



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ISLAMIC RELIGIOUS EDUCATION

GRADE 3

First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

DRAFT

Table of Contents

NATIONAL GOALS OF EDUCATION	v
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	viii
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
STRAND: 1.0 QUR'AN.....	1
STRAND: 2.0 HADITH.....	5
STRAND: 3.0 PILLARS OF IMAN.....	10
STRAND:4.0 DEVOTIONAL ACTS	14
STRAND: 5.0 AKHLAQ (MORAL TEACHINGS).....	17
STRAND: 6.0 SIIRA (LIFE HISTORY OF THE PROPHET).....	24
STRAND:7.0 ISLAMIC FESTIVALS	26
CSL at Early Years Education (PP1&2 and Grade 1-3)	29
APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES	32

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

- 4. Promote sound moral and religious values**
Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.
- 5. Promote social equity and responsibility**
Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.
- 6. Promote respect for and development of Kenya's rich and varied cultures**
Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.
- 7. Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.
- 8. Good health and environmental protection**
Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT LOWER PRIMARY

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Kenya is a state where people subscribe to various religions. The National Goal of Education, No. 4, advocates for the Promotion of sound Morals and Religious values among learners. Religious Education is one of the ways of inculcating these values in learners.

Islamic Religious education activities aim at equipping the learner with knowledge, skills, values and attitudes that assist them grow up socially, emotionally and spiritually as balanced persons. The strands covered in this activity area are: Quran, Hadith, Devotional Acts, *Siirah* (Life of the Prophet) and Islamic Festivals. The teacher of Islamic Religious education is encouraged to use learner-centered approaches. This learning area helps the learner acquire values and skills that enables them to be responsible and ethical citizens who are at peace with Allah (SWT), self, others and the environment.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) recite, read and write short selected Surahs (chapters) of the Qur'an.
- b) demonstrate love, appreciation and awareness of Allah (SWT) and His creation.
- c) demonstrate love and appreciation for the Prophet Muhammad (S.A.W).
- d) practise Islamic etiquettes for social relations.
- e) perform acts of worship correctly.
- f) apply creativity and critical thinking skills in problem solving
- g) use and conserve the immediate environment while observing Islamic teachings
- h) Co-exist harmoniously with people of other faiths and of different cultural backgrounds.
- i) Practice hygiene and observe nutrition and safety, guided by Islamic principles

STRAND: 1.0 QUR'AN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Qur'an</p>	<p>1.1 Selected Surah Al-Masad (read, recite, and memorise) (8 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) read Surah Al- Masad correctly for application,</p> <p>b) memorise Surah Al- Masad in preparation for day-to-day life,</p> <p>c) appreciate Surah Al- Masad for spiritual nourishment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to Surah Al- Masad from the teacher/resource person/digital device/peer and repeat after him/her, ● take turns to recite Surah Al- Masad repeatedly and correct each other to enhance memorization, ● use cards with words to fill in gaps to complete verses in Surah Al- Masad, ● sort and arrange the verses of Surah Al- Masad from pocket boards then read them. 	<p>What are the benefits of learning Surah Al- Masad?</p>
<p>Core Competencies to be developed: Communication and collaboration, Sorting- as learners sort and arrange the verses of Surah Masad correctly.</p>				
<p>Values: Unity- Cooperation is enhanced as learners take turns to recite Surah Al- Masad repeatedly and correct each other to enhance memorization.</p>				
<p>Pertinent and Contemporary Issues: Life Skills-healthy relationship-Learners practice reading surah Masad during prayers.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Link to other Learning Activity Areas: Language activities as learners read Surah Masad.				

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.1 Selected Surah An-Nasr (8 Lessons)	By the end of the sub-strand the learner should be able to: a) read Surah An-Nasr correctly for spiritual nourishment, b) memorise Surah An-Nasr in preparation for day-to-day life, c) appreciate the Quran as the revealed Book of Allah (SWT).	The learner is guided to: <ul style="list-style-type: none"> ● listen Surah An-Nasr from the teacher/resource person/digital device/peer and repeat after him/her, ● take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorization, ● use cards with words to fill in gaps to complete verses in Surah An-Nasr, ● sort and arrange the verses of Surah An-Nasr from pocket boards then read it. 	What are the benefits of learning Surah An-Nasr?
Core Competencies to be developed: Communication and collaboration, Sorting- as learners sort and arrange the verses of Surah An-Nasr correctly				

