



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 2

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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 FOR PRE-PRIMARY

S/NO	ACTIVITY LEARNING AREA	NUMBER OF LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
6.	Pastoral/Religious Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES

By the end of the Primary Education level, 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

Hindu Religious Education in Grade Two offers an opportunity to learn Hinduism/Sanatan, Jain, Buddhist and Sikh faiths. Religious knowledge is acquired early in life from family and community. The formal teaching of HRE aims at nurturing faith in Paramatma, self-awareness, guiding one's personal obligations and duty to the immediate environment. HRE at Lower Primary will be delivered through formal, non-formal and informal approaches which will enable the learner to enjoy learning.

It provides opportunities to instill moral values and good social habits in learners for effective living as individuals, members of the community and the nation at large. HRE will provide ways for physical, mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others.

Pertinent and contemporary issues in society have been well mainstreamed in the HRE curriculum. The learners acquire requisite competencies as enshrined in the Basic Education Curriculum Framework. Hindu Religious education emphasises morals that teach learners to be optimistic, respect each other, and anticipate the best for themselves and others.

GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:

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

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally.
2. Exhibit reverence and adoration for Enlightened Beings as guides for living a healthy and harmonious life
3. Demonstrate basic rituals as taught for grounding them in faith to enhance self-efficacy and self esteem
4. Practice Sadachaar ethically and morally to care for self and others for sustainable living
5. Perform simple age-appropriate Yoga exercises for holistic wellbeing and enjoyment.
6. Appreciate Paramatma's creation by showing care for themselves, others and the environment
7. Acknowledge the divinity of the Scriptures for respect and appropriate handling.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	Strand	Sub Strand
1.	1.0 Creation	1.1 Myself and School environment 1.2 Panchmahabhoot <i>Prithvi</i> (earth).
2	2.0 Manifestations of Paramatma	2.1 Enlightened Beings 2.2 Role of Trimurti
3	3.0 Scriptures	3.1 Basic Concepts 3.2 Moral stories
4	4.0 Worship	4.1 Religious Symbols 4.2 Religious Festivals
5	5.0 Sadachaar	5.1 General Étiquettes: 5.2 Moral stories on etiquettes 5.3 <i>Sewa</i> (Community Service)
6	6.0 Yoga	6.1 Basic concepts of Yoga 6.2 Pranayam 6.3 Asanas

1.0 CREATION

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
1.0 Creation	1.1 Myself and School environment - Gardener - Cleaner - Watchman - Time keeper - Messenger - First-aid staff - School canteen staff - Swimming pool attendant (7 lessons)	By the end of sub strand the learner should be able to: a) name the people they interact with at school, b) report unpleasant incidents to the class teacher and parents for appropriate action, c) recognise everyone in school as Paramatma’s creation.	The learner is guided to: <ul style="list-style-type: none"> • be introduced to the school staff and encouraged to show respect to them, • report any unpleasant incident to teacher and parents / guardians by anybody within the school such as detecting and avoiding, inappropriate touches. • avoid receiving food, drinks, sweets from strangers, • tell the teacher/parents when they feel sick, • respect themselves and others in the school, • keep and maintain the cleanliness in their classroom and around it. • look after the kitchen garden of their school, 	<ol style="list-style-type: none"> 1. Why should we respect everyone? 2. Why is it important to report unpleasant incidents in school?

