



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

**CHRISTIAN RELIGIOUS EDUCATION**  
**PRIMARY SCHOOL CURRICULUM DESIGN**  
**GRADE 1**

First Published in 2017

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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

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

## **LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

## **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 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 make 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, 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 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 Christian moral values and life skills to be able to overcome the challenges in the society
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner



## GRADE ONE

Strand 1.0	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Creation	1.1 Self-Awareness  8 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"> <li>• in pairs read Genesis 1:27,</li> <li>• say why they are a special creation,</li> <li>• sing songs related to their uniqueness and that of others,</li> <li>• state their gender as guided by Genesis 1:27,</li> <li>• draw and colour a picture of a boy and a girl,</li> <li>• in turns read Isaiah 43:1,</li> <li>• write their names on flash cards and display them in class,</li> <li>• sing songs related to their names,</li> <li>• watch a clip of a palm of a hand with a name on it,</li> <li>• draw the palm of a hand and write their names,</li> <li>• Sing the song, ‘I’ am fearfully and wonderfully made’,</li> <li>• memorize Isaiah 49:16.</li> </ul>	What makes you a special creation?
<p><b>Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: learners identify who they are as they engage in activities such as mentioning their names and singing songs related to their names.</li> <li>• Communication: learners can speak clearly and effectively as they read the Bible verses and memorize the scriptures.</li> </ul>				

**Values:**

Love is portrayed as learners sing songs related to their uniqueness and that of others.

**Pertinent and Contemporary Issues:**

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

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>1.0 Creation</b>	<b>1.2 My Family</b> 6 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 items they share at home, d) appreciate family members by praying with them.	The learner is guided to: <ul style="list-style-type: none"> <li>• list names of family members on flash cards,</li> <li>• draw and colour family members,</li> <li>• demonstrate how they pray at home,</li> <li>• list the number of times they pray at home as a family,</li> <li>• mention instances they lead prayers at home,</li> <li>• in groups or pairs, list items they share at home,</li> <li>• colour a picture of a family sharing a meal together,</li> <li>• sing the song, 'Read your Bible pray every day',</li> <li>• memorize Matthew 7:7.</li> </ul>	How do you relate with family members?

**Competencies to be developed:**

- Communication: the skill of speaking clearly and effectively is enhanced as learners lead prayers.
- 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: learners read the Bible.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question (s)</b>
<b>1.0 Creation</b>	<b>1.3 Creation of Plants and Animals</b>  6 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	The learner is guided to: <ul style="list-style-type: none"> <li>• picture read Genesis 1:11,24,</li> <li>• name various plants and animals created by God and write them on flash cards,</li> <li>• take a nature walk and identify different plants and animals in their environment,</li> <li>• draw and colour some plants and animals in the school environment,</li> <li>• say how they participate in keeping the home environment clean,</li> </ul>	Why should you take care of plants and animals?

		for plants and animals.	<ul style="list-style-type: none"> <li>model some animals and display their work in class.</li> </ul>	
<b>Competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Learning to learn:</b> learners recreate learning experiences outside the class as they explore and discover more about plants and animals in the surrounding.</li> <li><b>Imagination and Creativity:</b> learners come up with new and unique ideas by modelling and drawing animals and plants.</li> </ul>				
<b>Pertinent Contemporary Issues :</b> <b>Environmental awareness:</b> learners identify plants and animals in the environment.				
<b>Link to other Activity Areas:</b> <b>Environmental Activities:</b> learners participate in keeping the home environment clean.				

<b>LEVEL INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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 items they share at home	Identifies items they share at home illustratively	Identifies items they share at home	Makes effort to identify items they share at home	Identifies items they share at home when prompted
Ability to name plants and animals in the environment	Names plants and animals in the environment	Names plants and animals in the environment	Names plants and animals in the environment but omits	Names plants and animals in the environment with

	illustratively		some	guidance
Ability to take part in keeping the home environment clean	Takes part in keeping the home environment clean and encourages peers to do so	Takes part in keeping the home environment clean	Takes part in keeping the home environment clean with prompts	Takes part in keeping the home environment clean with consistent guidance

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>2.0 The Holy Bible</b>	<b>2.1 The Word of God</b> 8 lessons	By the end of the Sub strand, the learner should be able to: a) identify 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"> <li>• say how they take care of the Holy Bible,</li> <li>• tell why they should respect the Holy Bible,</li> <li>• role play handling the Holy Bible with care and respect,</li> <li>• in small groups mention the two divisions of the Holy Bible (Old and New Testament),</li> <li>• name the first two Gospel books (Matthew and Mark),</li> <li>• listen to and sing a song about the Bible,</li> <li>• sing a song on ‘read your Bible pray every day’.</li> </ul>	Why should you handle the Bible with respect?

