



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 5

First Published 2017

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

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

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

Christian Religious Education (CRE) is the study of God's Self-revelation to human beings through Scriptures, the Person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced in Early Years Education. It enhances the learner's understanding and belief in God Almighty as the creator of the universe. The learner is firmly grounded in the Christian faith by reading the Bible and practising its teachings through the guidance of the Holy Spirit. The life approach method will be used to enable the learner to apply knowledge, skills, attitudes and values in real life experiences. More so, the learner will be able to deal with day to day challenges by making appropriate choices and decisions.

This is in line with constructivist theory which focuses on making links between learner's own experiences, needs, interests, questions and beliefs. CRE provides interactive, collaborative and problem-solving learning experiences. This learning area therefore, endeavours to develop a God fearing, responsible, assertive, honest and obedient learner able to cope with the challenges of life.

Subject General Learning Outcomes

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

- a) Demonstrate an awareness of God as the sole Creator and Heavenly Father.
- b) Apply the teachings of Jesus Christ in his/her interaction with others to form harmonious relationships.
- c) Acquire Christian moral values to make informed day-to-day choices.
- d) Recognize the Church as the people of God and effectively serve as a responsible member.
- e) Apply Christian values in the use of digital devices and social media platforms for his/her wellbeing and that of others.
- f) Appreciate the Bible as the Word of God and apply its teachings for responsible living

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.1 My purpose <i>Talents and abilities</i> <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify God’s purpose for his/her life to live meaningfully, b) narrate the parable of the talents for responsible use of talents c) apply lessons learnt from the parable of talents in their day-to- day life, d) participate in different activities to nurture their talents, gifts and abilities. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in small groups the meaning of talents and abilities, • write on flash card why it is important to know their talents and share in class • discuss, God’s purpose for their lives and why it is important to live a purposeful life, • meditate on Jeremiah 29:11 and share how it applies in their lives, • in pair read James 1:17 and talk about their God given talents, abilities and gifts, • in turns read Matthew 25:14-30 on the parable of the talents and narrate how different talents were used, • watch a video clip on the parable of the talents and discuss lessons learnt, • describe how they participate in different activities at home, 	<ol style="list-style-type: none"> 1. Why is it Important to know your talents and abilities? 2. How do you nurture your talents and abilities?

			<p>school and Church,</p> <ul style="list-style-type: none"> • share how they nurture their talents and write it in a reflection journal, • compose songs or poems about the different talents and abilities purpose for their lives. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of knowing who I' am is nurtured as learners share about their God given gifts and talents. • Digital literacy: the skill of connecting with digital devices is enhanced as learners watch a video clip on the parable of the talents. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Human rights and responsibilities: learners brainstorm on God's purpose for their lives and why it is important to live a purposeful life. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: learners share how they nurture their talents. 				
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Social studies: social interactions skills are applied as they learn about families, • English: reading skills are applied as they read Bible texts, • Creative Arts: the skill of dancing is enhanced as they sing. 				

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.2 Human Beings as Co-workers with God <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: a) identify responsibilities given to human beings by God, b) demonstrate good stewardship by taking care of the environment, c) identify his/her roles at home, school and church, d) explain causes of child labour by citing relevant examples, e) explain the effects of child labour for protection of self and others, f) desire to engage in	The learner is guided to: <ul style="list-style-type: none"> • read Genesis 1:26 and Genesis 2:15 and list responsibilities given to human beings by God, • read 1Peter 4:10 and report to class what they have learnt from the verse, • list chores they do at home, school and in the community, • buzz on how they take care of the environment at home and at school, • come up with different projects at school e.g. plant trees/ vegetables, rear chicken and nurture the projects until they get results/harvest, • brainstorm on the meaning of, ‘child labour’, • brainstorm on the causes of child labour and give examples • brainstorm on various forms of child labour and their effects, • list the negative effects of child labour, 	<ol style="list-style-type: none"> 1. Why were human beings given responsibilities? 2. Why is child labour an abuse of the rights of a child?

