



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 5

First Published 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 to 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-fulfillment

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 UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of Primary School 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 Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Hindu Religious Education encompasses four faiths, namely, Sanatan/Vedic, Sikhism, Jainism and Buddhism. It is an important area of study enriched with religious content, knowledge, skills and attitudes to facilitate holistic development of learners. This learning area builds on the competencies that have been introduced in Early Years Education. It enhances the learner's self-awareness and the recognition and preservation of nature. In order to achieve this, the learner will be guided to apply knowledge, skills, attitudes and values in real-life experiences as well as solving the day-to-day challenges. Practical activities in the real-life situation will be used as teaching methods to enable the learners make appropriate choices and decisions in life. Hindu Religious Education provides interactive, collaborative and problem-solving learning experiences that endeavour to develop values and skills for harmonious living within the society.

GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:

By the end of Middle years, the learner should be able to:

- 1) Acknowledge the medicinal importance of plants for good health and sustainable development,
- 2) Implement the teachings of Enlightened Beings for righteous living,
- 3) Recognize the key features and their importance in a place of worship for identification and respect,
- 4) Exhibit responsible behaviour, in the celebration of Utsav(festivals) for citizenship,
- 5) Practise Yoga for fitness and good character building,
- 6) Apply digital technology in an appropriate way for spiritual development,
- 7) Appreciate concepts of caring for creation as taught by the four faiths,
- 8) Appreciate the teachings of Scriptures for spiritual growth.

SUMMARY OF STRANDS AND SUBSTRANDS

S/No.	Strands	Sub-Strands	Number of Lessons
	1.0. Creation	1.1. Care for Creation	8
		1.2. Medicinal Plants and trees.	8
	2.0. Enlightened Beings	2.1. Enlightened Beings and Social Welfare	8
	3.0. Scriptures	3.1. Scriptural stories on family values	8
	4.0. Worship	4.1. Importance of features in Jain Derasar and Sikh Gurdwara	10
		4.2. Places of Worship	8
	5.0. Sadachaar (Social Ethics)	5.1. Friendship and keeping promises.	8
	6.0. Yoga (Holistic Wellness)	6.1. Physical Aspect	8
		6.2. Communal Aspect	8
	7.0. Principles of Dharma	7.1. Virtues of Righteousness-Jain & Sikh Moral stories.	8
	8.0. Utsav (Social festivals)	8.1. Utsav	8
		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 (SRISHTI)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Creation (Srishti)</p>	<p>1.1 Care for Creation (8 lessons)</p> <ul style="list-style-type: none"> • <i>As Per Sanatan/</i> • <i>Vedic And</i> • <i>Jain Faith (through scriptural stories)</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the concepts of caring for creation for knowledge,</p> <p>b) relate the concepts of caring for creation to his own faith for deeper understanding</p> <p>c) appreciate different views on creation</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • visit places of worship to inquire more about the concepts of caring for creation, • role- play under the guidance of parents/guardian/teacher, • discuss with peers the different concepts on caring for creation as mentioned in Scriptures and share experience, • watch a video on discourse by a spiritual teacher and jot down the key points related to the topic, • ask questions on the different concepts on caring for creation including child road safety measures to their elders/parents and include points in assignment, • visit library/resource person to look for relevant text on taking care of personal health and on safety and security issues as per Sanatan and Jain faiths and discuss with peers, • write essay on the issues of health, safety and security taken care in Sanatan and Jain faiths under care for creation, 	<ol style="list-style-type: none"> 1. Why is it important to know creation concepts in Sanatan/Vedic and Jain faiths? 2. How can we preserve Paramatma's creation?