<p>Values:</p> <p>Unity, cooperation is enhanced as learners achieved as learners take turns to recite Surah An-Nasr repeatedly and correct each other to enhance memorization</p>
<p>Pertinent and Contemporary Issues:</p> <p>Effective communication, as learners listen to Surah An-Nasr from the teacher/resource person/digital device/peer and repeat after him/her.</p>
<p>Link to other Learning Activity Areas: Reading skills by reading Surah An-Nasr -related to Language Activities.</p>

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	1.1 Selected Surah Al-Kafirun (reading,memorising and reciting) (8 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) read Surah Al-Kafirun correctly for spiritual nourishment,</p> <p>b) memorise Surah Al-Kafirun in preparation for day-to-day life,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to Surah Al-Kafirun from the teacher/resource person/digital device/peer and repeat after him/her, take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorization, use cards with words to fill in gaps to 	<p>What are the benefits of learning Surah Al-Kafirun?</p>

		c) appreciate the Quran as the revealed Book of Allah (SWT).	<ul style="list-style-type: none"> complete verses in the Surah Al-Kafirun,, sort and arrange the verses of Surah Al-Kafirun from pocket boards then read it. 	
Core Competencies to be developed:				
Communication and collaboration, sorting as learners sort and arrange the verses of Surah Al-Kafirun correctly.				
Values:				
Unity-cooperation is enhanced as learners achieved as learners take turns to recite Surah Al-Kafirun repeatedly and correct each other to enhance memorization				
Pertinent and Contemporary Issues:				
Life Skills-healthy relationship-Learners practice reading Surah Al-Kafirun.				
Link to other Learning Activity Areas: Reading skills by reading Surah Al-Kafirun -related to Language Activities.				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read and memorise the selected surahs (Surah Al-	Reads and memorises all the verses of the	Reads and memorises all the verses of the	Reads and memorises some verses of the	Reads and memorises a few verses of the

Masad, Surah An-Nasr and Surah Al-Kafirun.	selected surahs correctly with clear articulations.	selected surahs correctly.	selected surahs correctly.	selected surahs correctly.
--	---	----------------------------	----------------------------	----------------------------

STRAND: 2.0 HADITH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Hadith on Ihsan (6 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on <i>Ihsan</i> for spiritual nourishment, b) apply the teachings of the Hadith on <i>Ihsan</i> to strengthen ones' consciousness of Allah (SWT) c) appreciate the Hadith on <i>Ihsan</i> as a way of	The learner is guided to: <ul style="list-style-type: none"> • read the Hadith on <i>Ihsan</i> from digital devices/flipcharts/manila paper/chart/PowerPoint. • "...To worship Allah (SWT) as if you see Him for if you do not see Him He sees you." • take turns to recite the Hadith on <i>Ihsaan</i> and correct one another, • listen to short stories depicting <i>Ihsan</i> and news tell in class, • share personal experiences where they practised <i>Ihsaan</i>, 	Why should a Muslim worship Allah (SWT) as if he/she sees Him?

		nurturing piousness.	<ul style="list-style-type: none"> • sing qasida/poems on the importance of upholding <i>Ihsan</i> as per the hadith. 	
Core Competencies to be developed:				
Communication and collaboration-speaking skills as learners speak clearly and effectively while sharing personal experiences when <i>ih-san</i> was applied.				
Values:				
Integrity- honesty – enhanced as learners apply laid down procedure when sharing personal experiences where they practised <i>Ihsan</i> .				
Pertinent and Contemporary Issues:				
life skill-honesty and integrity as learners story-tell on instances when Ihsan is practised.				
Link to other Learning Activity Areas: Language Activities when reading stories on integrity .				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
2.0 Hadith	2.1 Hadith on Honesty	By the end of the sub-strand the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> • read the Hadith on honest from digital devices/flipcharts/manila 	1. When do you practise