<p><b>Core Competencies to be developed:</b>  <b>Digital Literacy:</b> learners behave safely and ethically as they use digital devices.</p>
<p><b>Pertinent and Contemporary Issues :</b>  <b>Spiritual awareness:</b> learners mention the first two divisions of the Bible and name two Bible books.</p>
<p><b>Values:</b>  <b>Responsibility:</b> learners handle the Bible with care and respect.</p>
<p><b>Link to other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Activities skills are reinforced through the aspect of division and number of books in the Holy Bible.</li> <li>• Creative Activities: creative skills are nurtured as learners role play handling the Holy Bible with care and respect.</li> </ul>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p><b>2.2 Bible Story:</b>  <i>Joseph and his brothers</i></p> <p>6 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>narrate the story of Joseph and his brothers,</li> <li>discuss ways they treat their siblings,</li> <li>identify values needed for peaceful co-existence</li> <li>desire to live harmoniously with</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch a video on Joseph’s coat of many colours in Genesis 37:3-4,</li> <li>• draw a coat and colour it,</li> <li>• in turns picture read Joseph’s dream in Genesis 37:5-8,</li> <li>• in groups picture read Genesis 37:9-11,</li> <li>• role play the story of Joseph,</li> <li>• say why Joseph’s brothers hated him,</li> <li>• in groups share experiences of how they should treat their brothers and sisters,</li> <li>• list values needed to live well with others,</li> </ul>	<p>How did Joseph relate with his brothers?</p>

		family members.	<ul style="list-style-type: none"> <li>• sing a song about Joseph and his coat of many colours.</li> </ul>	
<p><b>Core Competencies to be developed :</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy:</b> the skill of interacting with digital technology is enhanced as learners watch a video about Joseph and his brothers.</li> <li>• <b>Imagination and Creativity:</b> the skill of imagining and coming up with original ideas is exhibited as learners draw and colour a coat.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Social Cohesion</b> is nurtured as learners list values needed to live well with others.</p>				
<p><b>Values:</b>  <b>Love</b> is nurtured as learners share experiences of how they should treat their brothers and sisters.</p>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• Language Activities: learners picture read Bible texts.</li> <li>• Creative Activities: learners draw, colour and role play the story of Joseph.</li> </ul>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p><b>2.3 Bible Story:</b>  <i>The chariot of fire</i></p> <p>3 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) retell the story of Elijah and the chariot of fire,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• picture read 2 kings 2:1,11-12,</li> <li>• in groups draw and colour the chariot of fire,</li> <li>• watch a video clip of Elijah and the Chariot of fire,</li> <li>• in pairs, tell their friend three ways of</li> </ul>	How did Elijah honour God?



		b) list three ways of having a good relationship with God, c) desire to respect God and parents.	pleasing God, <ul style="list-style-type: none"> <li>• sing a song about Elijah and the chariot of fire,</li> <li>• write 2 Kings 2:12 on flash cards and display it in the Christian Religious Education learning corner,</li> <li>• in groups tell ways they respect their parents or guardians at home.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Imagination and Creativity:</b> the skill of coming up with new ideas is enhanced as learner's role play the Bible story.</li> <li>• <b>Communication:</b> the skills of listening and speaking are demonstrated as learners in groups read the Bible text and retell the story.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <b>Social Cohesion:</b> is nurtured as learners share ideas and work in groups or pairs.				
<b>Link to Values:</b> <b>Love</b> is portrayed as learners take turns to air their views and respect each other's opinion.				
<b>Link to other Learning Areas:</b> <ul style="list-style-type: none"> <li>• Language Activities: they learn new words such as chariot.</li> <li>• Creative Activities: learners sing about Elijah and the chariot of fire.</li> </ul>				

## ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify ways of handling the Holy Bible	Identifies ways of handling the Holy Bible and cites relevant examples	Identifies ways of handling the Holy Bible	Makes efforts to Identify ways of handling the Holy Bible	Identifies ways of handling the Holy Bible with consistent guidance
Ability to retell the Bible stories	Retells the Bible stories in details	Retells the Bible stories as guided by the Bible Texts	Retells the Bible stories but omits some details	Retells the Bible stories but needs consistency guidance
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 some details	Lists moral lessons learnt from the Bible stories with prompts
Ability to identify values needed to live harmoniously with family members	Identifies values needed to live harmoniously with family members and cites relevant examples	Identifies values needed to live harmoniously with family members	Identifies values needed to live harmoniously with family members when prompted	Identifies values needed to live harmoniously with family members with consistent guidance

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 The early life of Jesus</b>	<b>3.1 The birth of Jesus</b>	By the end of the Sub strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> <li>• picture read the birth of Jesus according to Luke 2:4-13 and retell the story,</li> <li>• role play the birth of Jesus Christ,</li> </ul>	Why do we celebrate the birth of Jesus Christ?