		concepts for social awareness.	<ul style="list-style-type: none"> ● research on different concepts on caring for creation using search engines /Scriptures, ● sing/listen songs on care for creation as per Sanatan and Jain faith, ● assist learners with special needs as per their abilities through peer teaching and make them understand the importance of caring for creation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learners enhance their own learning and self-discipline by sharing experience through discussion, in groups, about the different concepts on caring for creation as mentioned in Scriptures. ● Digital Literacy: Learner enhances digital skills when watching video on discourse by a spiritual teacher and jotting down the key points related to the topic. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learner becomes self-driven through researching different concepts on caring for creation using search engines /Scriptures. ● Respect: Learner develops acceptance when visiting places of worship to inquire more about the concepts of caring for creation. 				
<p>Pertinent and Contemporary Issues:</p> <p>Socio-Economic Issues: Learners ask questions on the different concepts on caring for creation including child road safety measures to their elders/parents and include points in assignment.</p>				
<p>Links to other Learning Areas:</p> <p>The learner is able to relate the concept of caring to the concept of caring for the environment in Social Studies.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation (Srishti)	1.2 Medicinal Trees (8 lessons) <ul style="list-style-type: none"> • <i>Mango tree,</i> • <i>Papaya,</i> • <i>Banana,</i> • <i>Coconut</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) list the most common medicinal plants for familiarisation, b) identify the right use of medicinal plants for safe use, c) Nurture the medicinal plants for preservation of environment, d) appreciate the use of medicinal plants for good health. 	The learner is guided to: <ul style="list-style-type: none"> • create a nature corner for medicinal plants, • identify through search engines the right use of medicinal plants, • visit a temple/botanical garden to learn about medicinal plants, take photos and create a photo montage, • watch a TV lesson showing the different stages of growth of medicinal plants, • use search engines to learn the interdependence of plants and human life, • assist learners with special needs as per their abilities through peer teaching to participate in tree planting activity carried out in the school compound, • collect different leaves of medicinal plants available in their locality and make a scrapbook. 	<ol style="list-style-type: none"> 1. How are medicinal plants beneficial to mankind? 2. Why is it necessary to use medicinal plants appropriately ? 3. Why is it important to nurture medicinal plants?

Core Competencies to be developed:

- Communication and collaboration: Learner works collaboratively when collecting different leaves of medicinal plants available in their locality and make a scrapbook.
- Digital Literacy: Learner enhances digital skills when using search engines to search interdependence of plants and human life.

Values:

Responsibility: Learner develops determination when creating a nature corner for medicinal plants.

Pertinent and Contemporary Issues:

- Life Skills: Learner learns developmental perspectives when creating a natural corner for medicinal plants.
- Socio-Economic Issues: Learner acquires skills on safety and security and health issues when visiting a temple/botanical garden to learn about medicinal plants.

Link to other Learning Areas:

The learner is able to relate tree planting activity and collecting different leaves of medicinal plants available in their locality and making a scrapbook to the tree planting activity and other activities learnt in Agriculture.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to relate concepts of caring for creation to own faith.	The learner relates concepts of caring for creation to own faith, providing relevant examples.	The learner relates concepts of caring for creation to own faith.	The learner relates concepts of caring for creation to own faith when prompted.	The learner has challenges relating concepts of caring for creation to own faith even when prompted.
Ability to list the most common medicinal plants.	The learner lists the most common medicinal plants and the locations found.	The learner lists the most common medicinal plants.	The learner lists the most common medicinal plants with minor omissions.	The learner lists the most common medicinal plants with major omissions.

STRAND 2.0: THE ENLIGHTENED BEINGS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Enlightened Beings	2.1 Enlightened Beings and Social Welfare <i>(8 lessons)</i> <ul style="list-style-type: none"> • <i>Swami Narayan</i> • <i>Abhinandanath (fourth tirthankar)</i> • <i>Ananda (Lord Buddha-Principal disciple)</i> • <i>Sri Guru Arjan Dev ji</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) name the Enlightened Beings for familiarisation, b) identify the contributions of Enlightened Beings for spiritual well-being, c) appreciate the teachings of Enlightened Beings for peaceful living. 	The learner is guided to: <ul style="list-style-type: none"> • read the life histories of the four Enlightened Beings and social welfare, • listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device, • research and write essays on the lives of Enlightened Beings and present their research in class, • perform skits based on the key events from the lives of Enlightened Beings, • draw sketches of Enlightened Beings using digital devices/drawing book, • make a chart of the teachings and reforms of the Enlightened Beings, • take part in quiz competitions, • watch animated films on Enlightened Beings using digital devices, • engage and encourage peers with special needs to sing songs/bhajan/stavan/shabad that glorify the qualities of Enlightened Beings. 	<ol style="list-style-type: none"> 1. How do Enlightened Beings contribute to social welfare? 2. How do we emulate the Enlightened Beings in our lives?

