



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 3

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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 (HRE) 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 Learners to enjoy learning.

It provides opportunities to instil 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. 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. Acknowledge the divinity of the Scriptures for respect and appropriate handling.
4. Demonstrate basic rituals as taught for grounding them in faith to enhance self-efficacy and self-esteem.
5. Practise Sadachaar ethically and morally to care for self and others for sustainable living.
6. Perform simple age- appropriate Yoga exercises for holistic wellbeing and enjoyment.
7. Appreciate Paramatma's creation by showing care for themselves, others and the environment.

1.0 CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.1 Self-awareness Scriptural stories <i>Story of Hanuman ji</i> <i>Mai Bhago ji</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) state qualities of themselves for self-awareness, b) interpret love and care for self and others for peaceful co-existence, c) acknowledge oneself and others as part of Paramatma's creation. 	The learner is guided to: <ul style="list-style-type: none"> • listen to Scriptural stories on self-awareness, • discuss in groups the aspects of self-awareness from the Scriptural stories, • discuss qualities that make their bodies the temple of Paramatma. • share what they like about themselves and write short sentences in respect of each other,. • role play in pairs/groups to demonstrate love and care for each other in a responsible manner, • draw themselves, colour their drawings and display them in class, • Assist peers with special needs to role-play in age-appropriate activities that help to enhance self-awareness in them. 	Why is it important to respect oneself?

Core-Competence to be developed:

- **Communication and Collaboration** - Learners enhance teamwork as they role play in pairs/groups to demonstrate love and care for each other in a responsible manner.
- **Self-Efficacy**- Learners develop 'knowing who I am' as they share what they like about themselves.

Values:

- **Unity:** Learners enhance cooperation as they role play in pairs/groups to demonstrate love and care for each other in a responsible manner.
- **Responsibility:** Learners become self-driven as they draw themselves, colour their drawings and display them in class.

Pertinent and Contemporary Issues (PCIs):

- **Citizenship** - Learners develop social cohesion as they role play in pairs/groups to demonstrate love and care for each other in a responsible manner.
- **Health Issues** - Learners acquaint themselves with preventive measures as they listen to Scriptural stories on self-awareness.

Links to other subject(s):

- **Language Activities** - Learners enhance writing skills as they share what they like about themselves and write short sentences in respect of each other.
- **Creative Activities** - Learners enhance creative skills as they draw themselves, colour their drawings and display them in class.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.2 Panchmahabhoot Akash (Sky/Space)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Name celestial bodies in Akash(space/sky) as part of Paramatma's creation, Illustrate the elements of Panchmahabhoot for better understanding, Appreciate the celestial bodies in Akash(sky) as part of Paramatma's creation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Use digital devices to watch videos/animations of celestial bodies and share their observations. Research on the following celestial bodies and make observations in the sky on Sun, Moon, Stars, Jupiter, Saturn, Constellations. Draw and colouring the celestial bodies. Research on the following elements of Panchmahabhoot and present in class; <i>Sky, wind/air, sun, water, earth.</i> Create an observation journal for observing heavenly bodies across the month and report back to class at the end of the month using digital devices. Prepare a sky observation 	How does the sky change throughout the day and across different seasons?

			journal of the celestial bodies <ul style="list-style-type: none"> • Sing songs or chant in praise of celestial bodies. • Engage peers with special needs to sing along with them songs in praise of celestial bodies. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy - Learners develop in interacting with technology as they use digital devices to watch videos/animations of celestial bodies and share their observations. • Creativity & Imagination: Learners develop in making connections as they create an observation journal for observing heavenly bodies across the month and report back to class at the end of the month using digital devices. 				
Values: Responsibility - Learners develop diligence as they create an observation journal for observing heavenly bodies across the month and report back to class at the end of the month.				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Socio-Economic and Issues - Learners enhance Environmental Education and Climate change as they create an observation journal for observing heavenly bodies across the month and report back to class at the end of the month using digital devices. 				
Links to other subject(s): <ul style="list-style-type: none"> • Environmental Activities - Learners use digital devices to watch videos/animations of celestial bodies and share their observations. • Creative Arts - Learners enhance creative skills as they draw and colour the celestial bodies. 				

