-type: none"> • picture-read John 6:1-14, • watch a video of the little boy with five loaves and two fish, • narrate the story of the little boy with five loaves and two fish, • role-play the miracle, • tell how they keep the environment clean, • share experiences; on how they show kindness to others, • tell how many baskets remained after feeding the people, • draw the two fish and five loaves of bread, • compose a poem on how to avoid food wastage, • sing a song about the five loaves and two fish. 	Why is the story of the little boy important to Christians today?

Core Competencies to be developed:

- Citizenship: learners acquire the skill of information and communication as they tell how to keep the environment clean.
- Learning to Learn: the skill of managing waste responsibly is developed as learners avoid wastage.

Link to Pertinent and Contemporary Issues:

Environmental awareness is developed as they learn how to manage waste responsibly.

Values:

Unity: is exhibited as they learn how to share resources amicably.

Link to other Activity Areas:

- Environmental Activities: learners keep the environment clean.
- Mathematical Activities: learners count the baskets left after feeding the people.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.4 Jesus Christ walks on water (3 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the miracle of Jesus Christ walking on water, b) list lessons learnt from the miracle, c) appreciate Jesus' power over nature.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Mathew 14:22-33, • discuss why the disciples were frightened (Mathew 14:26) in groups, • watch a video on Jesus walking on water, • draw a picture of Jesus walking on water in groups, • sing a song about Jesus walking on water. 	How does this miracle portray God's Power over nature?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of communicating clearly and effectively is enhanced as learners work in pairs.</p>				
<p>Link to PCIs: Social Cohesion is exhibited as learners show cooperation by working in groups.</p>				
<p>Link to Values: Unity is portrayed as learners respect each other's ideas and take turns to air their views during group discussions.</p>				
<p>Link to other Activity Areas: Creative Activities: learners sing a song about Jesus walking on water.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.5 Raising of Jairus' Daughter (5 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the miracle of raising Jairus' daughter, b) list four lessons learnt from the miracle of healing Jairus' daughter, c) recognise Jesus Christ's power over life and death.	Learners are guided to: <ul style="list-style-type: none"> • read Mark 5:35-43 in turns, • retell the story of raising Jairus' daughter, • write Mark 5:41 on a speech bubble and display it in the CRE learning corner, • watch a video clip on the raising of Jairus' daughter, • sing a song on the raising of Jairus' daughter. 	How did Jairus portray faith in God?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video clip on raising Jairus' daughter. • Learning to Learn: the skill of working collaboratively is demonstrated as learners work in groups. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: is nurtured as they learn the importance of living together by showing love, care, concern, and praying for each other.</p>				
<p>Link to Values: Love is nurtured as they learn to have a caring attitude towards others.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: reading skills are applied as learners read the Bible. • Creative Activities skills are reinforced as they sing and compose a poem. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.6 Easter (4 lessons)	By the end of the sub-strand, the learner should be able to: a) mention the importance of celebrating Easter, b) identify the events that take place during Easter celebrations, c) appreciate Jesus Christ's resurrection by taking part in Easter celebrations.	The learner is guided to: <ul style="list-style-type: none"> • share experiences of how they celebrate Easter, • list in groups the importance of celebrating Easter, • list the activities that take place during Easter celebrations, • picture-read Mathew 28:1-6 in pairs, • write Matthew 28:6 on flashcards and read aloud, • sing songs about the resurrection of Jesus Christ. 	Why do Christians celebrate Easter?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of developing relationships is enhanced as learners participate in Easter celebrations. • Communication and collaboration: the skill of teamwork is nurtured as learners work together in groups. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is exhibited as learners sing songs in different languages.</p>				
<p>Link to Values: Responsibility is portrayed as learners take part in Easter Celebrations.</p>				
<p>Link to other activity areas: Language Activities: learners read and recite Bible verses.</p>				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to retell the story of the wise men.	Learner retells the story of the wise men in details.	Learner retells the story of the wise men.	Learner retells the story of the wise men but omits minor details.	Learner retells the story of the wise men but omits major details.
Ability to narrate the story of the good Samaritan.	Learner illustratively narrates the story of the good Samaritan.	Learner narrates the story of the good Samaritan.	Learner partly narrates the story of the good Samaritan.	Learner makes an effort to narrate the story of the good Samaritan.
Ability to list four lessons learnt from the story of the good Samaritan.	Learner lists four lessons learnt from the story of the good Samaritan and cites relevant examples.	Learner lists four lessons learnt from the story of the good Samaritan.	Learner lists three lessons learnt from the story of the good Samaritan.	Learner lists one to two lessons learnt from the story of the good Samaritan.
Ability to retell the miracles of Jesus Christ.	Learner retells the miracles of Jesus Christ in details.	Learner retells the miracles of Jesus Christ.	Learner retells the miracle of Jesus Christ but omits minor details.	Learner retells the miracle of Jesus Christ but omits major details.