Core Competencies to be developed:

Creativity and imagination: Learner enhances networking when performing skits based on the key events from the lives of Enlightened Beings.

Values:

- Unity: Learner enhances cooperation when drawing sketches of Enlightened Beings using digital devices/drawing book.
- Responsibility: Learner acquires virtues of hard work when developing charts of the teachings and reforms of the Enlightened Beings.

Pertinent and Contemporary Issues:

Citizenship: Learner develops social cohesion by engaging and encouraging peers with special needs to sing songs/bhajan/stavan/shabad that glorify the qualities of Enlightened Beings.

Links to other Learning Areas:

Learner is able to relate the skill of making sketches, singing bhajans, mantras and hymns to the skills of similar creative activities in Creative Arts.

The learner is able to relate the encouragement to study life histories of Enlightened Beings to the skills of studying life histories learnt in Social Studies.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name all the four selected Enlightened Beings.	The learner names all the four selected Enlightened Beings correctly and highlights their teachings.	The learner names all the four selected Enlightened Beings correctly.	The learner names three of the selected Enlightened Beings.	The learner names less than three of the selected Enlightened Beings.
Ability to identify the contributions of Enlightened Beings.	The learner identifies the contributions of Enlightened Beings with all relevant facts.	The learner identifies the contributions of Enlightened Beings	The learner identifies the contributions of Enlightened Beings missing out some facts.	The learner identifies the contributions of Enlightened Beings missing out most of the facts.

STRAND 3.0: SCRIPTURES (DHARAM GRANTHS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Scriptures (Dharam Granths)	3.1 Scriptural Stories and Family Values (8 lessons) <ul style="list-style-type: none"> • <i>Ramayan (Bharat an ideal brother)</i> • <i>Uttaradhyana (The story of King Hansa)</i> • <i>Panca Sila (The prince and the seedling)</i> • <i>Sri Guru Granth Sahib ji (Shabad Hazare)</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the teachings of Scriptures at family level for development of moral values, b) demonstrate the teachings that promote moral values in families as per selected Scriptures from the four faiths, c) appreciate the role of Scriptures for character moulding. 	The learner is guided to: <ul style="list-style-type: none"> • mention scriptures that they familiar with, • use search engines to identify the role of the Scriptures and make presentation in class, • listen to stories/resource person/ audio-visual device to find and tell stories from Scriptures that explain their roles as carrier of moral values, • recite mantras from Scriptures based upon their roles to instil moral values, • watch animated stories of Scriptures of four faiths, • make discussions on the role of Scriptures, • assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the stories of Scriptures. 	<ol style="list-style-type: none"> 1. How do Scriptures contribute to instilling moral values? 2. How can we apply moral values in different situations in the family?

Core Competencies to be developed:

Learning to learn: Learner organise their own learning when independently reciting mantras from Scriptures based upon their roles to instil moral values.

Values:

Responsibility: Learner acquires virtues of self-drive by telling stories from Scriptures that explain their roles to instil moral values.

Pertinent and Contemporary Issues:

Citizenship: Learner develops social cohesion by reciting mantras from different Scriptures based on their roles to instil moral values.

Links to other Learning Areas:

- Learner is able to relate the skill of using digital devices while watching animated stories of scriptures of four faiths to the skills of using digital devices in Creative Arts.
- Learner is able to relate the skill of speaking and learning new vocabulary while reciting mantras from Scriptures based upon their roles to instil moral values to the skills of speaking and reciting mantras learnt in English.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the teachings of Scriptures at family level.	The learner identifies the teachings of Scriptures at family level correctly, citing relevant examples.	The learner identifies the teachings of Scriptures at family level correctly.	The learner identifies the teachings of Scriptures at family level missing minor details.	The learner identifies the teachings of Scriptures at family level missing major details.
Ability to demonstrate the teachings that promote moral values in families as per selected Scriptures from the four faiths.	The learner demonstrates the teachings that promote moral values in families as per selected Scriptures from the four faiths appropriately, giving context.	The learner demonstrates the teachings that promote moral values in families as per selected Scriptures from the four faiths appropriately.	The learner demonstrates the teachings that promote moral values in families as per selected Scriptures from the four faiths while missing some minor aspects.	The learner demonstrates the teachings that promote moral values in families missing out major aspects.