Assessment Rubric

Levels Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state qualities of themselves for self-awareness.	States all the qualities of themselves correctly.	States qualities of themselves.	States some qualities of themselves.	States some qualities of themselves with guidance.
Ability to name celestial bodies in Akash (space/sky) as part of Paramatma’s creation.	Names celestial bodies in Akash (space/sky) consistently.	Names celestial bodies in Akash (space/sky).	Names celestial bodies in Akash (space/sky) with inconsistencies.	Names some of the celestial bodies in Akash (space/sky) with prompts.
Ability to prepare a sky observation journal of the celestial bodies.	Prepares a sky observation journal in detail with precision.	Prepares a sky observation journal.	Prepares a sky observation journal with less details.	Prepares a sky observation journal with less details through assistance.

2.0 MANIFESTATION OF PARAMATMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Manifestation of Paramatma	2.1 Qualities of Enlightened Beings <i>Lord Parshuram, Adi Shankaracharya, Ajitnath, Lord Buddha, Guru Amar Das ji.</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Mention qualities of the selected Enlightened Beings for spiritual nourishment, b) Relate the qualities of the selected Enlightened Beings to solutions to daily challenges in school, c) Nurture virtues associated with enlightened beings in their 	The learner is guided to: <ul style="list-style-type: none"> • Use digital devices to view and watch pictures/flashcards/videos, • Read and discuss qualities in the stories from the lives of above-mentioned Enlightened Beings and present in class, • Role play the qualities of Enlightened Beings as solutions to daily challenges experienced in school, • sing songs that glorify the qualities of the Enlightened Beings, • crossmatch the qualities of the Enlightened Beings with the respective faiths, • visit places of worship to learn from resource persons the qualities and relevance of enlightened Beings in their daily life, • write a simple composition on 3 qualities from the Enlightened Beings, 	<ol style="list-style-type: none"> 1. Why is it important to learn about Enlightened Beings? 2. How do stories and teachings about Enlightened Beings inspire us to be better?

		daily lives.	<ul style="list-style-type: none"> • get additional information from parent/ guardian on the qualities of Enlightened Beings and share the knowledge with peers in groups, • Engage and encourage peers with special needs to sing songs that glorify the qualities of Enlightened Beings. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learners develop reading skills as they read and discuss stories from the lives of the Enlightened Beings and present in class. • Critical Thinking and Problem Solving: Learners develop interpretation and inference as they role play the qualities of Enlightened Beings as solutions to daily challenges experienced in school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity - Learners develop honesty and fairness as they role play the qualities of Enlightened Beings as solutions to daily challenges experienced in school. • Social Justice - Learners developed as they role play the qualities of Enlightened Beings as solutions to daily challenges experienced in school. 				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills and Moral Education - Learners enhance developmental perspective as they visit places of worship to learn from resource persons the qualities and relevance of enlightened Beings in their daily life.</p>				
<p>Links to other subject(s): Creative Activities - Learners enhance creative skills as they sing songs that glorify the qualities of the Enlightened Beings.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2. 0 Manifestation of Paramatma	2.2 Significance of Religious Symbols - <i>Om and Swastika (Hinduism)</i> - <i>Aum and Swastika (Jain)</i> - <i>Ik-Oankar and Khanda (Sikhism)</i> - <i>Wheel of Dharma – Dharmachakra (Buddhism)</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify religious symbols in the four faiths, b) model religious symbols according to the four faiths, c) appreciate the significance of religious symbols in daily life. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to watch and view videos /charts/pictures of ● discuss the significance of the above-mentioned religious symbols, ● model religious symbols and display them in class. ● prepare a chart to match the religious symbols to their faiths in groups, ● discuss the role of each symbol from a religious context and present in class, ● visit places of worship listen/watch talks by a resource person discussing the importance of religious symbols, ● assist learners with special needs in modelling religious symbols. 	How are religious symbols important to the devotees?

Core Competencies to be developed:

- **Digital Literacy:** Learners enhance connecting with technology as they use digital devices to watch and view videos /charts/pictures of religious symbols.
- **Self-efficacy:** Learners enhance sharing learnt knowledge as they model religious symbols and display them in class.

Values:

Love - Learners develop caring as they visit places of worship listen/watch talks by a resource person discussing the importance of religious symbols.

Pertinent and Contemporary Issues (PCIs):

Citizenship - Learners develop social cohesion as they visit places of worship and listen to talks from resource persons on the importance of religious symbols.