			<p>water the plants and weeding regularly being supervised by the teacher.</p> <ul style="list-style-type: none"> • request their parents to attend forums to meet and exchange ideas with teachers. • assist peers with special needs in age-appropriate activities. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learners develop Self-discipline- as the learner will be introduced to the school staff by the teacher and encouraged to show respect to them. • Self- Efficacy: Learners will enhance the skill of self-awareness as they report any unpleasant incident by anybody within the school. 				
<p>Values:</p> <p>Respect: Learners demonstrate humility and acceptance as they are introduced to the school staff by the teacher and encouraged to show respect to them.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship: Learners develop social cohesion as they respect themselves and others in the school, keep and maintain the cleanliness in their classroom and around it.</p>				
<p>Link to other subjects:</p> <p>Environmental activities: Learners apply environmental knowledge as they are engaged in looking after the kitchen garden of their school, water the plants and weeding regularly being supervised by the teacher, keep and maintain the cleanliness in their classroom and around it.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
	<p>1.2 Panchmahabhoot Prithvi (earth). (7 lessons)</p>	<p>By the end of sub strand the learner should be able to:</p> <p>a) identify plants, animals and insects as Paramatma’s creation</p> <p>b) care for the Earth as Paramatma’s given home for all creation</p> <p>c) appreciate plants and animals on Earth as Paramatma’s creation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at a globe model of Earth and point out the continent their country and their town, • visit a botanical garden, farms, National park to see and learn about variety of plants and animals existing on the Earth, • adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them, • draw and paint pets and wild animals as a group activity in class, • participate in cleaning their classroom and its environment in groups, • practice economy in the use of paper/water/electricity/food, • watch videos of performing rites and rituals/listen to 	<ol style="list-style-type: none"> 1. How do game parks help in conserving wild life? 2. Why should we practice economy in the use of natural resources from the Earth?

			parents on the importance of rites and rituals to worship Earth, <ul style="list-style-type: none"> • assist peers with special needs as they adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them. 	
Core-Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration- Learners develop teamwork as they participate in cleaning their classroom and its environment in groups • Decision making and problem solving Learners develop as they practice economy in the use of paper/water/electricity/food. • Digital literacy- Learners use digital technology as they watch videos of performing rites and rituals to worship Earth. 				
Values: Responsibility: Learners display self - drive as they participate in cleaning their classroom and its environment in groups. Practice economy in the use of paper/water/electricity/food.				
Pertinent and Contemporary Issues (PCIs): Socio-economic Issues: Learners acquire environmental education as they adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them.				
Link to other subjects: <ul style="list-style-type: none"> • Creative Arts: Learners draw and paint pets and wild animals as a group activity in class. • Environmental Activities Integrated/infused in science and social activities: Learners adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them. 				

Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to name the people they interact with at school	Names the people they interact with at school correctly.	Names the people they interact with at school.	Names some of the people they interact with at school.	Names some of the people they interact with at school with prompts.
Ability to care for the Earth as Paramatma’s given home for all creation	Cares for the Earth as Paramatma’s given home diligently.	Cares for the Earth as Paramatma’s given home.	Cares for the Earth as Paramatma’s given home occasionally.	Care for the Earth as Paramatma’s given home with assistance.

2.0 MANIFESTATIONS OF PARAMATMA

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
2.0 Manifestations of Paramatma	<p>2.1 Enlightened Beings Qualities of <i>Hanumaan ji, Rishabhdev Lord Buddha Guru Angad Dev ji</i> (6 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> enumerate the qualities of the Enlightened Beings for familiarization, dramatize the qualities of Enlightened Beings for inspiration, appreciate the Enlightened Beings for their contributions to the society. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> learn the qualities of through listening stories from parents/guardians/ using audio-visual aids, share the knowledge about Enlightened Beings in pairs/groups, narrate stories on the qualities of Enlightened Beings, dramatize the qualities of Enlightened Beings that depict how to mitigate some common issues such as food substance accepting food items from strangers, make a collage of Enlightened Being and show the faith they belong to, draw and paint images of 	<ol style="list-style-type: none"> How can qualities of Enlightened Beings influence our life? Why is it important for us to learn about our Enlightened Beings?

			<p>Enlightened Beings and display in their classroom,</p> <ul style="list-style-type: none"> • sing songs glorifying the qualities of Enlightened Beings from the four faiths in groups, • visit places of worship with their parents/guardians/teacher during celebration of festivals, • assist peers with special needs in painting and colouring images of Enlightened Beings. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication - Learners develop speaking skills as they sing songs glorifying the qualities of Enlightened Beings in groups. • Learning to learn: Learners share learnt knowledge about Enlightened Beings in pairs/groups. 				
<p>Values: Respect: Learners develop acceptance as they sing songs glorifying the qualities of Enlightened Beings in groups.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health Issues: Learners are sensitized on preventive health as they dramatize the qualities of Enlightened Beings that depict how to mitigate some common issues such as food substance, accepting food items from strangers.</p>				
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Creative activities: Learners enhance creative skills as they narrate stories on the qualities of Enlightened Beings, 				

dramatize the qualities of Enlightened Beings, make a collage of Enlightened Being and show the faith they belong to, draw and paint images of Enlightened Beings, sing songs glorifying the qualities of Enlightened Beings from the four faiths in groups.