STRAND 4.0: WORSHIP (ISHWAR BHAKTI)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Worship (Ishwar Bhakti)	4.1 Importance Of Features In Jain Derasar and Sikh Gurdwara (10 lessons) <ul style="list-style-type: none"> ● <i>Carved domes, Shoe rack</i> ● <i>Moorti of the deity, Mirror, Panch aarti Deepak, Pooja thaal, Bell</i> ● <i>Sikh Gurdwara</i> ● <i>Nishaan Sahib, Shoe rack</i> ● <i>Place to clean feet and hands.</i> ● <i>Sri Guru Granth Sahib Ji</i> ● <i>Palki Sahib, Religious symbol, Degh (Karrah Prasaad), Chaur Sahib, Langar</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) describe features of places in worship for familiarisation,</p> <p>b) analyse the features at the places of worship in Jains and Sikhs for understanding,</p> <p>c) appraise the relevance of different features at a place of worship.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● identify features of place of worship, ● collect pictures of Jain Derasar and Sikh Gurdwara from magazines/newspapers/digital devices, ● explain relevant features at a place of worship, ● discuss the different features of Jain Derasar and Sikh Gurdwara, ● take photos at the places of worship and create a montage, ● visit places of worship to witness activities carried out at different times, ● recite poems on features at a place of worship, ● engage and encourage peers with special needs to recite poems that glorify the places of worship. 	<ol style="list-style-type: none"> 1. Why is it important to visit a place of worship? 2. What is the importance of features you see while visiting a Jain Derasar?

Core Competencies to be developed:

Creativity and imagination: Learner enhances networking when taking photos at the places of worship and creating a montage using photos from the places of worship.

Values:

Responsibly: learner enhances the virtues of hard work by collecting pictures of Jain Derasar and Sikh Gurdwara from magazines/ newspapers/digital devices.

Pertinent and Contemporary Issues:

Citizenship: Learner enhances social cohesion by visiting places of worship to witness activities carried out at different times.

Links to other Learning Areas:

- Learner is able to relate the skill of using digital devices, newspaper and magazines to collect pictures of Jain Derasar and Sikh Gurdwara to the skills learnt in Creative Arts.
- Learner is able to relate the skill of identifying features of places of worship to geographical skills learnt in Social Studies.

Suggested Assessment Rubric

Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe features at places of worship.		The learner describes features at places of worship correctly, providing relevant details.	The learner describes features at places of worship correctly.	The learner describes some features at places of worship with prompts.	The learner struggles to describe features at places of worship even with prompts.
Ability to analyse the features at the places of worship in Jains and Sikhs.		The learner analyses the features at the places of worship in Jains and Sikhs correctly, explaining their significance.	The learner analyses the features at the places of worship in Jains and Sikhs correctly.	The learner analyses of the features at places of worship in Jains and Sikhs with minor mix-ups.	The learner analyses the features at places of worship in Jains and Sikhs with major mix-ups.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Worship (Ishwar Bhakti)	4.2 Places of Worship (8 lessons) <i>Location of</i> <ul style="list-style-type: none"> ● <i>Jain Derasar</i> ● <i>Sikh Gurdwaras in Kenya</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the locations of Jain Derasar and Sikh Gurdwara (temples) in Kenya, b) classify the practices and ceremonies held in Jain Derasar and Sikh Gurdwara, c) appreciate ceremonies held in Jain Derasar and Sikh Gurdwara. 	The learner is guided to: <ul style="list-style-type: none"> ● visit places of worship to witness activities carried out at different times, ● make a collage of place of worship in his/her locality, ● use digital devices to map the Jain Derasar and Sikh Gurdwaras in Kenya, ● draw and colour the Jain Derasar and Sikh Gurdwara, ● discuss practice of ceremonies held in Jain Derasar and Sikh Gurdwara, ● visit a Jain Derasar and Sikh Gurdwara to witness ceremonies, architecture and important features, ● assist learners with special needs as per their abilities through peer teaching the religious practices carried out in a place of worship. 	What is the importance of features you see while visiting a Sikh Gurdwara?