	(5 Lessons)	a) read the Hadith on honesty for spiritual nourishment, b) apply the teachings of Hadith on Honesty to strengthen ones' consciousness of Allah (SWT) (SWT), c) appreciate the Hadith on Honesty as a way of nurturing integrity in the society.	paper/chart/PowerPoint, "Speak the truth even if it is bitter." <ul style="list-style-type: none"> ● recite the Hadith on honesty and correct each other, ● Pick flashcards from a box/pocket board complete the Hadith on honesty and read it, ● share experiences where they have practised honesty, <ul style="list-style-type: none"> ● sing qasida/poems on the benefits of the hadith on honesty. 	honesty? 2. What would you do when you find a pen belonging to a classmate?
Core Competencies to be developed: learning to learn-reflection on its own-as learners share experience where honesty is applied.				
Values: Integrity-honesty –enhanced as learners choose to do the right things always as they share experiences where they have practised honesty.				
Pertinent and Contemporary Issues: life skill-honesty and integrity, enhanced as learners story-tell on instances when honesty is practised				
Link to other Learning Activity Areas: Language Activities when reading stories on honesty..				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on Respect (5 Lessons)	By the end of the sub-strand the learner should be able to: a) read the Hadith on respect for spiritual nourishment, b) apply the teachings of the Hadith on respect to strengthen ones' consciousness of Allah (SWT) (SWT), c) appreciate the benefit of respect in nurturing harmony in the society.	The learner is guided to: ● read the Hadith on respect from digital devices/flipcharts/manila paper/chart/PowerPoint; 'He is not among us he who does not show mercy to our young ones and does not respect the elders,' ● take turn to recite the hadith on respect and correct each other to enhance memorization, ● listen to story on events where respect is depicted and roleplay, ● share experiences where they have practised respect, ● sing <i>qasida</i> /poems on the benefits of the hadith on respect.	How should one behave in the company of elders/parents/teachers?
Core Competencies to be developed: Communication and collaboration, as learners read and share experience where respect is applied.				
Values: Respect -humility enhanced as learners display humility when taking turns to recite the Hadith on respect and correct each other.				
Pertinent and Contemporary Issues:				

life skill-honesty and integrity.as learners practise as learners story-tell on instances when respect is practised

Link to other Learning Activity Areas: Creative Arts Activity as learners sing *qasida*/poems on the benefits of the hadith on respect

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read the selected Hadiths (on <i>ihsan</i> , honesty and respect) and give the teachings from the Hadiths .	Reads the selected Hadiths, gives the teachings and shares a relevant personal experience where he/she applied the teachings of the hadiths correctly.	Reads the selected Hadiths and gives the teachings of the hadith correctly.	Reads the selected Hadiths and gives the teachings of the hadith correctly with little assistance.	Reads the selected Hadiths and gives the teachings of the hadith correctly with some difficulties.

STRAND: 3.0 PILLARS OF IMAN

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
---------------	-------------------	-----------------------------------	---------------------------------------	--------------------------------

3.0 Pillars of Iman	3.1. Believe in the Last Day (4 Lessons)	By the end of the sub-strand the learner should be able to: a) give reasons why a Muslim should believe in the Last Day, b) mention the events which will take place during the Last Day, c) appreciate the performance of good deeds in readiness for the Last Day.	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips on the Last Day/Day of Judgement from the internet/digital device and mention other names of the Last Day (For example. <i>Yaumul Qiyama, Yaumul Baath, Yaumul Hisab, Yaumul Jazaa</i>), ● listen to short stories on events that will take place on the Last Day (for example, resurrection, Judgement, reward or punishment), ● sing/recite <i>qasida/anashid</i>/poems on events of the Last Day. 	1. What should you do to be successful on the Last Day?
Core Competencies to be developed: Creativity and imagination-communicating ideas confidently as the learners sing/recite <i>qasida/anashid</i> /poems on events of the Last Day.				
Values: Responsibility –accountability as the learners engage in assigned roles when watching video clips on the Last Day/Day of Judgement and listening to short stories events that will take place on the Last Day.				
Pertinent and Contemporary Issues: Life skills-Respect as learners listen to short stories events that will take place on the Last Day.				
Link to other Learning Activity Areas: sing/recite poems on various events/themes in Language Activities				
Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

3.0 Pillars of Iman	3.2. Believe in His Power (Qadar) (4 Lessons)	By the end of the sub strand the learner should be able to: a) identify reasons why a Muslim should believe in Allah’s Power, b) mention the things that show the Power of Allah (SWT) from their immediate environment, c) appreciate the Power of Allah (SWT) as a pillar of Iman.	The learner is guided to: <ul style="list-style-type: none"> ● listen to the teacher/resource person narrating reasons why a Muslim should believe in the Power of Allah, ● watch video clips on the wonders/powers of Allah (SWT) and narrate what they have observed. ● draw and colour some unique creations of Allah from their immediate environment. ● story tell/role play events which happened to them and manifested the Powers of Allah (SWT), ● pick and sort the things that indicate the powers of Allah (SWT) using flash cards, ● sing/recite qasida/anashid/poems that depict the powers of Allah (SWT). 	1. What are some of the unique creations of Allah? 2. Which bounties depict the power of Allah?
Core Competencies to be developed: Creativity and imagination- Guide learners to sing/recite qasida/anashid/poems that depict the powers of Allah (SWT).				
Values: Respect – acceptance is enhanced as the learners appreciate diverse opinions as they story tell/role play events which happened to them and manifested the powers of Allah (SWT).				
Pertinent and Contemporary Issues: Life skills – Respect enhanced learners pick flashcards from pocket boards with the events/things that indicate the powers of Allah (SWT).				
Link to other Learning Activity Areas: learners draw and colour some unique creations of Allah hence drawing and colouring skills				