- **Language activities** – Learners enhance speaking skills as they narrate stories on the qualities of Enlightened Beings.

DRAFT

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
2.0 Manifestations of Paramatma	<p>2.2 Role of Trimurti</p> <p><i>Brahma</i> (Creator), <i>Vishnu</i> (Sustainer) <i>Shiva/Mahesh</i> (Liberator)</p> <p>(7 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> recall the role of Trimurti for internalization, deduce the role of Trimurti for balanced living, appreciate the role of Trimurti for spiritual growth. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to stories about from their parents/guardians/teachers'/resource person, watch pictures/ uses audio-visual aids that show the role of Trimurti, look for examples of role of Trimurti from everyday life such as Growing, nourishing and utilizing the products of farming, role play on short stories from the lives of Brahma, Vishnu and Mahesh, assist peers with special needs in painting and colouring images of Brahma, Vishnu and Mahesh. 	<p>1.How is role of Trimurti related to concept of Creation?</p>
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy- Learners connect using technology as they watch pictures/ uses audio-visual aids that show the role of Trimurti. Critical thinking and problem solving- Learners develop critical thinking as they analyze examples of the roles of 				

Trimurti from everyday life such as Growing, nourishing and utilizing the products of farming.

Values:

Responsibility: Learners develop excellence as they roleplay on short stories from the lives of Brahma, Vishnu and Mahesh.

Pertinent and Contemporary Issues (PCIs):

Life Skills: Learners learn developmental perspectives as they look for examples of role of Trimurti from everyday life such as growing, nourishing and utilizing the products of farming.

Links to other subject(s):

- **Creative activities:** Learners enhance creative skills as they roleplay on short stories from the lives of Brahma, Vishnu and Mahesh.
- **Language activities** – Learners acquire listening skills when they listen to stories about Brahma(Creator), Vishnu (Sustainer) Shiva/Mahesh (Liberator) from parents/guardians/teachers/resource person.

ASSESSMENT RUBRICS

Level Indicator	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Ability to enumerate the qualities of the Enlightened Beings for familiarization.	Enumerates the qualities of the Enlightened Beings accurately.	Enumerates the qualities of the Enlightened Beings.	Enumerates some of the qualities of the Enlightened Beings.	Enumerates some of the qualities of the Enlightened Beings with assistance.
Ability to recall the role of Trimurti for internalization	Recalls the role of Trimurti precisely.	Recalls the role of Trimurti.	Recalls the role of Trimurti fairly.	Recalls the role of Trimurti. with prompts.

3.0 SCRIPTURES

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 Scriptures	3.1 Basic Concepts <i>-Kalpasutra</i> <i>-Tipitaka.</i> (7 lessons)	By the end of the sub strand the learner should be able to: a) identify Kalpasutra and Tipitaka as a source of divine knowledge, b) articulate the teachings of Kalpasutra and Tipitaka for familiarization, c) appreciate the importance of Kalpasutra and Tipitaka as holy Scriptures.	The learner is guided to: <ul style="list-style-type: none"> • watch videos/ pictures on the basic concepts of the Scriptures, • listen to a resource person giving information on the basic concepts about the Scriptures, • get additional information about Scriptures from parents/guardians/teachers, • visit Derasar and Stupa on special days when these Scriptures are read accompanied by their parents/guardians, • engage parents/guardians to tell stories from Scriptures that can help to resolve age-appropriate issues in learner’s life, • visit places of worship when scholars give discourses on Scriptures accompanied by 	<ol style="list-style-type: none"> 1. How do Scriptures guide us to live a peaceful life? 2. How should we respect our Scriptures?