Core Competencies to be developed:

Digital Literacy: Learner develops digital skills when interacting with technology by using digital devices to map the Jain temples in Kenya.

Values:

Love: Learner acquires selflessness when visiting a Jain Derasar and Sikh Gurdwara to witness ceremonies, architecture and important features.

Pertinent and Contemporary Issues:

Citizenship: Learner enhances nationalism when participating in ceremonies held in Jain Derasar and Sikh Gurdwara.

Links to other Learning Areas:

Learner is able to relate the skill of drawing and colouring the Jain Derasar and Sikh Gurdwara to the skills of drawing and colouring learnt in Creative Arts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the locations of Jain Derasar and Sikh Gurdwara (temples) in Kenya.	The learner describes the locations of Jain Derasar and Sikh Gurdwara (temples) in Kenya, giving details.	The learner describes the locations of Jain Derasar and Sikh Gurdwara (temples) in Kenya.	The learner describes locations of Jain Derasar and Sikh Gurdwara (temples) with a few mix-ups.	The learner describes locations of Jain Derasar and Sikh Gurdwara(temples) with many mix-ups.
Ability to classify the practices and ceremonies held in Jain Derasar and Sikh Gurdwara.	The learner classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara, providing their significance.	The learner classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara.	The learner classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara with minor omissions.	The learner classifies the practices and ceremonies held in Jain Derasar and Sikh Gurdwara with major omissions.

STRAND 5.0: SADACHAAR (SOCIAL ETHICS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar (Social Ethics)	5.1 Friendship and Keeping Promises (8 lessons) <ul style="list-style-type: none"> • <i>The Three Promises,</i> • <i>The four friends and the hunter,</i> • <i>Tirthankar Mallinath</i> • <i>The Hawks and Their Friends.</i> 	By the end of the sub-strand, the learner should be able to: a) identify the qualities of a good friendship for a healthy social relationship, b) distinguish t between good and bad friendship, c) establish friendly relationships with family members for a sense of belonging.	The learner is guided to: <ul style="list-style-type: none"> • research from Scriptures qualities of friendship in the four faiths, • discuss with peers friendship and keeping promises as per teachings of Enlightened Beings from four faiths, • dramatise stories from the life histories of Enlightened Beings that depict true friendship, • sing songs and recite poems on friendship, • demonstrate qualities of friendship and keeping promises in their interaction, • watch films and videos based on friendship and keeping promises, • demonstrate friendly relationships with parents and elders at home, • write/type essays on friendship. • spend quality time with parents and vice versa, 	<ol style="list-style-type: none"> 1. How can you stay away from bad influences online? 2. Why is it important to consider safety measures while chatting online with friends? 3. What are the ways of developing friendship with Paramatma?

			<ul style="list-style-type: none"> • create a communication group of friends using digital devices. 	
<p>Core Competencies to be developed: Digital Literacy: Learner interacts with technology when creating a communication group of friends using digital devices.</p>				
<p>Values: Love: Learner expresses compassion while singing songs and reciting poems on friendship.</p>				
<p>Pertinent and Contemporary Issues: Citizenship: Learner enhances social cohesion when dramatising stories from the life histories of Enlightened Beings that depict true friendship.</p>				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Learner is able to relate the skill of using digital devices to watch films and videos based on friendship and keeping promises to the skills of using digital devices learnt in Creative Arts. • Learner is able to relate the skill of writing/typing essays on friendship to the skills of writing compositions learnt in English. 				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the qualities of a good friendship.	The learner identifies the qualities of a good friendship, providing relevant examples.	The learner identifies the qualities of a good friendship.	The learner identifies the qualities of a good friendship when prompted.	The learner struggles to identify the qualities of a good friendship even when prompts.
Ability to distinguish between good and bad friendship.	The learner distinguishes between good and bad friendship, citing relevant examples from real-life experiences.	The learner distinguishes between good and bad friendship.	The learner distinguishes between good and bad friendship with minor omissions.	The learner distinguishes between good and bad friendship with major omissions.