		age appropriate tasks/chores	<ul style="list-style-type: none"> • mention whom to report to if forced into child labour, • list age appropriate tasks /chores they should engage in. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: family life skills are demonstrated as learners identify their roles at home, school and church, • Critical thinking and problem solving: the skill of interpretation and inference is exhibited as learners identify causes of child labour and ways of eliminating the vice. 				
<p>PCIs</p> <ul style="list-style-type: none"> • Child Rights: learners know their rights and report child labour exploitation. 				
<p>Values</p> <ul style="list-style-type: none"> • Social justice: learners identify forms of child labour and how to discourage the vice. 				
<p>Links to other Subject</p> <ul style="list-style-type: none"> • Agriculture and Nutrition: the skill of agriculture and nutrition is nurtured as they come up with different projects at school e.g. plant trees/ vegetables and nurture the projects until they get results/harvest. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.3 The Fall of Man (Adam and Eve) <i>3 lessons</i>	By the end of the sub strand the learner should be able to: a) identify reasons which led to the fall of man, b) explain lessons learnt from the fall of man, c) apply lessons learnt from the fall of man by avoiding disobedience	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in groups about the importance of obedience, • in turns read Genesis 3:1- 13 and identify reasons for the fall of man according to the Bible text, • explain why they should obey rules and regulations, • discuss lessons learnt from the fall of man (Adam and Eve), • brainstorm the benefits of being an obedient person. 	Why is it important to obey God?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of self-discipline is exhibited as learners explain why they should remain truthful all the time. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Human rights and responsibilities: learners brainstorm on the benefits of being an obedient person. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: learners brainstorm on the benefits of being an obedient person. 				
<p>Links to other learning activity areas:</p> <ul style="list-style-type: none"> • Social studies: interpersonal skills are nurtured as they brainstorm on factors that brought disharmony among human beings and the benefits of obedience. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.4 Family Unity <i>3 lessons</i>	By the end of the sub strand the learner should be able to: a) explain the importance of family unity to foster harmonious living, b) identify challenges faced by families today, c) outline ways he/she can contribute to a happy family, d) participate in doing different chores at home.	The learner is guided to: <ul style="list-style-type: none"> • list factors that promote family unity and share with the class, • explain the importance of family unity, • in groups read Psalm 133:1-3 and share what they have learnt from the verse, • list the challenges they face as a family, • in pairs, discuss ways in which they overcome the challenges as Christians, • say how they can make their family happy as young people, • sing a song related to overcoming family challenges. 	<ol style="list-style-type: none"> 1. Why is family unity important? 2. How can family unity be maintained?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of evaluation and decision making is applied as learners identify challenges faced by families and how to overcome them, • Citizenship: the skill of information and communication is enhanced as learners talk about ways of making the family happy. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Social cohesion: learners discuss ways of contributing to a happy family. 				

Link to Values:

- **Unity:** learners list factors that promote family unity.

Links to other learning areas:

- **Social studies:** interpersonal skills are enhanced as they learn about family relationships.
- **English:** reading, writing and listening skills are nurtured as they discuss ways of promoting a happy family.
- **Creative Arts:** creative skills of sorting and making choices is enhanced as they sing.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use God's given talents and abilities responsibly	Uses God given talents and abilities responsibly and positively and influences others to do the same	Uses God given talents and abilities responsibly	Makes effort to use God given talents and abilities responsibly	Requires prompting to use God's given talents and abilities responsibly
Ability to identify responsibilities given to human beings by God	Identifies responsibilities given to human beings by God and cites relevant Bible texts	Identifies responsibilities given to human beings by God	Identifies three responsibility given to human beings by God	Identifies one responsibility given to human beings by God
Ability to explain lessons learnt from the fall of man	Explains lessons learnt from the fall of man and cites relevant Bible texts	Explains lessons learnt from the fall of man	Explains three lesson learnt from the fall of man	Explains one lesson learnt from the fall of man