Ability to state lessons learnt from the miracles of Jesus Christ.	Learner states lessons learnt from the miracles of Jesus Christ and cites relevant examples.	Learner states lessons learnt from the miracles of Jesus Christ.	Learner states some lessons learnt from the miracles of Jesus Christ.	Learner attempts to state some lessons learnt from the miracles of Jesus Christ.
Ability to mention the importance of Easter in the life of a Christian.	Learner mentions the importance of Easter in the life of a Christian illustratively.	Learner mentions the importance of Easter in the life of a Christian.	Learner partially mentions the importance of Easter in the life of a Christian.	Learner mentions the importance of Easter in the life of a Christian with support.
Ability to identify the events that take place during Easter celebrations.	Learner sequentially identifies the events that take place during Easter celebrations.	Learner identifies the events that take place during Easter celebrations.	Learner identifies events that take place during Easter celebrations but leaves out a few steps.	Learner identifies the events that take place during Easter celebrations but leaves out many steps.

STRAND 4.0: CHRISTIAN VALUES

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.1 Honesty (5 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of Ananias and Sapphira, b) practise honesty by taking offerings given by parents to church, c) explain the importance of respecting other people's property, d) desire to exercise honesty in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture-read the story of Ananias and Sapphira in Acts 5:1-11, • watch a video clip about Ananias and Sapphira, • mention lessons learnt from the story of Ananias and Sapphira, • in groups sing a song on honesty, • say why they should not use church offerings for other purposes, • in groups, role-play ways of respecting other people's properties. 	<ol style="list-style-type: none"> 1. Why should you practise honesty as a Christian? 2. Why should you respect other people's property?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork is exhibited as learners discuss in groups and pairs. • Citizenship: the skill of showing integrity is nurtured as learners say why they should not use church offerings for other purposes. 				
<p>Pertinent and Contemporary Issues: Social Cohesion the importance of having guiding principles in life is exhibited as learners practise honesty in day-to-day life.</p>				
<p>Link to Values: Integrity is inculcated as learners say why they should not use church offerings for other purposes.</p>				
<p>Link to other Activity Areas: Creative Activities: learners sing and role-play ways of respecting other people's property in groups.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.2 Thankfulness (3 lessons)	By the end of the sub-strand, the learner should be able to: a) list ways they thank God in day-to-day life, b) state five reasons for thanking God for their family, friends, and teachers, c) desire to thank God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • write Psalms 136:1 on flashcards and read it aloud in class, • in pairs tell why they should thank God, • write on flashcards reasons for thanking God, family, friends, and teachers, • make cards to thank God and mount them at the CRE learning corner, • role-play in groups various ways of thanking God for family, friends, and teachers, • participate in singing games with a theme, ‘thank you God’, • say a simple, ‘Thank you’ prayer to God. 	Why should you thank God for your family, friends and teachers?
Core Competencies to be developed:				
Imagination and Creativity: the skill of originality is nurtured as learners make cards with messages to thank God.				
Link to PCIs:				
Social Cohesion is nurtured as learners write reasons for thanking God, friends, teachers, and family members on flashcards.				
Values:				
Unity is inculcated as learners role-play and sing in groups.				
Link to other Activity Areas:				
Creative Activities: learners sing, dance, and role play.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.3 Forgiveness (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the unforgiving servant, b) dramatise the story of the unforgiving servant, c) desire to forgive others in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • observe and read pictures of the unforgiving servant (Matthew 18:21-31), • watch a video on the unforgiving servant, • role-play the story of the unforgiving servant, • always say, ‘Sorry’ when they wrong others, • write Colossians 3:13 on flashcards and read aloud in turns, • say what to do when wronged by others; Colossians 3:13, • play a game on forgiveness. 	Why should you forgive others?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video on the unforgiving servant. • Learning to Learn: the skill of self-discipline is nurtured as learners learn how to forgive others. 				
<p>Pertinent and Contemporary Issues: Peace Education: reconciliation and forgiveness is nurtured as they learn to always say, ‘Sorry’ when they wrong others.</p>				
<p>Values: Love is inculcated as learners forgive others when wronged.</p>				
<p>Link to other Activity Areas: Creative Activities: learners role-play the story of the unforgiving servant.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.4 Trust (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify people they can trust for their own safety, b) mention three people to report to when molested or touched inappropriately, c) stay safe by reporting people who molest them.	The learner is guided to: <ul style="list-style-type: none"> • list people they can trust for their own safety, • mention the people to report to in case they are molested or touched inappropriately, • role-play how to behave when confronted by a stranger, • sing the song, “<i>Trust and obey.....</i>”, • read and recite Proverbs 11:13. 	How do you ensure personal safety?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of saying their needs to get help is inculcated as learners mention the people to report to in case they are molested or touched inappropriately. • Communication and Collaboration: the skill of speaking clearly and effectively is enhanced as learners list people they can trust for their own safety. 				
<p>Link to Pertinent and Contemporary Issues: Safety and Security: situation awareness; the safety of learners is enhanced as they know whom to trust and where to report cases of molestation.</p>				
<p>Values: Responsibility: learners observe safety precautions by knowing whom to trust and how to behave when confronted by a stranger.</p>				
<p>Link to Environmental Activities: learners mention the people to report to, in case they are molested or touched inappropriately.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.5 Responsibility (4 lessons)	By the end of the sub-strand, the learner should be able to: a) practise cleanliness at home and school, b) demonstrate responsibility by correcting those in the wrong, c) carry out chores at home without expecting a reward, d) desire to be responsible in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • mention the importance of personal hygiene and good grooming, • report students who play mischief, • mention chores they do at home, • say why they should not expect rewards after doing chores at home, • recite Philippians 2:4. 	<ol style="list-style-type: none"> 1. Why is personal hygiene important? 2. How do show responsibility at home?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Citizenship: the skill of active family life is exhibited as learners participate in family activities by doing chores at home. • Self-efficacy: the skill of knowing who I ‘am is developed as learners practise good grooming and cleanliness. 				
Link to Pertinent and Contemporary Issues:				
Health Promotion is inculcated as learners talk about personal hygiene and good grooming.				
Values:				
Responsibility is enhanced as learners engage in chores at home and ensure that they maintain personal hygiene and practise good grooming.				
Link to other Activity Areas:				
Environmental Activities: learners observe personal hygiene and cleanliness.				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to narrate the story of Ananias and Sapphira.	Learner narrates the story of Ananias and Sapphira in details.	Learner narrates the story of Ananias and Sapphira.	Learner narrates the story of Ananias and Sapphira but omits minor details.	Learner narrates the story of Ananias and Sapphira but omits major details.
Ability to practise honesty by taking offerings given by parents to church.	Learner constantly practises honesty by taking offerings given by parents to church.	Learner practises honesty by taking offerings given by parents to church.	Learner sometimes practise honesty by taking offerings given by parents to church.	Learner practises honesty by taking offerings given by parents to church with constant guidance.
Ability to explain the importance of respecting other people's property.	Learner explains the importance of respecting other people's property citing relevant examples.	Learner explains the importance of respecting other people's property.	Learner makes an effort to explain the importance of respecting other people's property.	Learner explains the importance of respecting other people's property with support.
Ability to state five reasons for thanking God for their family, friends, and teachers.	Learner states five reasons for thanking God for their family, friends, and teachers citing relevant examples.	Learner states five reasons for thanking God for their family, friends, and teachers.	Learner states three to four reasons for thanking God for their family, friends, and teachers.	Learner states one to two reasons for thanking God for their family, friends, and teachers.
Ability to dramatise the story of the unforgiving servant.	Learner creatively dramatises the story of the unforgiving servant.	Learner dramatises the story of the unforgiving servant	Learner makes effort to dramatise the story of the unforgiving servant.	Learner dramatises the story of the unforgiving servant with guidance.