Links to other subject(s):

Creative Activities - Learners enhance creative skills as they model religious symbols and display them in class.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Identify Religious Symbols in the four faiths.	Identifies religious symbols in the four faiths correctly and consistently.	Identifies Religious symbols in the four faiths.	Identifies some of the religious symbols in the four faiths.	Identifies religious symbols in the four faiths with guidance.
Ability to Model religious symbols according to the four faiths.	Models religious symbols according to the four faiths with creativity.	Models religious symbols according to the four faiths.	Models religious symbols according to the four faiths fairly.	Models religious symbols according to the four faiths with assistance.
Ability to mention qualities of the selected Enlightened Beings for spiritual nourishment.	Mentions qualities of the selected Enlightened Beings with consistency.	Mentions qualities of the selected Enlightened Beings.	Mentions some of the qualities of the selected Enlightened Beings.	Mentions some of the qualities of the selected Enlightened Beings with guidance.

3.0 SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.1 Basic Concepts <i>-Sri Guru Granth Sahib Ji.</i>	By the end of the sub strand the learner should be able to: a) list four main concepts of the selected Scripture for understanding, b) interpret the main concepts of the Scriptures to enhance critical thinking, c) acknowledge the Scripture as a source of divine teaching.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to watch/ listen to audio-visual aids depicting the basic teachings from, ● refer to the learner’s book to study the main concepts in the Scripture, ● discuss main concepts from scripture in groups, ● prepare presentations showcasing the main concepts from the Scripture that addresses a simple challenge in the school, ● use flashcards to list four basic concepts drawn from the selected scripture, ● visit places of worship to learn the basic concepts from a resource person accompanied by the teacher/ parent/ guardian, 	Why is it important to understand the basic concepts of Scriptures?

			<ul style="list-style-type: none"> Assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Sri Guru Granth Sahib ji</i> in their class. 	
<p>Core Competencies to be developed: Critical Thinking and Problem Solving - Learners enhance Active listening and communication as they prepare presentations showcasing the main concepts from the Scripture that addresses a simple challenge in the school.</p>				
<p>Values</p> <ul style="list-style-type: none"> Respect -Learners enhance open mindedness as they visit places of worship to learn the basic concepts from a resource person accompanied by the teacher/ parent/ guardian. Unity - Learners enhance cooperation as they discuss main concepts from scripture in groups. 				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship - Learners enhance social cohesion as they visit places of worship to learn the basic concepts from a resource person accompanied by the teacher/ parent/ guardian.</p>				
<p>Links to other subject(s): Language Activities – Learners enhance speaking skills as they discuss main concepts from scripture in groups.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.2 Handling of Scriptures <i>Ramayan</i> <i>Kalpasutra</i> <i>Dhammapada</i> <i>Sri Guru Granth Sahib Ji</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) State protocols for handling the Scriptures for self-efficacy, b) Illustrate the process of handling the Scriptures for reverence, c) acknowledge the importance of handling all Scriptures appropriately. 	The learner is guided to: <ul style="list-style-type: none"> • watch and listen to videos / resource persons on appropriate ways of handling the scriptures. • ask parents/ guardians to monitor their practice on how to handle and open the scriptures. • take videos/pictures of adults who are handling the Scriptures appropriately. • visit places of worship and engage with a resource person to learn about the handling of Scriptures in the four faiths. • roleplay the appropriate handling of Scriptures. • engage in group discussions about the handling of Scriptures. • Assist learners with special needs as per their abilities through peer teaching to make them understand the protocols for handling Scriptures. 	Why should Scriptures be handled with reverence and respect?

Core Competencies to be developed:

- **Learning to Learn** - Learners enhance learning independently as they take videos/pictures of adults who are handling the Scriptures appropriately.
- **Communication** - Learners enhance listening skills as they watch and listen to videos / resource persons on appropriate ways of handling the Scriptures.

Values:

- **Responsibility** - Learners enhance self-drive as they ask parents/ guardians to monitor their practice on how to handle and open the Scriptures.
- **Respect** - Learners enhance etiquette as they visit places of worship and engage with a resource person to learn about the handling of Scriptures in the four faiths.