STRAND 6.0: YOGA (HOLISTIC WELLNESS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Yoga (Holistic Wellness)	6.1 Physical Aspect of Yoga (8 lessons) <ul style="list-style-type: none"> • <i>Sheetali</i> • <i>Pranayam (cooling breath),</i> • <i>Sheet kari Paranayam (hissing breath)</i> • <i>Bhadra asana, Ardha utrasana, - Sasank asana)</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify Pranayam and Asanas for physical well-being, b) describe the types of Pranayam and Asanas for familiarisation, c) appreciate the importance of Pranayam and Asanas for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> • using digital devices, like YouTube and demonstrative manuals and correctly perform Pranayam and Asanas, • visit and participate in the celebration of International Yoga Day, • practise Asanas with peers. • create a Yoga guidance video using digital devices, • sing/recite song/poem on Yoga that they are familiar with, • discuss types of Pranayam with the guidance of the teacher, • Assist peers with special needs in practicing Pranayams as per their ability to perform. 	<ol style="list-style-type: none"> 1. Why are Asanas important in performing Yoga? 2. How does Pranayam help in physical wellbeing ?

Core Competencies to be developed:

Learning to learn: Learner enhances working collaboratively when practising Asanas, in pairs and groups, to encourage and help each other.

Values:

Patriotism: Learner observes citizenship when visiting and participating in the celebration of International Yoga Day.

Pertinent and Contemporary Issues:

Citizenship: Learner exhibits nationality when visiting and participating in the celebration of International Yoga Day.

Links to other Learning Areas:

Learner is able to relate the skill of using digital devices to look for appropriate videos from YouTube and demonstrative manuals and correctly perform the Pranayams to the skills of using digital devices learnt in Creative Arts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Yoga (Holistic Wellness)	6.2 Communal Aspect of Yoga (8 lessons) <ul style="list-style-type: none"> • <i>Communal aspects of Yoga Being green (caring for environment)</i> • <i>Being collaborative (supporting each other)</i> • <i>Safe road use</i> • <i>Spiritual aspects of Yoga Meditation</i> • <i>Commitment (Sankalp)</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) outline benefits of environmental protection for communal wellness, b) explain appropriate behaviours while using the road for safety, c) demonstrate a simple meditation technique for spiritual growth, d) appreciate a simple 	The learner is guided to: <ul style="list-style-type: none"> • identify benefits of environmental protection, • participate in cleanup of school and local market, • sing a song on environmental protection, • recite a short poem on environmental protection, • watch the videos that show environmental protection, • support peers and help them by sharing knowledge on the safety measures while using the road, • illustrate using a chart the appropriate measures to keep safe while using the road, • participate in road safety campaigns for safe pedestrians, • correctly perform meditation under the supervision of a resource person, • role-play simple meditation techniques for growth, • assist learners with special needs as per 	<ol style="list-style-type: none"> 1. How do communal aspects of Yoga benefit society? 2. How is meditation helpful in spiritual growth?

		statement of commitment of Yoga for global wellbeing.	their abilities through peer teaching to make them understand basic meditation in Yoga.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner interacts with technology while watching the videos that show environmental protection. ● Self-efficacy: Learner promotes self-awareness skills when illustrating using a chart the appropriate measures to keep safe while using the road. 				
<p>Values:</p> <p>Love: Learner expresses compassion when singing songs on environmental protection and participating in cleanup of school and local market.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Road Safety: Learner enhances social skills when singing songs and reciting short poems on environmental protection. Learner illustrates using a chart with appropriate child road safety measure while using the road.</p>				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> ● Learner can relate the skills of cleaning up of school and local markets to the skills of cleaning of school and local markets learnt in Agriculture. ● Learner can relate the skills of speaking and learning new vocabulary while role-playing simple meditation techniques for growth to the skills of speaking learnt in English. 				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Pranayam and Asanas.	The learner identifies Pranayam and Asanas correctly, providing all the facts and benefits of performing them.	The learner identifies Pranayam and Asanas correctly.	The learner identifies Pranaayam and Asanas leaving out minor facts about them.	The learner identifies Pranaayam and Asanas leaving out major facts about them.
Ability to describe the types of Pranayam and Asanas.	The learner describes the types of Pranaayam and Asanas, giving appropriate illustrations.	The learner describes the types of Pranayam and Asanas.	The learner describes the types of Pranayam and Asanas with prompts.	The learner struggles to describe the types of Pranayam and Asanas even with prompts.
Ability to outline benefits of environmental protection.	The learner outlines benefits of environmental protection correctly, providing details.	The learner outlines benefits of environmental protection correctly.	The learner outlines benefits of environmental protection with minor omissions.	The learner outlines benefits of environmental protection with major omissions.
Ability to explain appropriate behaviours while using the road for safety.	The learner explains appropriate behaviours while using the road correctly with illustrations.	The learner explains appropriate behaviours while using the road correctly.	The learner explains appropriate behaviours while using the road with assistance.	The learner struggles to explain appropriate behaviours while using the road even with assistance.