			<p>parents/guardians,</p> <ul style="list-style-type: none"> • attend Youth camps conducted in places of worship to sensitize children on the basic concepts in Scriptures accompanied by parents, • participate in age-appropriate community services such as keeping the surroundings clean and to avoid junk foods as prescribed in Scriptures under the guidance of parents/guardians, • assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Kalpasutra and Tipitaka</i> in their class. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication - Learners enhance listening skills as they listen to a resource person giving information on the basic concepts about the Scriptures. • Digital literacy- Learners connect using technology as they watch videos/ pictures on the basic concepts of the Scriptures Kalpasutra and Tipitaka. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: Learners acquire compassion as they visit Derasar and Stupa on special days when these Scriptures are read accompanied by their parents/guardians. • Patriotism: - Learners acquire devotion as they visit places of worship when sscholars give discourses on Scriptures 				

accompanied by parents/guardians.

Pertinent and Contemporary Issues (PCIs):

Citizenship: Learners enhance social cohesion as they visit places of worship when scholars give discourses on Scriptures accompanied by parents/guardians.

Links to other subject(s):

Language Activities – Learners acquire listening skills as they listen to a resource person giving information on the basic concepts about the Scriptures.

DRAFT

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 Scriptures	3.2 Moral stories -Lord Mahavir's bravery -Quest for knowledge -Story on compassion of lord Buddha -Stories based on truthful living (7 lessons)	By the end of the sub strand the learner should be able to: a) recall the moral stories from the lives of Lord Mahavir and Lord Buddha for character formation, b) dramatize moral stories based on health-related issues for good health, c) appreciate moral stories in inculcating values.	The learner is guided to: <ul style="list-style-type: none"> • watch videos on the stories such as -dramatize the moral stories that are based on health-related issues such as -food substance -taking wrong medication -inappropriate touch -accepting food items from strangers, • draw and paint some incidents from the stories and display in the classroom, • listen moral stories from parents /guardians that encourage to keep the surroundings clean and on eating food that is good for keeping good health, • role plays on age-appropriate moral stories as a classroom activity in groups including children with disabilities, • participate in chanting mantras on morals during morning assembly/festivals in places of worship, • listen to the Mantras using digital devices/resource person in groups. • assist learners with special needs as per 	How can the value of compassion help us in life?

			their abilities through peer teaching in correct pronunciation of mantras.	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication -- Learners develop listening skills as they listen to the Mantras using digital devices/resource person in groups. • Digital literacy- Learners connect using technology as they watch videos on the stories of Lord Mahavir's bravery, Quest for knowledge, Story of compassion of lord Buddha. The learners listen to the Mantras using digital devices/resource person in groups. 				
<p>Values: Love: Learners develop compassion as they watch story on compassion of lord Buddha.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health Issues: Learners sensitize on preventive health as they dramatize the moral stories on drug and substance abuse, inappropriate touch, accepting food items from strangers.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Language activities: Learners acquire listening skills as they listen to the Mantras using digital devices/resource person in groups. Listen moral stories from parents /guardians that encourage to keep the surroundings clean and on eating food that is good for keeping good health. • Creative activities: Learners develop creative skills as they dramatize the moral stories, draw and paint some incidents from the stories and display in the classroom, chant mantras on morals during morning assembly/festivals in places of worship. 				

Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Kalpasutra and Tipitaka as a source of divine knowledge.	Identifies Kalpasutra and Tipitaka correctly.	Identifies Kalpasutra and Tipitaka.	Identifies Kalpasutra and Tipitaka with some inconsistency.	Identifies Kalpasutra and Tipitaka with guidance.
Ability to dramatize moral stories based on health-related issues for good health.	Dramatizes moral stories artistically.	Dramatizes moral stories.	Dramatizes some moral stories.	Dramatize moral stories with guidance.

4.0 WORSHIP

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Worship	4.1 Religious Symbols <i>-Hindu Aum and Swastika,</i> <i>- Jain Aum and Swastika</i> <i>- Wheel of Dharma</i> <i>- Ik-Oankar and Khanda,</i> (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a. identify the religious symbols for familiarization, b. match the religious symbols to places of worship, c. revere the religious symbols for religious practices. 	The learner is guided to: <ul style="list-style-type: none"> • visit places of worship to familiarise him/her with religious symbols from the four faiths accompanied by parents/guardians/teachers, • draw and colour the religious symbols of the four faiths • cross match the symbols with their respective faiths using digital devices/manually in groups, • make collage of religious symbols and display in class, • participate in interschool art competitions/at community centers as an activity to raise funds for the less fortunate members of community, • assist learners with special needs as per their abilities 	Why is it important to learn about religious symbols?