Pertinent and Contemporary Issues (PCIs):

Citizenship - Learners enhance child's rights as they ask parents/ guardians to monitor their practice on how to handle and open the Scriptures.

Links to other subject(s):

Creative Activities - Learners enhance creative skills as they roleplay the appropriate handling of Scriptures.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Scriptures	3.3 Moral Stories	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify short stories on morals from the selected Scriptures for inspiration,</p> <p>b) narrate short stories from the selected Scriptures for righteousness,</p> <p>c) appreciate moral stories from the Scriptures for spiritual development.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read short stories from selected scriptures and discuss in groups to identify the morals, • listen to moral stories from peers / teachers / resource persons from Scriptures, • use digital devices to watch/listen to videos/audio recordings of short stories adapted from the Scriptures in groups, • Discuss the moral lessons drawn from the short stories. • Narrate short stories with moral teachings learnt from Scriptures. • Practice morals learnt from Scriptural stories they have encountered in daily life, • Assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the short stories 	<ol style="list-style-type: none"> 1. How do moral stories influence communal living? 2. How can moral stories from Scriptures improve our lives?

Core Competencies to be developed:

- **Citizenship** - Learners enhance Social cultural sensitivity and awareness as they listen to moral stories from peers / teachers / resource persons from Scriptures.
- **Communication** - Learners enhance Speaking skills as they narrate short stories with moral teachings either told to them or learnt from reading Scriptures.

Values:

- **Respect**- Learners will enhance acceptance as they listen to moral stories from peers / teachers about Scripture and articulate the meaning and lessons learnt.
- **Patriotism** - Learners will enhance devotion as they list moral stories they have encountered in life situations.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education - Learners will acquire developmental perspective as they listen to moral stories from peers / teachers/resource persons from Scriptures.

Links to other subject(s):

Language Activities - Learners enhance speaking skills as they narrate short stories with moral teachings learnt from reading Scriptures.

Assessment Rubric

Levels Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to state protocols for handling the Scriptures for self-efficacy.	States protocols for handling the Scriptures correctly.	States protocols for handling the Scriptures.	States some of the protocols for handling the Scriptures.	States some of the protocols for handling the Scriptures with guidance.
Ability to illustrate the process of handling the Scriptures for respect and reverence.	Illustrates the process of handling the Scriptures with precision.	Illustrates the process of handling the Scriptures.	Illustrates the process of handling the Scriptures fairly.	Illustrates the process of handling the Scriptures with assistance.
Ability to narrate short stories on morals from the selected Scriptures for righteousness.	Narrates short stories on morals from the selected Scriptures confidently and consistently.	Narrates short stories on morals from the selected Scriptures.	Narrates short stories on morals from the selected Scriptures with inconsistencies.	Narrates short stories on morals from the selected Scriptures with inconsistencies through guidance.

4.0 WORSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.1 Daily Religious Practices <i>Mantras</i> <i>Japa</i> <i>Dhyan</i> <i>Prayer</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) list the benefits of daily religious practices in their life, b) demonstrate religious practices observed at home for spiritual growth, c) desire to engage in religious practice in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> • Use digital devices to watch/listen to resource person giving a discourse on the benefits of daily religious practices and take notes, • discuss with parents the importance of daily religious practice, • engage in group discussions on the benefits of religious practices, • Visit places of worship under the guidance of their parents to identify religious practices that are age-appropriate, • draw charts to showcase religious practices and their benefits. display the charts in class, • prepare a journal to track their daily religious practice. 	<ol style="list-style-type: none"> 1. How do performing daily religious practices help us in our life? 2. Why is it important to observe religious practices at community level