<b>Christ</b>	<b>Christ</b>  8 lessons	a) retell the birth of Jesus Christ as guided by the scriptures, b) dramatize 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.	<ul style="list-style-type: none"> <li>• listen and dance to a recorded Christmas carol ‘We wish you a merry Christmas’,</li> <li>• sing a song related to Luke 2:13-14,</li> <li>• observe pictures of Jesus Christ parents and name each of them as they point at the pictures,</li> <li>• observe pictures or watch a video clip of angels worshipping baby Jesus,</li> <li>• sing and dance to the song of the angels (Luke 2:14).</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> is portrayed as learners listen actively and picture read the birth of Jesus Christ.</li> <li>• <b>Imagination and Creativity</b> is demonstrated as learners come up with creative ways and role play the birth of Jesus Christ.</li> <li>• <b>Digital Literacy</b> is enhanced as learners interact with digital technology and watch a video clip of angels worshipping baby Jesus.</li> </ul>				
<p><b>Pertinent and Contemporary Issues: :</b>  <b>Social cohesion</b> is portrayed as learners in groups role play, sing, listen and dance to a recorded carol ‘<i>We wish you a merry Christmas.</i>’</p>				
<p><b>Values:</b>  <b>Unity</b> is exhibited as learners work together in groups.</p>				
<p><b>Link to other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative Activities:</b> is reinforced as learners sing and role play the birth of Jesus Christ.</li> <li>• <b>Language Activities:</b> learner’s picture read the Bible text and retell the story.</li> </ul>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 The Early Life of Jesus Christ</b>	<b>3.2 Jesus Christ in the Temple</b>  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 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"> <li>• draw and colour the church,</li> <li>• in turns read Luke 2: 42-49,</li> <li>• observe pictures of Jesus Christ in the temple,</li> <li>• sequentially arrange flash cards on the events that took place when Jesus was left in the temple,</li> <li>• tell how Jesus Christ obeyed His parents,</li> <li>• share experiences of how they obey their parents at home,</li> <li>• list activities they engage in at Sunday School.</li> </ul>	Why did Jesus Christ visit the temple?
<b>Core Competencies to be developed:</b> <b>Communication and collaboration:</b> the skill of speaking clearly and effectively is enhanced as learners read the Bible in turns.				
<b>Pertinent and Contemporary Issues:</b> <b>Peace Education</b> is enhanced as learners share experiences of how they obey their parents at home.				
<b>Link to Value:</b> <b>Peace:</b> learners tell how Jesus obeyed His parents and share experiences of how they obey parents at home.				
<b>Link to other Activity Areas:</b> <b>Creative Activities:</b> learners draw and colour the church.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 The life of Jesus Christ</b>	<b>3.3 Baptism of Jesus Christ</b>  6 lessons	By the end of the Sub strand, the learner should be able to: a) name the place where Jesus Christ was baptized, b) identify the person who baptized Jesus Christ, c) practice humility in their interaction with others.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention incidences of baptism they may have witnessed in their churches,</li> <li>• in turns picture read Matthew 3:13-15,</li> <li>• watch a video clip on the Baptism of Jesus Christ,</li> <li>• mention the place where Jesus was baptized and the person who baptized Him,</li> <li>• in groups draw and colour Jesus being baptized,</li> <li>• tell how Jesus showed humility during His baptism,</li> <li>• sing baptismal songs familiar to them.</li> </ul>	Why is the baptism of Jesus Christ important to Christians today?
<p><b>Core competencies to be developed:</b>  <b>Digital Literacy:</b> the skill of digital citizenship is demonstrated as learners act safely and responsibly in digital environments.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Social Cohesion</b> is portrayed as learners sing songs in different languages.</p>				
<p><b>Values:</b>  <b>Respect</b> is nurtured as learners take turns to picture read Matthew 3:13-15.</p>				
<p><b>Link to other Activity Areas:</b>  Creative Activities: learners draw, colour and sing baptismal songs familiar to them.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.4 Wedding at Cana of Galilee  4 lessons	By the end of the Sub strand, the learner should be able to: 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"> <li>• in groups tell a story of a wedding that they attended and what they liked most,</li> <li>• picture read the story of changing water into wine; John 2:1-10,</li> <li>• watch a video clip on the miracle of changing water into wine,</li> <li>• tell how the servants responded to Jesus' instructions in John 2:7-9,</li> <li>• sing a song related to this miracle,</li> <li>• share experiences of how they depend on God to provide for their needs,</li> <li>• in groups role play how they obey their parents, teachers and siblings,</li> <li>• draw and colour the six jars of water.</li> </ul>	What happened at Cana of Galilee?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Imagination and Creativity:</b> the skill of communicating ideas is enhanced as learners draw and colour the six jars of wine.</li> <li>• <b>Self-Efficacy:</b> the skill of self-expression is demonstrated as learners confidently share experiences of how to depend on God to provide for their needs.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Peace Education</b> is enhanced as learners role play how they obey their parents, teachers and siblings.</p>				
<p><b>Values:</b>  <b>Peace</b> is exhibited as learners display tolerance and respect for each other as they engage in different activities.</p>				
<p><b>Link to other Activity Areas:</b></p>				