Ability to identify people they can trust for their own safety.	Learners identifies people they can trust for their safety and cites relevant examples.	Learner identifies people they can trust for their safety.	Learner makes an effort to identify people they can trust for their safety.	Learner identifies people they can trust for their safety with guidance.
Ability to mention three people to report to when molested or touched inappropriately.	Learner constantly mentions three people to report to when molested or touched inappropriately.	Learner mentions three people to report to when molested or touched inappropriately.	Learner mentions two people to report to when molested or touched inappropriately.	Learner mentions only one person to report to when molested or touched inappropriately.
Ability to practise cleanliness at home and school.	Learner practises cleanliness at home and school and encourages peers to do so.	Learner practises cleanliness at home and school.	Learner practises cleanliness at home and school when prompted.	Learner practises cleanliness at home and school with consistent guidance.
Ability to demonstrate responsibility by correcting those in the wrong.	Learner constantly demonstrates responsibility by correcting those in the wrong.	Learner demonstrates responsibility by correcting those in the wrong.	Learner partly demonstrates responsibility by correcting those in the wrong.	Learner demonstrates responsibility by correcting those in the wrong with prompts.
Ability to perform chores at home without expecting a reward.	Learner performs chores at home without expecting a reward and encourages peers to do so.	Learner performs chores at home without expecting a reward.	Learner makes an effort to perform chores at home without expecting a reward.	Learner performs chores at home without expecting a reward with continuous guidance.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.1 Prayer (5 lessons)	By the end of the sub-strand, the learner should be able to: a) recite the Lord's prayer in Mathew 6:9-13, b) use appropriate postures during prayer, c) desire to show respect to God when praying.	The learner is guided to: <ul style="list-style-type: none"> • recite the Lord's prayer, Matthew 6:9-13, • read the Lord's prayer from a chart displayed in class, • role-play ways of showing respect to God during prayers, • say the Lord's prayer at home or in church, • sing songs related to the Lord's prayer. 	<ol style="list-style-type: none"> 1. Why is it important to pray? 2. How do you show respect to God during prayer?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of speaking clearly and effectively is exhibited as learners recite the Lord's Prayer. • Learning to Learn: the skill of recreating learning experiences outside the class is nurtured as learners pray at home and in church. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is developed as learners pray at school, home, and church thus promoting harmonious living.</p>				
<p>Link to Values: Respect is nurtured as learners role-play ways of showing respect to God during prayers.</p>				
<p>Links to other Activity Areas: Creative Activities: learners engage in singing and role-playing.</p>				