			through peer teaching to draw and color religious symbols.	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration-- Learners acquire teamwork skills as they are engaged to crossmatch the symbols with their respective faiths using digital devices/manually in groups. • Digital literacy-- Learners connect using technology as they crossmatch the symbols with their respective faiths using digital devices in groups. 				
<p>Values:</p> <p>Respect- - Learners become open minded as they draw and colour the religious symbols from the four faiths.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Socio-economic issues: - Learners develop financial literacy talents and abilities as they participate in interschool art competitions/at community centres as an activity to raise funds for the less fortunate members of community.</p>				
<p>Link to other subjects:</p> <p>Creative activities: Learners develop creative skills as they draw and colour the religious symbols of the four faiths, crossmatch the symbols with their respective faiths, make collage of religious symbols.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Worship	4.2 Religious Festivals <i>-Ram Navmi</i> <i>-Mahavir Jayanti</i> <i>-Buddha Jayanti</i> <i>-Gurpurab</i> and the prayers such as <i>-Pratahkal Sandhya</i> <i>-Samayik</i> <i>-Tisarana (refuge in triple gem).</i> <i>-Japji Sahib.</i> (7 lessons)	By the end of the sub strand the learner should be able to: a) mention religious festivals and morning prayers that are performed while celebrating birthdays of Enlightened Beings for social cohesion, b) use appropriate greetings while interacting with people during festivals, c) Appreciate festivals for their role in promoting peace and friendship.	The learner is guided to: <ul style="list-style-type: none"> • watch pictures/videos on the celebration of religious festivals and the prayers that are performed in morning hours during celebration of festivals, • visit places of worship accompanied by parents/guardians during celebration of festivals and greet people appropriately, • listen/sing appropriate Bhajan/stavan/shabad and chanting related to festivals, • participate in age-appropriate activities for keeping the venue clean in places of worship during celebration of festivals under the supervision of elders, • share their experiences in classroom in a group activity about the celebration of festivals, • create greeting cards at the time 	How does celebration of festivals bring peace and harmony in society?

			<p>of celebrating different religious festivals in groups,</p> <ul style="list-style-type: none"> • assist learners with special needs as per their abilities through peer teaching while making greeting cards, • sensitize their peers with special needs about the safety measures to be observed during celebration of festivals. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy- Learners connect using technology as they watch pictures/videos on the celebration of religious festivals and the prayers. • Creativity and Imagination- Learners enhance networking as they create greeting cards at the time of celebrating different religious festivals in groups. 				
<p>Values:</p> <p>Respect: Learners enhance open mindedness as they share their experiences in classroom in a group activity about the celebration of festivals.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship: Learners enhance social cohesion and nationalism as they visit places of worship accompanied by parents/guardians during celebration of festivals and greet people appropriately, participate in age-appropriate activities for keeping the venue clean in places of worship during celebration of festivals under the supervision of elders.</p>				
<p>Links to other subject(s):</p> <p>Creative activities: Learners apply creative skills as they sing appropriate Bhajan/stavan/shabad and chanting related to festivals and create greeting cards at the time of celebrating different religious festivals.</p>				

Assessment Rubrics

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the religious symbols for familiarization.	Identifies the religious symbols correctly.	Identifies the religious symbols.	Identifies some of the religious symbols.	Identifies some of the religious symbols with guidance.
Ability to match the religious symbols to places of worship.	Matches the religious symbols to places of worship appropriately.	Matches the religious symbols to places of worship.	Matches some of the religious symbols to places of worship.	Matches some of the religious symbols to places of worship with help.
Ability to mention religious festivals and morning prayers that are performed while celebrating birthdays of Enlightened Beings for social cohesion.	Mentions religious festivals and morning prayers correctly.	Mentions religious festivals and morning prayers.	Mentions some religious festivals and morning prayers.	Mentions some religious festivals and morning prayers with guidance.