			<ul style="list-style-type: none"> Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practices carried out in a place of worship. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-Efficacy - Learners enhance self-expression as they discuss with parents the importance of daily religious practice. Critical Thinking and Problem Solving - Learners enhance evaluation and decision-making skills as they visit places of worship under the guidance of their parents to identify religious practices that are age-appropriate. 				
Values: Responsibility - Learners develop excellence as they prepare a journal to track their daily spiritual practice.				
Pertinent and Contemporary Issues (PCIs) to be addressed: Citizenship - Learners observe child's rights as they discuss with parents the importance of daily religious practice.				
Links to other subject(s): <ul style="list-style-type: none"> Language Activities: as learners engage in group discussions on the benefits of religious practices. Creative Activities - Learners enhance creative skills as they draw charts to showcase religious practices and their benefits. display the charts in class. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.2 Religious and Cultural Festivals <i>Raksha Bandhan</i> <i>Uttarayan,</i> <i>Vaisakhi,</i> <i>Holi,</i> <i>Vesak,</i> <i>Holla Mohalla.</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) enumerate celebrated religious and cultural festivals for familiarisation, b) interpret the celebration of religious and cultural festivals for social cohesion, c) acknowledge religious and cultural festivals harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> • watch the celebrations on different cultural festivals using digital devices, • discuss in groups about religious and cultural festivals, • share in groups the names given to those festivals, • plan a visit to observe simple religious rituals at places of worship in the company of parent/guardian/teacher, • participate in the celebration of the religious and cultural festivals. • make a collage to represent the identified religious and cultural festival and prepare a portfolio. • tell short stories in pairs about the significance of the cultural festivals, • Sensitize their peers with special needs about the safety measures to be observed during celebration of festivals. 	How do religious and cultural festivals foster harmony in society?

Core Competencies to be developed:

- **Citizenship** - Learners enhance Social cultural sensitivity and awareness as they watch and participate in the celebrations of different cultural festivals.
- **Critical Thinking** - Learners enhance Open mindedness and creativity as they make a collage to represent the identified religious and cultural festival and prepare a portfolio.
- **Communication and Collaboration** - Learners enhance Speaking skills as they share in groups the names given to those festivals.

Values:

Unity - Learner's practice non-discrimination is as they participate in the celebration of the religious/cultural festivals.

Pertinent and Contemporary Issues (PCIs):

Socio-Economic Issues - Learners observe Safety and Security as they participate in the celebration of the Uttarayan, Vaisakhi, Raksha Bandhan, Vesak, Holi, Holla Mohalla (sports day).

Links to other subject(s):

Environmental Activities - Learners observe environmental conservation as they participate in the celebration of the religious and cultural festivals.

Assessment Rubric

Levels Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to list the benefits of daily religious practices in their life.	Lists the benefits of daily religious practices correctly and consistently.	Lists the benefits of daily religious practices.	lists the benefits of daily religious practices with inconsistencies.	lists the benefits of daily religious practices with assistance.
Ability to enumerate celebrated religious and cultural festivals for familiarisation.	Enumerates celebrated religious and cultural festivals correctly.	Enumerates celebrated religious and cultural festivals.	Enumerates some of the celebrated religious and cultural festivals.	Enumerate celebrated religious and cultural festivals with prompts.

5.0 SADACHAAR

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5.0 Sadachaar	5.1 General Etiquettes Focusing on <i>apology, forgiveness, humility and gratitude.</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) explain general etiquette from Scriptural stories for harmonious living, b) express general etiquette for social interactions, c) appreciate the expression of general etiquette for healthy relationships. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories using digital devices on general etiquette focusing on • practise general etiquette by roleplaying ways of expressing <i>apology/forgiveness/kindness/gratitude</i> in daily life. • select from the talking walls/quotes/flashcard words of apology, forgiveness and gratitude. • prepare personal charts on words expressing general etiquette such as <i>forgiveness/humility/kindness/gratitude</i> and share in class. • make cards in pairs to show the ways of apologising and forgiving/requesting and thanking others and share the 	Why is it important to practise general etiquette?