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 The Holy Spirit (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the coming of the Holy Spirit on the day of Pentecost, b) identify the work of the Holy Spirit in the life of a Christian, c) identify five fruit of the Holy Spirit, d) desire to be led by the Holy Spirit as they make decisions in life.	The learner is guided to: <ul style="list-style-type: none"> • read Acts 2:1-4 in turns, • watch a video clip on the coming of the Holy Spirit, • mention the work of the Holy Spirit in pairs, • read Galatians 5:22 and list the fruit of the Holy Spirit, • draw a tree and write the fruit of the Holy Spirit (love, joy, peace, patience, and kindness), • learners to model and label five fruit of the Holy Spirit (love, joy, peace, patience, and kindness), • sing songs about the fruit of Holy Spirit. 	Why is the Holy Spirit important in the life of a Christian?

Core Competencies to be developed:

- Communication and Collaboration: the skill of teamwork is developed as learners work in pairs and groups.
- Imagination and Creativity: the skill of connecting new ideas is exhibited as learners draw a tree and write the fruit of the Holy Spirit.

Link to Pertinent and Contemporary Issues:

Social Cohesion is nurtured as they learn about having guiding values in life based on the fruit of the Holy Spirit.

Values:

Unity is displayed as learners work in pairs and groups.

Link to other Activity Areas:

- Creative Activities: learners sing and model five fruit of the Holy Spirit.
- Language Activities: learning of a new vocabulary (Pentecost).

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to recite the Lord's prayer according to Mathew 6:9-13.	Learner sequentially recites the Lord's prayer according to Mathew 6:9-13.	Learner recites the Lord's prayer according to Mathew 6:9-13.	Learner recites the Lord's prayer according to Mathew 6:9-13 but omits minor parts.	Learner recites the Lord's prayer according to Mathew 6:9-13 but omits major parts.
Ability to use appropriate postures during prayer.	Learner constantly uses appropriate postures during prayer.	Learner uses appropriate postures during prayer.	Learner sometimes uses appropriate postures during prayer.	Learner uses appropriate postures during prayer with guidance.
Ability to retell the coming of the Holy Spirit on the day of Pentecost.	Learner exhaustively retells the coming of the Holy Spirit on the day of Pentecost.	Learner retells the coming of the Holy Spirit on the day of Pentecost.	Learner briefly retells the coming of the Holy Spirit on the day of Pentecost.	Learner attempts to retell the coming of the Holy Spirit on the day of Pentecost.
Ability to identify the work of the Holy Spirit in the life of a Christian.	Learner identifies the work of the Holy Spirit and cites relevant examples.	Learner identifies the work of the Holy Spirit in the life of a Christian.	Learner attempts to identify the work of the Holy Spirit in the life of a Christian.	Learner identifies the work of the Holy Spirit in the life of a Christian with assistance.
Ability to identify five fruit of the Holy Spirit.	Learner identifies more than five fruit of the Holy Spirit.	Learner identifies five fruit of the Holy Spirit.	Learner identifies three to four fruit of the Holy Spirit.	Learner identifies one to two fruit of the Holy Spirit.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to:

- identify and guide learners to undertake age-appropriate, whole-class integrated CSL activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners.
- Map out the targeted core competencies, values, and specific learning areas skills for the CSL activity.
- Identify resources required for the activity (focusing on locally available materials).
- Stagger the activities across the term (set dates and times).
- Communicate with learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.
- Identify and develop assessment tools.

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt?

There will be **one** integrated CSL activity conducted **annually**. The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale, or any other appropriate assessment tool.

APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	Observation Schedules, <ul style="list-style-type: none"> • Written Quizzes • Checklists, • Oral questions 	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation
The Holy Bible	<ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions • Written questions 	The Children’s Bible, Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes • Question and Answer 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ in clubs and societies
Christian Values	<ul style="list-style-type: none"> • Anecdotal Notes • Authentic Tests • Word Search/ Puzzle • Projects 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians
The Church	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes 	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others