5.0 SADACHAAR

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.1 General Étiquettes: Welcoming visitors Attending to visitors Bidding farewell to visitors (6 lessons)	By the end of the sub strand the learner should be able to: a) Identify appropriate words used to welcome visitors at home and school, b) Use appropriate words to welcome visitors for social cohesion, c) nurture the habit of using appropriate words used to welcome visitors.	The learner is guided to: <ul style="list-style-type: none"> • get information from parents/guardians/teachers on the appropriate words used in the hospitality of visitors at home and school, • watch videos based on moral stories depicting appropriate words used in hospitality of visitors, • role play on moral stories that portray the advantages of appropriate words used in welcoming visitors, • prepare a colorful chart/posters/fliers having all possible polite words used in welcoming visitors and display in their classroom as a group activity, 	1.How do we greet visitors who visit us at home? 2.Why is it important to welcome visitors to our school?

			<ul style="list-style-type: none"> • make a portfolio using collected pictures on hospitality, • participate in community service-learning activity organized on a tree planting drive in which learners can be assisted by parents to raise funds to buy plants/trees, • assist their peers with special needs in community service learning activities appropriate to their abilities. 	
<p>Core-Competencies to be developed: Learning to Learn- Learners enhance self-discipline as they work collaboratively and prepare a chart having all possible polite words used in welcoming visitors and display in their classroom as a group activity.</p>				
<p>Values: Respect: - Learners practice etiquette as they use polite words in welcoming visitors at home.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Learners enhance developmental perspective as they roleplay on moral stories that portray the advantages of appropriate words used in welcoming visitors.</p>				
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Creative activities: Learners apply creative skills as they roleplay on moral stories that portray the advantages of appropriate words used in the hospitality of visitors. 				

- **Language activities** –Learners develop speaking skills are enhanced as the Learners learn new words used in Hospitality.

DRAFT

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.2 Moral stories on etiquettes -Story of Sheru and the beggar -Story of Mamta (Truth) - (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Identify moral stories on etiquettes for knowledge b) Make use of moral stories in their daily life for solving problems c) Desire to learn moral stories for spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> • get knowledge on moral stories from parents/guardians. • watch videos on moral stories prescribed by the teacher. • practice values learnt from the moral stories and apply them in solving certain problems in daily life. • Dramatize prescribed moral stories on annual day function. • prepare a colorful chart on values learnt from different moral stories in groups. • narrate and share moral stories in their own words in groups. • visit children’s homes/learners with disabilities and can share stories, sing songs, dance with them and share some stationary items with them. • assist peers with special needs 	How does the story of Sheru and the beggar help us to instill value of honesty?

			to participate in activities appropriate to their abilities.	
Core-Competencies to be developed:				
Critical thinking and problem solving: Learners practice values learnt from the moral stories and apply them in solving certain problems in daily life.				
Values:				
Love: - Learners practice sharing as they visit children’s homes and can share stories, sing songs/dance with them donate some stationary items to them.				
Pertinent and Contemporary Issues (PCIs):				
Socio-economic Issues: Learners address socio-economic issues as they visit children’s homes/learners with disabilities and can share stories, sing songs/dance with them and share some stationary items with them.				
Links to other subject(s):				
<ul style="list-style-type: none"> • Language activities: Learners enhance speaking skills as they narrate and share moral stories in their own words in groups. • Creative activities: Learners apply creative skills as they dramatize prescribed moral stories on annual day function, prepare a colorful chart on values learnt from different moral stories in groups. 				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.Sewa (Community Service) (6 lessons)	By the end of the sub strand the learner should be able to: a) define sewa (community service) for familiarization b) demonstrate willingness to do community service for social welfare c) appreciate the use of polite words while doing community service.	The learner is guided to: <ul style="list-style-type: none">• listen to stories on sewa (community service) from parents/guardians and read stories,• watch animated videos on Sewa in different faiths,• participate in collecting litter lying in their immediate surrounding as an act of community service learning in groups,• visit and participate in age-appropriate tasks such as distribution of prasaad,/ serviettes to	How do our words affect the listener?

			<p>the congregation,</p> <ul style="list-style-type: none"> • participate in charity walk to raise funds to assist less fortunate members as part of community service with the help of parents, • participate in fundraising activities along with their parents for a tree planting drive to mitigate climate change that has affected the whole world, • assist their peers with special needs to participate in activities that are suitable to their abilities in a place of worship. 	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship- Learners develop active community life skills as they participate in collecting litter lying in their immediate surrounding as an act of community service learning in groups. 				