related to Creative Arts.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to give reasons why a Muslim should believe in the Last Day.	Gives clear and convincing reasons why a Muslim should believe in the Last Day.	Gives clear reasons why a Muslim should believe in the Last Day.	Gives reasons why a Muslim should believe in the Last Day with a few mix-ups.	Give reasons why a Muslim should believe in the Last Day with significant mix-ups.
Ability to identify reasons why a Muslim should believe in Allah's Power.	Identifies clear and compelling reasons why a Muslim should believe in Allah's Power.	Identifies clear reasons why a Muslim should believe in Allah's Power.	Identifies reasons why a Muslim should believe in Allah's Power minor mix-ups.	Identify reasons why a Muslim should believe in Allah's Power with significant mix-ups

STRAND:4.0 DEVOTIONAL ACTS

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Pillars of Islam Swalah (pillars and phrases used in postures of swalah) (6 Lessons)	By the end of the sub-strand the learner should be able to: a) identify the pillars of prayers as a basis for validity of <i>swalah</i> , b) name the phrases used in each posture of <i>swalah</i> , c) appreciate the reward related to performing <i>swalah</i> in their daily life.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clips showing the correct pillars in the performance of <i>swalah</i> and phrases used in each posture of <i>swalah</i> (<i>Allahu Akbar, subhana Allah wabihamdihi, sami'a Allah liman hamida, subhana Rabi'a Ala wa bihamdihi, Rabi ghfrili, tashahhud, taslim</i>), ● pick the pillars of <i>swalah</i> (<i>niyyah, qiyam, takbiratul ihram</i>, reciting al-Fatiha, <i>rukuu</i>, raising from <i>rukuu, sujud</i>, sitting between the <i>sujud</i>, sitting while reciting the last <i>tashahhud, tashahhud</i>, prayers for Ibrahim, <i>taslim, tumaninah, tartib</i>) from a flashcards and arrange them in sequence, ● role play the performance of <i>swalah</i>, ● self record using a digital device while performing <i>swalah</i> and share with friends. 	1. How do we perform <i>swalah</i> ? 2. What phrases are used while performing <i>swalah</i> ?
Core Competencies to be developed: digital literacy –connecting using technology –as learners records self-performing <i>swalah</i> using a digital device effectively.				
Values: responsibility –accountability as learners engage in assigned roles and duties as they pick the pillars of <i>swalah</i> from flashcards and arrange them in sequence. .				

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Pertinent and Contemporary Issues: life skills-effective communication-as learners give and respond to instructions when demonstrating performance of <i>swalah</i> .				
Link to other Learning Activity Areas: mathematics activities as they pick the pillars of <i>swalah</i> from flashcards and arrange them in sequence.				

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Devotional Acts	4.1 Pillars of Islam 4.1.2 Postures and phrases in swalah. (6 Lessons)	By the end of the sub- strand the learner should be able to: a) identify the correct phrases for each posture of swalah, b) Recite the phrases for each posture of swalah c) appreciate the correct way of performing swalah by reciting the correct phrases in each posture.	The learner is guided to: <ul style="list-style-type: none"> ● watch a videoclips showing the performance of <i>swalah</i> and phrases used in each posture of <i>swalah</i> (<i>takbiratul ihram, subhana Allah wabihamdihi, sami 'a Allah liman hamida, subhana Rabi 'a Ala wa bihamdihi, Rabi ghfrili, tashahhud, taslim</i>), ● Sort and match the phrases from a flashcard (<i>takbiratul ihram, subhana Allah wabihamdihi, sami 'a Allah liman hamida, subhana Rabi 'a Ala wa bihamdihi, Rabi ghfrili, tashahhud, taslim</i>) with correct postures. ● self record using a digital device while saying the phrases for each posture and share with friends. 	How do we perform <i>swalah</i> ?