			cards with parents/guardians/teachers. <ul style="list-style-type: none"> • Assist learners with special needs as per their abilities through peer teaching while making cards. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship - Learners enhance Social cultural sensitivity and awareness as they make cards in pairs to show the ways of apologising and forgiving/requesting and thanking others and share the cards with parents/guardians/teachers. • Learning to learn - Learners enhance learning independently as they prepare personal charts on words expressing general etiquette such as <i>forgiveness/humility/ kindness/ gratitude</i> and share in class. 				
Values: Respect: Learners enhance general etiquette as they roleplay ways of expressing apology/forgiveness/ kindness/gratitude in daily life.				
Pertinent and Contemporary Issues (PCIs): Citizenship - Learners enhance social cohesion as they prepare personal charts on words expressing apology and forgiveness/humility/ kindness/ gratitude and share in class.				
Links to Other Subject(S): <ul style="list-style-type: none"> • Creative Activities - Learners enhance creative skills as they Learners prepare personal charts on words expressing apology and forgiveness/humility/ kindness/ gratitude and share in class. • Language Activities - Learners develop speaking skills as they roleplay ways of expressing apology/forgiveness/ kindness/gratitude in daily life. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar	5.2 Role of Etiquettes	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) mention the roles of etiquette at home, school and places of worship, b) demonstrate general etiquettes at home, school and places of worship, c) appreciate the role of general etiquette at school homes and places of worship. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • name various etiquette that are practice at home.school and places of worship, • watch a short video at home, school and places of worship using a digital device as they observe general etiquette, • discuss in groups the importance of Etiquette, • role play in group general etiquette in class as they are guided by the teacher, • recite a poem on the importance of etiquette, • compose songs on general etiquette and sing in the class with the guidance of their teacher, • assist peers with special needs to roleplay on general etiquette as per their ability to perform. 	<ol style="list-style-type: none"> 1. Why is it important to practise etiquette in our daily lives? 2. How does etiquette enhance wellbeing both at school and at home?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship - Learners develop social cohesion as they sing songs in the class. • Communication and Collaboration - Learners enhance speaking skills as they recite poem on the importance of etiquette
<p>Values: Unity-Learners enhance cooperation as they role play in groups general etiquette in class</p>
<p>Pertinent and Contemporary Issues (PCIs): Life skills- Learners promote developmental perspective as they watch a short video at home, school and places of worship using a digital device as they observe general etiquette.</p>
<p>Links to other subject(s): Language Activities - Learners develop speaking skills and they recite a poem on the importance of etiquette.</p>

Assessment Rubric

Levels Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain general etiquette from Scriptural stories for harmonious living.	Explains general etiquette from Scriptural stories correctly.	Explains general etiquette from Scriptural stories.	Explains some of the general etiquette from Scriptural stories.	Explains general etiquette from Scriptural stories with guidance.
Ability to mention the roles of etiquette at home, school and places of worship.	Mentions the roles of etiquette correctly.	Mentions the roles of etiquette.	Mentions some of the roles of etiquette.	Mentions some of the roles of etiquette with prompts.

6.0 YOGA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.1 Pranayama (Breathing Exercises)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) state the importance of Pranayama in promoting physical and mental well-being, b) display Pranayama to promote calmness and emotional well-being, c) appreciate the practice of Pranayama for personal well-being. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • mention importance of Pranayama that they are familiar with, • use digital devices/ consult their parents or guardians to gather information on the performance of pranayama and its benefits, • discuss in groups the findings on pranayama, • demonstrate Pranayama to promote calmness and emotional well-being, • watch and listen to a video on the performance of Bhramari and Bhastrika, • practise the performance of Bhramari and Bhastrika under the instruction of an expert, • prepare a schedule for systematic practice of Bhramari and Bhastrika 	<ol style="list-style-type: none"> 1. How is normal breathing different from Pranayama? 2. How does regular practice of pranayama benefit us?

			<p>with the help of a parent/ guardian/ instructor,</p> <ul style="list-style-type: none"> • perform Bhramari and Bhastrika as a group activity under supervision of an instructor, • assist learners with special needs as per their abilities through peer teaching to make them understand the four paths in Yoga. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy - Learners enhance self-drive as they prepare a schedule for systematic practice of Bhramari and Bhastrika with the help of a parent/ guardian/ instructor. • Learning to Learn - Learners enhance research/investigations as they use digital devices/ consult their parents or guardians to gather information on the performance of pranayama and its benefits. 				
<p>Values:</p> <p>Responsibility - Learners enhance accountability as they prepare a schedule for systematic practice of pranayama under the guidance of their parents and teacher.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Health Issues - Learners enhance Mental health as they Practise the performance of <i>Bhramari</i> and <i>Bhastrika</i> under the instruction of an expert.</p>				
<p>Links to other subject(s):</p> <p>Creative Activities - Learners enhance creative skills as they practise the performance of Bhramari and Bhastrika under the instruction of an expert.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.2 Asanas (Physical Postures)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) name the benefits of Yoga Asanas for knowledge, b) display <i>Surya Namaskar</i> for self-efficacy, c) recognise the regular practise of Asanas for the body wellbeing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • use digital devices/ parent/ guardian/ teacher to gather information on the importance of Asana, • discuss in groups the benefits of Asanas for the body wellbeing, • watch and listen to an instructional video / yoga expert on the performance of <i>Surya Namaskar</i>. • practise <i>Surya Namaskar</i> correctly in groups. • demonstrate <i>Surya Namaskar</i> for self-efficacy • prepare a schedule for systematic practice of basic Asanas with the help of a parent/ guardian/ instructor, • visit a yoga training centre accompanied by a parent 	How does Asanas contribute to our physical well-being?