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.1 The Bible as a Guide <i>2 lessons</i>	By the end of the sub strand, the learner should be able to: a) explain different uses of Bible in the society today, b) identify the benefits of reading the Bible, c) appreciate the Bible by reading it always.	The learner is guided to: <ul style="list-style-type: none"> • list different ways in which the Bible is used today, • brainstorm on the benefits of reading the Bible, • write summary points on how the Bible guides them in daily life, • in turns read Joshua 1;8; 2 Timothy 3:16; Deuteronomy 6:4-8, write the verses on flash cards and discuss what they learnt from the three Bible texts, • find out from their parents/guardians the importance of reading the Bible and write a report, • sing relevant songs about the Bible as a guide in daily life, • share how the Bible guides them to relate with others in class, school, home and in the neighbourhood. 	Why is the Bible referred to as a guide?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: writing skills are enhanced as learners write messages from the Bible on flash cards. • Learning to learn: the skill of reflection on own learning is enhanced as they find out from their parents and guardians values acquired as a result of using the Bible as a guide. 				

Link to PCIs:

- **Unity is** developed as they find out from their parents and guardians values acquired as a result of using the Bible as a guide.

Link to Values:

- **Love** is nurtured as they apply the value of love in their interaction with others.

Links to other Learning areas:

- **Creative Arts:** creative skills are applied as they sing.
- **English:** the skill of reading is applied as they read the Bible.
- **Social studies:** interpersonal skills are enhanced as learners live in harmony with others.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.2 Bible Stories: Courage <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> narrate the story of Peter and John in the Temple, explain reasons why Christian should stand firm in their faith, outline lessons learnt from the story of Peter and John in the Temple, appreciate the importance of standing firm in the Christian faith. 	The learner is guided to: <ul style="list-style-type: none"> in groups brainstorm on situations when they demonstrated courage, in turns read Acts 4:1-5, 7-13 and share lessons learnt from the story of Peter and John, watch a video clip on the story of Peter and John, compose a poem on courage, sing a relevant song on courage. 	How did Peter and John demonstrate faith?
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: the skill of using and interacting with technology is enhanced as learners watch a video clip on the story of Peter and John in the Temple. Communication: the skills of listening and speaking are enhanced as learners brainstorm on situations when they demonstrated courage. 				
Link to PCIs: <ul style="list-style-type: none"> Leadership: learners outline good qualities learnt from the story of Peter and John in the Temple. 				

Link to Values:

- **Social Justice:** learners narrate the story of Peter and John at the Temple.

Links to other subject areas:

- **Social Studies:** learners defend what is right and just.
- **English/Kiswahili/Indigenous Languages:** learners develop language skills as they compose a poem.
- **Creative arts:** learners nurture performing skills as they compose and sing a song

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.3 Wisdom <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the story of how King Solomon as guided by the Bible, b) identify lessons learnt the story of King Solomon c) apply lessons learnt from the story of King Solomon in daily life, d) desire to apply wisdom in his/her daily life. 	The learner is guided to: <ul style="list-style-type: none"> • discuss how they solve disputes in their class, • in turns read 1 Kings 3:16-28 and retell how King Solomon used wisdom, • watch a video clip on Solomon and the two disputing women, • narrate situations/scenarios when they used wisdom to solve a problem, • list lessons learnt from story of King Solomon, • read Proverbs 9:10 and share with your classmate what you have learnt, • write Proverbs 9:10 on a flash card and recite it always. 	<ol style="list-style-type: none"> 1. How did Solomon portray wisdom? 2. Why do we need wisdom in our lives?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skills of listening, speaking and teamwork are enhanced as learners discuss how they solve disputes in their class. • Self-efficacy: the skill of saying their needs is nurtured as learners narrate situations/scenarios when they used wisdom to solve a problem. 				

Link to PCIs

- **Leadership and good governance:** learners discuss how they solve disputes and narrate situations/scenarios where they used wisdom to solve a problem.