<p>Core Competencies to be developed: digital literacy –connecting using technology –as learners records self-performing <i>swalah</i> using a digital device effectively.</p>
<p>Values: responsibility –accountability as learners engage in assigned roles and duties when picking the pillars of <i>swalah</i> from flashcards and arrange them in sequence.</p>
<p>Pertinent and Contemporary Issues: 1 life skills-effective communication-as learners give and respond to instructions when demonstrating performance of <i>swalah</i>.</p>
<p>• Link to other Learning Activity Areas: mathematics activities as they pick the pillars of <i>swalah</i> from flashcards and arrange them in sequence.</p>

Assessment rubric

Level \ Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to recite and match phrases with their correct postures of <i>swalah</i> .	Recites and matches the seven phrases with their correct postures of <i>swalah</i> and demonstrates them correctly.	Recites and matches the seven phrases with their correct postures of <i>swalah</i> correctly .	Recites and matches four to six phrases with their correct postures of <i>swalah</i> correctly.	Recites and matches one to three phrases with their correct postures of <i>swalah</i> correctly .

STRAND: 5.0 AKHLAQ (MORAL TEACHINGS)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
<p>5.0 AKHLAQ (Moral Teachings)</p>	<p>5.1 Islamic etiquette 5.1.1 Manners of entering and leaving the Masjid</p> <p>(4 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) state the importance of a mosque in their day to day life,</p> <p>b) demonstrate the appropriate manners when entering and leaving the masjid in day-to-day life,</p> <p>c) appreciate the use of Islamic manners and <i>dua</i> when entering and leaving the <i>masjid</i> as an act of <i>ibadah</i></p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch video clips on how to enter and leave the mosque and then mention what they have observed on the manners of entering and leaving the <i>masjid</i> (for example, recite the <i>dua</i> for entering the mosque, entering on your right foot first, observe silence while in the mosque, leave the mosque on your left foot first, recite the <i>dua</i> for leaving the mosque), ● reciting the <i>dua</i> for entering the mosque (<i>Allahumma ftahly abwaba rahmatik</i>), and the <i>dua</i> for leaving (<i>Allahumma inna nas aluka min fadhlik</i>) displayed on a chart/PowerPoint, ● pick and arranged words from flashcards to complete the <i>dua</i> for entering and leaving the mosque ● dramatise the manners of entering and leaving the mosque together with the <i>duas</i>. 	<ol style="list-style-type: none"> 1. Why is a <i>masjid</i> important to a Muslim? 2. What are you not allowed to do while in the <i>masjid</i>
<p>Core Competencies to be developed: Creativity and Imagination; make thoughtful choices as learners dramatise the manners of entering and leaving the <i>masjid</i>.</p>				
<p>Values:</p>				

Respect; etiquette- as learners have a positive regard for self and others as they dramatise the manners of entering and leaving the *masjid*.

Pertinent and Contemporary Issues:

Life skills; Empathy as learners take turns when picking and arranging words from flashcards to complete the *dua* for entering and leaving the mosque

Link to other Learning Activity Areas : learners relate with hygiene and sanitation concept-hygiene.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 AKHLAQ (Moral Teachings)	5.1 Islamic phrases <i>(HasbunAllah wa ni'imal wakil, La haula wa la Quwwata illa billahi)</i> (4 Lessons)	By the end of the sub-strand the learner should be able to: a) state the circumstances under which the selected Islamic phrases are said in their day to day life, b) read the selected Islamic phrases correctly to build reliance on Allah (SWT), c) appreciate the use of the selected Islamic phrases in their day to day experiences.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip then recite the selected Islamic phrases, (<i>HasbunAllah wa ni'imal wakil;</i> <i>La haula wa la Quwwata illa billahi</i>), ● role play the situations when it's appropriate to use the selected Islamic phrases, ● turn-take to read the selected Islamic phrases from charts and correct each other, ● use words in flashcards to complete the selected Islamic phrases and read them. 	Why should a Muslim say <i>HasbunAllah wa ni'imal wakil?</i>