			/guardian / instructor to observe the performance of Asanas. <ul style="list-style-type: none"> • assist learners with special needs as per their abilities through peer teaching to make them understand the benefits of Surya Namaskaar. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-Efficacy - Learners enhance self-regulation as they practise <i>Surya Namaskar</i> correctly in groups. • Creativity - Learners enhance exploration of new ideas as they discuss in groups the findings on Asanas and their contribution to body flexibility and strength. 				
Values: Responsibility - Learners develop accountability as they prepare a schedule for systematic practice of basic Asanas under the watch of a parent/ guardian/ instructor.				
Pertinent and Contemporary Issues (PCIs): Health Issues- Learners enhance preventive measures as they practise <i>Surya Namaskar</i> correctly in groups.				
Links to other subject(s): <ul style="list-style-type: none"> • Creative Activities - Learners enhance creative skills as they practise <i>Surya Namaskar</i> correctly in groups. • Environmental Activities - Learners visit a yoga training centre accompanied by a parent /guardian / instructor to observe the performance of Asanas. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Yoga	6.3 Basic meditation - Observing the breath	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) explain the role of meditation in promoting mental well-being b) practise basic meditation skills for mental well-being c) appreciate the practice of basic meditation for holistic wellbeing. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices/ parent/ guardian/ instructor to gather information on the observance of basic meditation and its benefits in life, • discuss in groups the findings on the benefits of basic meditation, • watch and/ listen to a video on the performance of basic and age-appropriate meditation, • follow basic instructions for meditation on the breath (<i>Anapana Sati</i>), • share their experiences of basic meditation on the breath (<i>Anapana Sati</i>) in groups, • prepare a schedule for systematic practice of basic meditation in the company of a parent/ guardian/ instructor, 	Why should young learners practise meditation regularly?

			<ul style="list-style-type: none"> visit a yoga training centre accompanied by a parent /guardian / instructor to learn the observance of basic meditation. Assist learners with special needs as per their abilities through peer teaching to make them understand basic meditation in Yoga. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to Learn - Learners enhance sharing learnt knowledge as they discuss in groups the findings on the benefits of basic meditation. Communication - Learners enhance speaking as they share their experiences of basic meditation on the breath (<i>Anapana Sati</i>) in groups. 				
Values: Peace - Learners enhance calmness as they follow basic instructions for meditation on the breath (<i>Anapana Sati</i>).				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Health Issues - Learners enhance mental health as they follow basic instructions for meditation on the breath (<i>Anapana Sati</i>). Socio-Economic Issues - Learners observe Safety and Security as they visit a yoga training centre accompanied by a parent /guardian / instructor to learn the observance of basic meditation. 				
Links to other subject(s): <ul style="list-style-type: none"> Language Activities - Learners enhance listening skills and learn new vocabulary as they watch and/ listen to a video on the performance of basic and age-appropriate meditation. 				

- **Creative Activities** - Learners enhance creative skills as they follow basic instructions for meditation on the breath (*Anapana Sati*).

Assessment Rubric

Indicator \ Levels	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to display <i>Surya Namaskar</i> for self-efficacy.	Displays <i>Surya Namaskar</i> correctly.	Displays <i>Surya Namaskar</i> .	Displays some of the poses in <i>Surya Namaskar</i> .	Display some of the poses in <i>Surya Namaskar</i> with assistance.
Ability to state the importance of Pranayama in promoting physical and mental well-being.	States the importance of Pranayama with precision.	States the importance of Pranayama.	States the importance of Pranayama fairly.	States the importance of Pranayama with guidance.
Ability to explain the role of meditation in promoting mental well-being.	Explains the role of meditation correctly and consistently.	Explains the role of meditation.	Explains the role of meditation fairly.	Explains the role of meditation with prompts.

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
Sadachar	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