STRAND 7.0: PRINCIPLES OF DHARMA (DHARAM SIDDHANT)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>7.0 Principles of Dharma (Dharam Siddhant)</p>	<p>7.1 Virtues for Righteousness According to Jain and Sikh faiths based on Moral Stories (8 lessons)</p> <ul style="list-style-type: none"> • <i>Ten virtues</i> • <i>Jain Faith</i> • <i>Principles in Sikh Faith</i> • <i>Mahavir and the cow herder,</i> • <i>Bhai Kanhaiyaji's Compassion</i> 	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Outline virtues for righteousness according to Jainism and Sikhism,</p> <p>b) describe examples of righteousness from Jain and Sikh Scriptural stories,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • mention virtues for righteousness according to Jainism and Sikhism, • tell stories based on virtues of righteousness as in Jainism and Sikhism, • perform skits on the identified stories that are based on child road safety measures as per the virtues taught in Jain and Sikh faiths, • download more information on virtues of righteousness using digital devices and discuss with peers, • visit places of worship accompanied by parents/guardians to learn more on virtues of righteousness, • listen and watch a resource person on YouTube giving discourse on virtues of righteousness, 	<ol style="list-style-type: none"> 1. Why are virtues of righteousness considered important according to Sikhism and Jainism? 2. How do virtues of righteousness apply to day-to-day life?

		c) appreciate virtues of righteousness acquired from moral stories.	<ul style="list-style-type: none"> • implement the lessons learnt from moral stories during their class activities, • assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the stories. 	3.
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Core Competencies to be developed:

- Digital Literacy: Learner interacts with technology when downloading more information on virtues of righteousness using digital devices and discussing in groups.
- Creativity: Learner enhances creative skills when performing skits based on the identified stories.

Values:

Responsibility: Learner develops diligence when downloading more information on virtues of righteousness using digital devices and discussing in groups.

Pertinent and Contemporary Issues:

Life skills, values and human sexuality education: Learner acquires life skills and values when telling stories based on virtues of righteousness taught in Jainism and Sikhism.

Links to other Learning Areas:

- Learner can relate the skills of performing skits based on the identified stories to the skills on performing skits learnt in Creative Arts.
- Learner can relate the skills of using digital devices to download more information on virtues of righteousness to the skills on using digital devices learnt in Science and Technology.

Suggested Assessment Rubric

Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline virtues for righteousness according to Jainism and Sikhism.		The learner outlines virtues for righteousness according to Jainism and Sikhism with examples and their application in daily life and citing the sources.	The learner outlines virtues for righteousness according to Jainism and Sikhism.	The learner outlines some virtues for righteousness according to Jainism and Sikhism.	The learner struggles to outline virtues for righteousness according to Jainism and Sikhism.
Ability to describe examples of righteousness from Jain and Sikh Scriptural stories.		The learner describes examples of righteousness from Jain and Sikh Scriptural stories extensively.	The learner describes examples of righteousness from Jain and Sikh Scriptural stories.	The learner describes examples of righteousness from Jain and Sikh Scriptural stories with minor omissions.	The learner describes examples of righteousness from Jain and Sikh Scriptural stories with major omissions.