<p>Core Competencies to be developed: Creativity and Imagination; make thoughtful choices as learners roleplay the situations appropriate to use the selected Islamic phrases.</p>
<p>Values: Respect; etiquette as learners take turns to read the selected Islamic phrases</p>
<p>Pertinent and Contemporary Issues: Life skills; Empathy as learners take turn when roleplaying the situations s appropriate to use the selected Islamic phrases</p>
<p>Link to other Learning Activity Areas-relating with courtesy phrases like thank you,welcome and same to you- in languages Activity .</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>5.0 AKHLAQ (Moral Teachings)</p>	<p>5.2 Relationship 5.2.1 care and dua for the sick (4 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> recite the <i>dua</i> for the sick for spiritual growth, identify ways of showing care for the sick to enhance the spirit of brotherhood, appreciate the 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen from a teacher/peer then recite the <i>dua</i> for the Sick; <i>Asal Allah al-adhim, Rabb al-Arsh al-Adhim, an yashfiyak,</i> dramatise the ways of showing care for the sick, (For example. visit them, pray for them, assist them, etc.) turn-take to recite the <i>dua</i> for the sick and correct each other, 	<p>What do you do when a member of the family is sick ?</p>

		importance of visiting the sick as an act of <i>ibadah</i> .	<ul style="list-style-type: none"> role play ways of helping the sick. 	
Core Competencies to be developed:				
Creativity and Imagination; make thoughtful choices as they dramatise the ways of showing care for the sick.				
Values:				
Love; caring as learners show a caring attitude while dramatising the ways of showing care for the sick				
Pertinent and Contemporary Issues:				
Life skills; Empathy as learners take turns to recite the dua for the sick and correct each other.				
Link to other Learning Activity Areas: relating as they learn how to care for the sick. In Hygiene and Nutrition.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 AKHLAQ (Moral Teachings)	5.2.2 Places of worship (4 Lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> name the places of worship for various religions to acknowledge religious diversity, identify the different symbols for places of worship to show respect 	The learner is guided to: <ul style="list-style-type: none"> watch video clips from digital devices/view pictures and identify the different places of worship shown in the videoclip/pictures (eg. mosque, church and the temple) then draw and colour them, listen to a resource person/ a teacher describe the different religious groups that use the mosque, church and the temple, sort and match names of places of worship and 	<ol style="list-style-type: none"> What symbols differentiate the places of worship for various religious groups? What activities

		for other religions, c) appreciate places of worship for other religions to enhance peaceful co- existence.	their corresponding religions using flashcards, <ul style="list-style-type: none"> model the symbols of different religious groups. 	take place in a mosque?
Core Competencies to be developed: Creativity and Imagination; as learners draw and colour places of worship.				
Values: Respect; Acceptance- appreciate diverse opinions as learners work collaboratively when drawing and colouring places of worship.				
Pertinent and Contemporary Issues: Life skills; unity and cooperation as learners work in pairs when drawing and colouring places of worship.				
Link to other Learning Activity Areas: Relate to drawing, colouring and modelling (skills) symbols for different places of worship linking to creative Arts.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 AKHLAQ (Moral Teachings)	5.3 Environment 5.3.1 Care for animals (domestic)	By the end of the sub-strand the learner should be able to: a) mention various ways of caring for domestic animals as per the	The learner is guided to: <ul style="list-style-type: none"> observe a chart/PowerPoint with pictures of domestic animals, name them, draw and colour domestic animals found in their locality, watch video clips showing various forms of 	1. Which domestic animals are found in your locality? 2. How can you

	(4 Lessons)	teachings of Islam, b) care for domestic animals in their environment according to the values of Islam, c) appreciate caring for domestic animals as part of creations of Allah (SWT).	care given to domestic animals (For example. feeding, protection from harm, providing water, treating them when they fall sick etc.) and role play the care given to domestic animals, <ul style="list-style-type: none"> ● listen to short stories on care to domestic animals from digital devices/teacher/resource person and retell, ● sing qasida (songs) and poems on care for domestic animals. 	care for domestic animals?
Core Competencies to be developed: Creativity and Imagination; make thoughtful choices as they draw and colour the domestic animals.				
Values: Love; Caring-portraying a caring attitude as learners take turns to role play the ways of taking care of domestic animals.				
Pertinent and Contemporary Issues: Life skills; Empathy as learners demonstrate the types of care accorded to animals while roleplaying.				
Link to other Learning Activity Areas- Creative arts activities as the learners draw and colour the domestic animals.				