- **Digital Literacy-** Learners connect using technology as they watch animated videos on Sewa in different faiths.

Values:

Responsibility:– Learners demonstrate self-drive as they participate in fundraising activities along with their parents for a tree planting drive to mitigate climate change that has affected the whole world.

Pertinent and Contemporary Issues (PCIs):

Socio-economic Issues: - Learners practice financial literacy as they participate in fundraising activities along with their parents for a tree planting drive to mitigate climate change that has affected the whole world.

Links to other subject(s):

- **Environmental activities** – Learners exhibit environmental knowledge as they participate in collecting litter lying in their immediate surrounding as an act of community service in groups.
- **Language activities** -- Learners improve on listening and reading skills as they listen to stories on sewa (community service) from parents/guardians and read stories.

Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify appropriate words used to welcome visitors at home and school.	Identifies all appropriate words used to welcome visitors.	Identifies appropriate words used to welcome visitors.	Identifies some of the appropriate words used to welcome visitors.	Identifies some of the appropriate words used to welcome visitors with assistance.
Ability to identify moral stories on etiquettes for knowledge.	Identifies moral stories on etiquettes correctly.	Identifies moral stories on etiquettes.	Identifies some of the moral stories on etiquettes.	Identifies some of the moral stories on etiquettes with guidance.
Ability to demonstrate willingness to do community service for social welfare.	Demonstrates willingness to do community service regularly.	Demonstrates willingness to do community service.	Demonstrates willingness to do community service occasionally.	Demonstrate willingness to do community service with motivation.

6.0 YOGA

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	6.1 Basic concepts of Yoga -Introduction - <i>Inner Calm and Peace:</i> - <i>Imagination and Creativity:</i> - <i>Unity and Togetherness</i> (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> define the basic concepts of Yoga to enhance self-discipline, model the benefits of Yoga for general well-being, desire to adopt Yoga in daily life. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices responsibly to watch/listen to videos/talks on the general benefits of Yoga, discuss the following benefits / concepts of Yoga, including role play the benefits of Yoga individually, ask parents/guardian/resource person on additional information on the benefits of Yoga, create presentations depicting the concepts and benefits of Yoga, assist learners with special needs as per their abilities through peer teaching to make them understand the 	How does practice of Yoga help us in life?

			basic concepts in Yoga.	
<p>Core-Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination – Learners explore new ideas as they create presentations depicting the concepts and benefits of Yoga. • Digital literacy – Learners develop the skill of interacting with technology as they use digital devices responsibly to watch/listen to videos/talks on the general benefits of Yoga. 				
<p>Values: Respect– Learners practice patience as they create presentations depicting the concepts and benefits of Yoga.</p>				
<p>Pertinent and Contemporary issues (PCIs): Health Promotion Issues: Learners sensitize on health-related issues addressed through Yoga as they discuss the following benefits / concepts of Yoga, including <i>-Inner Calm and Peace:</i> <i>-Imagination and Creativity:</i> <i>-Unity and Togetherness</i></p>				
<p>Link to other subjects: Environmental activities: Learners enhance environmental knowledge as they discuss the following benefits / concepts of Yoga, including-<i>Inner Calm and Peace:</i> <i>-Imagination and Creativity:</i> <i>-Unity and Togetherness</i></p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	<p data-bbox="413 312 562 721"> 6.2 Pranayam <i>-Sheetali Pranayam</i> (cooling breath), <i>-Sheet kari Paranyam</i> (hissing breath) (6 lessons) </p>	<p data-bbox="620 312 1006 669"> By the end of the sub strand the learner should be able to: a) identify exercises for physical development b) demonstrate the posture of performing simple breathing exercises for physical wellbeing, c) appreciate pranayam as a way of coping with emotions. </p>	<p data-bbox="1039 312 1534 1094"> The learner is guided to: <ul style="list-style-type: none"> • use audio-visual aids/charts/Resource person/teacher to gather information on, • practice pranayam as a group activity , • follow instructions from the Yoga expert on correct ways of performing the breathing exercise, • practice correct rhythmic breathings to help increase attention span and ways of coping with emotions, • assist learners with special needs as per their abilities through peer teaching correct rhythmic breathings that help to increase attention span and ways of coping with emotions. </p>	<p data-bbox="1566 312 1812 591"> 1. Why do we practice Pranayama? 2. How does Pranayam help us to keep healthy? </p>
<p data-bbox="189 1108 1819 1173"> Core-Competencies to be developed: Communication - Learners enhance listening skills as they follow instructions from the Yoga expert on correct ways of </p>				

breathing and perform in groups.