- 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.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 The life of Jesus Christ</b>	<b>3.5 Healing Simon's mother in-law</b>  3 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 power to heal the sick.	The learner is guide to: <ul style="list-style-type: none"> <li>• share experiences of how they help learners in need,</li> <li>• role play an instance they helped a learner in need,</li> <li>• picture read the miracle as guided in Luke 4:38-39,</li> <li>• arrange pictures based on the miracle sequentially,</li> <li>• retell the miracle after watching a video clip,</li> <li>• role play the healing of Simon's mother-in-law,</li> <li>• write a thank you note to parents and others who help them in their daily lives,</li> <li>• sing thanksgiving songs to express gratitude to God.</li> </ul>	How did Simon's mother-in-law express gratitude?
<b>Core Competencies to be developed:</b> <b>Self-Efficacy</b> 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.

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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 some information	Retells the birth of Jesus Christ with consistent guidance
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 activities
Ability to narrate the Miracles of Jesus Christ	Narrates the Miracles of Jesus Christ illustratively	Narrates the Miracles of Jesus Christ	Narrates the Miracles of Jesus Christ when prompted	Narrates the Miracles of Jesus Christ with guidance
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	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>Christian values</b>	<b>4.1 Sharing</b> 3 lessons	By the end of the sub strand, the learner should be able to: 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"> <li>• identify items that can be shared at home,</li> <li>• in pairs mention items shared at home and school,</li> <li>• watch or listen to the miracle in John 6:1-14,</li> <li>• role play the story of the little boy with two fish and five loaves,</li> <li>• draw and colour the two fish and five loaves,</li> <li>• sing a song on sharing,</li> <li>• keep the environment clean (John 6:12-13).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to share with others</li> <li>2. How do you keep the environment clean?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning to learn:</b> the skill of developing relationships is enhanced as learners work in pairs and groups.</li> <li>• <b>Imagination and Creativity:</b> is exhibited as learners role play the story of the little boy with two fish and five loaves.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Social Cohesion</b> is portrayed as learners in pairs mention items shared at home and school.</p>				
<p><b>Values:</b>  <b>Unity</b> is portrayed as learners work together in groups and take turns to perform different activities.</p>				
<p><b>Link to other Activity Areas:</b>  Creative Activities: learners sing a song on sharing and role play the story of the little boy with two fish and five loaves.</p>				