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use the selected Islamic phrases (<i>HasbunAllah wa ni'imal wakil</i> , <i>La haula wa La Quwwata illa billahi</i>) and demonstrate the manners of entering and leaving the mosque.	Uses the selected Islamic phrases correctly and demonstrates five manners of entering and leaving the mosque with clear explanation on them.	Uses the selected Islamic phrases correctly and demonstrates five manners of entering and leaving the mosque.	Uses the selected Islamic phrases correctly and demonstrates three manners of entering and leaving the mosque.	Uses the selected Islamic phrases correctly and demonstrates two manners of entering and leaving the mosque.
Ability to identify various places of worship used by different religions and their symbols.	Identifies three places of worship for different religions and their symbols using clear illustrations.	Identifies three places of worship for different religions and their symbols.	Identifies two of the three places of worship for different religions and their symbols.	Names one of the three place of worship for different religions and its symbol.
Ability to care for the sick and domestic animals .	Identifies six ways of caring for the sick and domestic animals correctly and with clear examples.	Identifies six ways of caring for the sick and domestic animals correctly.	Identifies four ways of caring for the sick and domestic animals correctly.	Identifies two way of caring for the sick and domestic animals correctly.

STRAND: 6.0 SIIRA (LIFE HISTORY OF THE PROPHET)

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>6.0 SIIRA (Life History of the Prophet)</p>	<p>6.1 Early life of the prophet (SAW)</p> <p>(5 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) mention the activities that were carried out by the prophet (S.A.W) during the early stages of his life,</p> <p>b) identify qualities of the Prophet (S.A.W) that can be learnt from his early life,</p> <p>c) appreciate the qualities of the Prophet (S.A.W) in shaping the life of a Muslim.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen from a digital device/teacher/resource person short story of the prophet’s early life (for example, as a shepherd, journey with his uncle to Syria for trade) and retell, ● turn take narrating activities that were carried out by the prophet in his early life- shepherd, merchant, ● pick and read flash cards with the list of the qualities of the Prophet (S.A.W) derived from his early life (for example. hardworking, trustworthy, truthfulness, humble, obedient and patient), ● sing <i>qasidas</i>/poems on the qualities of the Prophet (S.A.W) in his early life. ● draw and colour domestic animals such as camel and goats. 	<p>What was the character of the Prophet during his early life?</p>
<p>Core Competencies to be developed:</p> <p>Learning to Learn-develop relationship as they narrating activities that were carried out by the prophet in his early life</p>				

<p>Values:</p> <p>Responsibility-accountability -turn take narrating activities that were carried out by the prophet in his early life- shepherd, merchant</p>
<p>Pertinent and Contemporary Issues:</p> <p>Life Skills –Effective communication-as they draw and colour domestic</p>
<p>Link to other Learning Activity Areas: our family -activities carried out by different members of the family in Environmental Activities.</p>

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify qualities of the Prophet (S.A.W)	Identifies four qualities of the prophet (SAW) correctly and explains them.	Identifies four qualities of the prophet (SAW) correctly.	Identifies three qualities of the prophet (SAW) correctly.	Identifies one quality of the prophet (SAW)Correctly.

STRAND:7.0 ISLAMIC FESTIVALS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.1 Miladun –Nabii (5 Lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) outline the benefits for <i>Miladun Nabii</i> as a way of showing love to the prophet (SAW),</p> <p>b) demonstrate the activities that take place during <i>Miladun Nabii</i> as they learn the life history of the Prophet (SAW),</p> <p>c) appreciate the qualities of the prophet as brought out by <i>Miladun Nabii</i>.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to peers and watch video clips on qasida in praise of the Prophet (S.A.W) and then sing the qasida, ● discuss the benefits of <i>Miladun Nabii</i> (for example, love and the respect for the prophet (SAW), reminds Muslims of the teachings of the prophet (SAW), teaches the Muslims the birth and life of the prophet (SAW), strengthen unity among Muslims, promotes the noble character of the prophet (SAW) etc), ● mention the qualities of the Prophet (S.A.W), <i>As- Sadiq, Al-Amin, Aadi, Aalim,</i> ● role play the activities that take place during <i>Miladu-Nabi</i>. 	<p>How do you celebrate your birthday?</p>
<p>Core Competencies to be developed to be developed:</p> <p>Citizenship-Appropriate interaction with others- as the learners role play activities that take place during <i>Miladun Nabii</i></p>				

Values:

Unity-cooperation- display team spirit as they work in groups by role playing the activities that take place during *Miladun Nabii*.

Pertinent and Contemporary Issues:

Life skills-tolerance- understand the diversity as they work in groups.