Values:

Integrity: - Learners demonstrate consistency as they practice correct rhythmic breathings to increase attention span and ways of coping with emotions.

Pertinent and Contemporary issues (PCIs):

Life Skills: Learners acquire developmental perspective as they practice correct rhythmic breathings to increase attention span and ways of coping with emotions.

Links to other subject(s):

Creative activities: Learners enhance creative skills as they practice correct rhythmic breathings to increase attention span and ways of coping with emotions.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	6.3 Asanas <i>padahastasana</i> (hand to foot pose), <i>-Ashwa sanchalan aasan</i> (equestrian pose) <i>-Parvat aasan</i> (Mountain pose) (6 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> label the age-appropriate asanas for familiarization, demonstrate asanas for physical well-being, appreciate the performance of asanas in Yoga. 	The learner is guided to: <ul style="list-style-type: none"> watch videos/ pictures of people performing asanas, practice asanas in appropriate attire in groups or pairs, perform Asanas on International Yoga Day, encourage peers with special needs and assist them in performing simple pranayams and asanas suitable to their level of performance. 	How does performing of Padamasan help us?
Core-Competencies to be developed: <ul style="list-style-type: none"> Digital literacy- Learners connect using technology as they watch videos/ pictures of people performing asanas: <i>padahastasana</i>(hand to foot pose), <i>Ashwa sanchalan aasan</i>(equestrian pose), <i>Parvat aasan</i> (Mountain pose) Learning to Learn- Learners enhance self-discipline as they perform Asanas on International Yoga Day. 				
Values: Responsibility- Learners practice self-drive as they perform asanas in appropriate attire in groups or pairs.				
Pertinent and Contemporary issues (PCIs): Citizenship: Learners embrace social cohesion and nationalism as they participate performing Asanas on International Yoga				

Day.

Links to other subject(s):

Creative activities: Learners apply creative skills as they practice asanas in appropriate attire in groups or pairs.

Assessment Rubrics

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Define the basic concepts of Yoga to enhance self-discipline.	Defines the basic concepts of Yoga precisely.	Defines the basic concepts of Yoga.	Defines some of the basic concepts of Yoga.	Defines some of the basic concepts of Yoga with prompts.
Model the benefits of Yoga for general well-being.	Models the benefits of Yoga appropriately.	Models the benefits of Yoga.	Models the benefits of Yoga partially.	Models the benefits of Yoga with guidance.
Ability to demonstrate the posture of performing simple breathing exercises for physical wellbeing,	Demonstrates the posture of performing simple breathing exercises correctly and consistently.	Demonstrates the posture of performing simple breathing exercises.	Demonstrates the posture of performing simple breathing exercises with inconsistency.	Demonstrate the posture of performing simple breathing exercises with assistance.
Ability to label the age appropriate asanas for familiarization.	Labels the age appropriate asanas accurately.	Labels the age appropriate asanas.	Labels some of the age appropriate asanas.	Label some of the age appropriate asanas with guidance.

APPENDIX I

COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&2 AND 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 CSL 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 II**LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Creation	Myself as Parmatma's Creation	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Scriptures	Names of Scriptures	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances

Worship	Basic Chants/Mantras	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances
Sadachaar	General etiquettes	Self and peer review Oral questioning Projects Portfolio Observations	Parents as resource persons Library Scriptural stories Tactile illustrations	Visiting to places of worship Visiting elderly homes Dramatization
Yoga	Basic Concepts of Yoga	Oral questioning Portfolio Observations Self and peer review Quiz	Resource persons Digital devices Library Tactile illustrations Yoga Mat	Visit to charity organisations and sites