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

				<b>questions(s)</b>
<b>4.0 Christian values</b>	<b>4.3 Honesty</b>  4 Lessons	By the end of the Sub strand, the learner should be able to: a) state reasons for telling the truth in their day- to-day lives, b) demonstrate honesty by not stealing other people’s items, c) practise punctuality at school and at home, d) desire to be truthful in their daily lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• game read Ephesians 4:25,</li> <li>• in groups say why they should always speak the truth,</li> <li>• say why they should not steal or pick items that do not belong to them,</li> <li>• role play situations of honesty while dealing with other people’s items,</li> <li>• sing a song on truthfulness,</li> <li>• story tell instances they practised punctuality,</li> <li>• mention reasons for getting home and school on time (punctuality).</li> </ul>	1. Why is it good to speak the truth and avoid lies?
<b>Core Competencies to be developed:</b>				
<b>Citizenship:</b> the skill of information and communication is enhances as learners share stories on instances they practiced punctuality.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Social Cohesion: integrity</b> is promoted as learners in groups say why they should speak the truth always.				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• <b>Responsibility</b> is demonstrated as learners become accountable for their own actions and respect other people’.</li> <li>• <b>Peace</b> is enhanced as learners avoid hurting others by not taking their items.</li> </ul>				
<b>Link to other Activity Areas:</b>				
Language Activities: learners speak clearly and effectively when telling stories on instances they practiced punctuality.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>4.0 Christian values</b>	<b>4.4 Thankfulness</b>  3 lessons	By the end of the sub strand, the learner should be able to: a) mention ways of expressing gratitude to their parents or guardians, b) practise thankfulness at home as guided by the scriptures, c) desire to be thankful in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>• say why they should thank their parents,</li> <li>• in pairs share when to thank parents,</li> <li>• role play how to thank parents,</li> <li>• compose and recite a poem on thanking their parents,</li> <li>• sing a song, praising God for the gift of parents or guardians,</li> <li>• write 1Thessalonians 5:18 on flash cards and recite it,</li> <li>• write flash cards on why they should be thankful to their parents or guardians and display the cards in class.</li> </ul>	Why should you thank your parents or guardians?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Imagination and Creativity:</b> the skill of coming up with new ideas is exhibited as they compose poems and role play how to thank parents.</li> <li>• <b>Communication and Collaboration:</b> the skill of speaking clearly and effectively is portrayed as learners say why they should thank their parents.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Social cohesion:</b> the importance of having guiding values in life is enhanced as learners become thankful to their parents.</p>				
<p><b>Values:</b>  <b>Respect</b> is demonstrated as learners take turns to role play and listen to each other's poem.</p>				
<p><b>Link to other Activity Areas:</b>  Language Activities: learners recite the Bible verse and learn new words.</p>				

## ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to practise the value of sharing at home and school	Practice the value of sharing at home and school and encourages peers to do so	Practise the value of sharing at home and school	Practise the value of sharing at home and school when prompted	Practices the value of sharing at home and school with guidance
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	Retells the story of the little boy with two fish and five loaves	Partially 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 with assistance
Ability to mention ways of expressing gratitude to their parents.	Mentions ways of expressing gratitude to their parents and cites relevant examples	Mentions ways of expressing gratitude to their parents	Mentions ways of expressing gratitude to their parents with prompts	Mentions ways of expressing gratitude to their parents with support
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	Practice honesty by not stealing other people's items and encourages others to do so	Practise honesty by not stealing other people's items	Makes effort to practise honesty by not stealing other people's items	With continuous guidance practise honesty by not stealing other people's items

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

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
<b>5.0 The Church</b>	<b>5.2 A house of Prayer</b> 2 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"> <li>• picture read Mathew 21:13,</li> <li>• In groups compose simple prayers and recite them,</li> <li>• say simple prayers for family members,</li> <li>• list the number of times they pray at home or in Sunday School in their exercise books,</li> <li>• say simple prayers before and after taking meals and before they leave for home.</li> </ul>	Why is it important to pray always?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of listening critically and understanding concepts is exhibited as learners compose and say simple prayers in groups.</li> <li>• Imagination and Creativity: the skill of exploration is portrayed as learners compose simple prayers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social Cohesion: living together in harmony is enhanced as learners in groups compose simple prayers and recite them.</p>				
<p><b>Values:</b> Love is demonstrated as learners say simple prayers for family members.</p>				
<p><b>Link to other Activity Areas:</b> Language Activities: reinforced through composing simple prayers. Mathematical Activities: learners record the number of times they pray at home or in Sunday school.</p>				

**ASSESSMENT RUBRIC**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
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 with prompts	Demonstrates responsibility by serving God in Church 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



## **COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (GRADE 1-3)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the 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 Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. 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**

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

## ASSESSMENT OF THE COMMUNITY SERVICE LEARNING ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and 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 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
<b>1.0 Creation</b>	<ul style="list-style-type: none"> <li>• Observation Schedules ,</li> <li>• Written Quizzes</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	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"> <li>• Word search/ puzzle,</li> <li>• Checklists,</li> <li>• Oral questions</li> <li>• Written questions</li> </ul>	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"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Question and Answer</li> </ul>	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"> <li>• Anecdotal Notes</li> <li>• Authentic Tests</li> <li>• Word Search/ Puzzle</li> <li>• Projects</li> </ul>	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"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> </ul>	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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