Link to other Learning Activity Areas: Environmental activities -special occasions like wedding and circumcision.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Islamic Festivals	7.1 Aqiqa	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) mention the animals that are slaughtered during <i>aqiqa</i> for understanding the traditions of Islam that takes place during <i>aqiqa</i>, b) demonstrate the activities that take place during <i>aqiqa</i> for religious understanding, c) appreciate <i>aqiqa</i>celebrations as a way of learning Islamic religious traditions. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch video clips on animals used in <i>aqiqa</i> and mention them, • draw and colour the animals slaughtered during <i>aqiqa</i> ceremony, • pick flash cards and mention the activities that take place during <i>aqiqa</i>, • role play the activities that take place during <i>aqiqa</i>. 	<p>what is the significance of celebrating <i>aqiqa</i>?</p>

Core Competencies to be developed to be developed:

Citizenship-Appropriate interaction with others as the learners role play activities that take place during Aqiqa

Values:

Unity-cooperation- display team spirit as they work in groups as they role play the activities that take place during Aqiqa.

Pertinent and Contemporary Issues:

Life skills-tolerance- understand the diversity as they work in groups.

Link to other Learning Activity Areas : as they learn about special occasions in Environmental activities -.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
--------------------	----------------------	--------------------	-------------------------	--------------------

Ability to state the benefits behind celebrating <i>Miladun Nabii</i> and describe the activities that take place during the festival.	States five benefits behind celebrating <i>Miladun Nabii</i> and correctly describes in detail more than four activities that take place during the festival .	States three benefits behind celebrating <i>Miladun Nabii</i> and correctly describes four activities that take place during the festival.	Outlines two benefits of celebrating <i>Miladun Nabii</i> and describes three activities that take place during.	Outlines one benefit of celebrating <i>Miladun Nabii</i> and one activity that take place during.
Ability to mention activities that take place during Aqiqa	Mentions six activities that take place during Aqiqa with convincing explanation.	Mentions six activities that take place during Aqiqa.	Mentions four activities that take place during Aqiqa.	Mentions two activities that take place during Aqiqa.

CSL 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: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities

Qur'an	Selected Surahs	Oral questions, observation	Flash cards, Cds, Juzuu	Participate in Qur'an recitation competition, attend madrasa after school to learn Qur'an.
Hadith	Selected Hadiths	Oral questions, portfolio, and observation	Charts, hadith book.	Learners to discuss with parents and other siblings the meaning/teachings of the Hadith
Pillars of Iman	Believe in the Last Day	Oral questions, portfolio, and observation	plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in school and community as a means of taking care of Allah's creation.
	Believe in His power (Qadar	Oral questions, portfolio, and observation	plants, animals, crayons, papers, paint, brushes, water and pictures	Tree planting in school and community as a means of taking care of Allah's creation
Devotional Acts	<i>Swalah</i>	Oral questions, portfolio, and observation	Flash cards, chart	<i>attend the madrasa after school to learn Shahada.</i>
	wudhu	Oral questions, portfolio, and observation	Flash cards, chart	<i>attend quranic schools after school to learn more about wudhu.</i>

AKHLAQ (Moral Teachings)	<i>1 Islamic etiquette Masjid–manners of entering and leaving +dua), discipline in the mosque,</i>	Oral questions and observation	: charts, pictures, audio visual materials, utensils,	: Practise Islamic eating manners during meals at home with siblings.
	<i>Sneezing (Alhamdulillah)</i>	Oral questions and observation	charts, computer, projector, flashcards	Use Islamic phrases appropriately at their free time.
Akhlaq	Islamic phrases (Hasbunallah wa ni'mal wakil, La haula wala Quwatta ilabilla	Oral questions, portfolio and observation	Animals, Trees, colours, crayons, tape recorder	Planting and taking care of trees in the school compound.
	2 Relationship 5.2.1 care and dua for the sick	Oral questions and observation	charts, colours, empty boxes	Participate in activities and simple tasks assigned to them by parents
	2 Places of worship	Oral questions Portfolio and observation	water, brooms, dustbins, rake	Collect litter in the school Compound
6.0 SIIRAH (Life of Prophet	Early life of the prophet (SAW) (shepherd, merchant	Oral questions, portfolio, and observation	Flash cards	Narrating the event of the birth of the Prophet (S.A.W) to other siblings and family members.

7.Festivals	7.1 Miladu –Nabii	Oral questions Portfolio and observation	Colour, crayons, manila papers,brooms,water	Assist in the preparations of Eid Festivals
	Aqiqa	Oral questions Portfolio and observation	Colour, crayons, manila papers,brooms,water	Assist in the preparations of aqiqa Festivals