Link to Values:

- **Peace:** learners narrate situations/scenarios where they used wisdom to solve a problem.
- **Social justice: learners** list lessons and values learnt from story of King Solomon.

Links to other Learning areas:

- **English:** reading skills are enhanced as learners read and discuss in groups.
- **Science and Technology:** the skill of interacting and using technology is nurtured as learners use a digital device to watch a video.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.4 Respect for the elderly <i>2 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Noah and his as guided by the Bible, b) explain ways of showing respect to the elderly, c) respect the elderly at home church and in the community. 	The learner is guided to: <ul style="list-style-type: none"> • in turns read Genesis 9:18-23 about Noah and his sons, • in groups discuss lessons learnt from the story, • write the names of Noah’s sons on a paper or use a digital device, • list the benefits of respecting the elderly, • role play how to show respect to the elderly at home and in public places, • compose a poem about respect for the elderly in the society, • explain the importance of respecting the elderly and those in authority. 	Why is the story of Noah and his sons still relevant today?
Core Competencies to be developed: <ul style="list-style-type: none"> • Imagination and Creativity: the skill of originality is nurtured as learners role play how to show respect to the elderly in public places. • Critical thinking and Problem solving: the skill of active listening and communication is nurtured as learners list the benefits of respecting the elderly. 				
Link to PCIs: <ul style="list-style-type: none"> • Social cohesion: learners role play how to show respect to the elderly in public places. 				

Links to Values:

- **Respect:** learners obey the elderly.

Links to other Learning areas:

- **English:** the skill of writing is nurtured as learners compose a poem.
- **Science and Technology:** the skill of using and interacting with technology is enhanced as learners use a digital device to write names of the sons of Noah.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 The Bible	2.5 God loves Humility <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the story of a hand writes on the wall as guided by the Bible, b) outline lessons learnt from the story, c) outline the benefits of humility as learnt from the story, d) emulate Daniel's example by being faithful to God . 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of humility, • list sacred vessels used in their churches, • read Daniel 5:1-13; 25-28 in turns and narrate the story, • list the holy vessels mentioned in the story, • watch a video clip on the story and say what they have learnt from the story, • outline qualities portrayed by Daniel in the story, • debate on the advantages of humility, • list ways in which they can show excellence in whatever they are asked to do at home, school and in church. 	Why should Christians show humility in their interaction with others?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of learning independently is nurtured as learners share about some of the vessels used in their churches. • Critical thinking and problem solving: the skill of interpretation and inference is nurtured as learners outline qualities 				

portrayed by Daniel in the story.

Link to PCIs:

- **Leadership and good governance:** learners outline qualities portrayed by Daniel in the story.

Link to Values:

- **Patriotism:** learners outline qualities portrayed by Daniel in the story.

Links to other Learning areas:

- **English:** the skill of reading and speaking as they read the Bible and debate.
- **Science and Technology:** the skill of using and interacting with technology is nurtured and they watch a video.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.6 Worship of the True God <i>3 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate Mt. Carmel contest as guided by the Bible text, b) distinguish between true God and false gods, c) outline lessons learnt from Mount Carmel contest, d) desire to worship the true God and avoid idol worship. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on reasons why people worship idol gods, • say why idol worship is against the Ten Commandments and avoid being lured into it, • in turns read 1 Kings 18:26-39 and narrate the Mount Carmel contest, • watch a video clip on Elijah on the Mount Carmel contest, • list the difference between the true God and false gods from the contest, • describe lessons learnt from the Mount Carmel Contest, • discuss why Elijah defended the worship of the true God, • explain why it is good to worship the true God, • list false religions, cults, idol worship, devil worship, radicalized groups in today's society and how to avoid joining such groups, • pray to God for guidance and power to overcome and avoid ungodly groups. 	How did Elijah demonstrate God's power during the contest at Mount Carmel?