STRAND 8.0: UTSAV (SOCIAL FESTIVALS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Utsav (Social Festivals)	8.1 Utsav (8 lessons) <ul style="list-style-type: none"> ● <i>Vaisakhi</i> ● <i>Buddhist Vesak And Uposatha</i> ● <i>Significance, rites and rituals, prayers/songs</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the significance of celebrating the three selected festivals for traditional upkeep, b) interpret the significance behind the ceremonies performed during Vaisakhi, Vesak and Uposatha, c) appreciate the 	The learner is guided to: <ul style="list-style-type: none"> ● discuss significance of celebrating festivals with peers, ● watch videos on how <i>Vaisakhi, Vesak and Uposatha</i> are celebrated, ● actively participate in the celebration of festivals, ● write reports on how festivals are celebrated, ● listen to stories/narrate stories about the significance of celebrating festivals, ● visit places of worship/community hall/archives for celebration and collecting information, ● sing <i>Shabads</i> and recite mantras in relation to the festivals, ● do charity work at the homes of children and the elderly, ● observe child road safety measures while visiting schools of children with special needs for inclusive celebrations, ● sing and dance during celebration of festivals, ● sensitise their peers with special needs about the safety measures to be observed during celebration 	How do Vaisakhi, Vesak and Uposatha festivals strengthen one's faith?

		value of celebrating festivals for spiritual growth.	<ul style="list-style-type: none"> of festivals, undertake a project on drawing different aspects of celebrating festivals. 	
<p>Core Competencies to be developed: Communication: Learner enhances teamwork when listening to stories/narrating stories about the significance of celebrating festivals.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: Learner develops virtues of hard work when drawing different aspects of festival celebration. Love: Learner acquires the virtue of generosity when participating in charity work such as distributing sweets, clothes and fruits at children’s homes and spending some time at elders’ homes, visiting schools of children with special needs for inclusive celebrations. 				
<p>Pertinent and Contemporary Issues: Citizenship: Learner upholds social cohesion when visiting places of worship/community hall/archives for celebration and collecting information and actively participating in the celebration of festivals.</p>				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> Learner can relate the skills of socialising with people when visiting places of worship/community hall/archives for celebration and collecting information to the skills of socialising learnt in Social Studies. Learner can relate the skills of speaking efficiently using new vocabulary while singing Shabads and reciting mantras to the skills of efficient speaking learnt in English. Learner can relate the skills of drawing different aspects of celebrating festivals for the completion of a project to the creative skills of drawing learnt in Creativity Arts. 				

Suggested Assessment Rubric

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the significance of celebrating the three selected festivals.	The learner explains the significance of celebrating all the three selected festivals citing the relevant sources.	The learner explains the significance of celebrating all the three festivals.	The learner explains the significance of celebrating two of the selected festivals.	The learner explains the significance of celebrating only one of the selected festivals.
Ability to interpret the significance of performing the ceremonies.	The learner interprets the significance of performing the ceremonies, providing details.	The learner interprets the significance of performing the ceremonies.	The learner interprets significance of performing the ceremonies when prompted	The learner struggles to interpret the significance of performing the ceremonies even when prompted.

CSL AT UPPER PRIMARY (GRADE 4 – 6)

At this level, the goal of the CSL activity is to provide linkages between the concepts learnt in various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL 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 <ul style="list-style-type: none">• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools
2.	Implementation of the CSL Activity <ul style="list-style-type: none">• Assign 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.

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Creation	Panchmahabhoot	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit places of worship and community centres • Interact with community service activities • Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit places of worship and community centres • Interact with Community service activities • Role play

Scriptures	Essence of Scriptures	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork • Audio//video recordings 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Magazines • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit places of worship • Discuss with parents • Skit performances
Worship	Sanatan Prayers	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation

Sadachaar	Moral stories	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation
Yoga	Pranayams and Asanas	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation

Principles of Dharma	Principles of Sanatan/Vedic Dharma	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation
Utsav (Festivals)	Religious and Social Festivals	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations • Written work • Quiz • Presentation of tabulated work • Photograph presentations • Self and peer review 	<ul style="list-style-type: none"> • Digital devices • Resource persons • Library • Tactile illustrations • Magazines 	<ul style="list-style-type: none"> • Visiting places of worship • Photographing • Recording videos