Core Competencies to be developed:

- **Learning to learn:** the skill of learning independently is enhanced as learners list false religions, cults, and radicalized groups in today's society and how to avoid joining such groups.
- **Critical thinking and problem solving:** the skill of evaluation and decision making is enhanced as learners outline the difference between the true God and false gods.

Link to PCIs;

- **Leadership and good governance:** learners discuss why Elijah defended the worship of true God.

Link to Values:

- **Love** is nurtured as they discuss why Elijah defended the worship of the true God.

Links to other subjects:

- **Science and Technology:** the skill of using technology is nurtured as they use digital devices.
- **Social Studies:** they learn about natural features that is, Mount Carmel.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 The Bible	2.7 God's protection <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: a) narrate the story of Moses as guided by the scriptures, b) outline lessons learnt from the story of Moses, c) desire to depend on God for guidance and protection .	The learner is guided to: <ul style="list-style-type: none"> • share experiences of when and how God protected them from danger, • read Exodus 2:1-10 in turns and narrate the story in the class, • watch a video clip on Moses being rescued by Pharaoh's daughter (Exodus 2:5-6), • discuss lessons learnt from the story and write summary points, • state values learnt from the story, • discuss in groups why their parents and teachers expect them to observe safety, • sing a song relevant to the birth of Moses. 	How did God protect Moses?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the skill of using and interacting with technology is enhanced as learners watch the video clip on Moses being rescued by Pharaoh's daughter. • Citizenship: the skill of active community service is enhanced as they learn How Pharaoh's daughter an Egyptian rescued an Israelite (Moses). 				

Link to PCIs:

- Child care and protection and child rights as they discuss importance of taking care of children.

Link to Values:

- **Love** is nurtured as they brainstorm why children should be taken care of.
- **Social justice** is portrayed as they state values they learn from Pharaoh's daughter.

Links to other learning activity areas:

- **Creative Arts:** the skill of pitch and rhythm is enhanced as learners sing a relevant song.
- **Social Studies:** the skill of care and protection is enhanced as learners learn protection of a children rights.
- **Agriculture and Nutrition:** the skill of homemaking and family life is nurtured as they learn that Pharaoh's daughter hired a care taker for Moses.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.8 Service to God <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of the call of Moses as guided by the scriptures, b) outline lessons learnt from the call of Moses, c) explain ways Christian leaders obey God’s instructions today, d) appreciate the importance of obeying God’s instructions. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorms on why they should participate in Church activities, • in groups read Exodus 3:1-10 and narrate the story of the call of Moses, • watch a video clip on the call of Moses, • role play the call of Moses, • discuss lessons learnt from the call of Moses, • discuss with parents/guardians how Christian leaders obey God’s instructions today, • list values learnt from Moses and write them on a chart. 	<ol style="list-style-type: none"> 1. Why did God call Moses? 2. Why did Moses obey God?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of learning independently is nurtured as learners discuss with parents/guardians how Christian leaders should obey God’s instructions in the society today. • Imagination and creativity: the skills of originality and experimentation are enhanced as learners role play the call of Moses. 				

Link to PCIs:

- **Nationalism:** learners discuss with parents/guardians how Christian leaders should obey God's instructions in the society today.

Link to Values:

- **Responsibility:** learners list values demonstrated by Moses and summarise them on a chart.

Links to other learning areas:

- **Agriculture and Nutrition:** the skill of animal husbandry is nurtured as learners learn how Moses took care of the flock.

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the benefits of using the Bible as a daily guide	Identifies the benefits of using the Bible as a daily guide and gives a relevant example	Identifies the benefits of using the Bible as a daily guide	Identifies some benefits of using the Bible as a daily guide	Identifies some benefits of using the Bible as a daily guide when prompted
Ability to explain reasons why Christians should stand firm in spiritual matters in their day-to-day life	Explains reasons why Christians should stand firm in spiritual matters in their day-to-day life and gives a relevant examples	Explains reasons why Christians should stand firm in spiritual matters in their day-to-day life	Makes effort to Explain reasons why Christians should stand firm in spiritual matters	Explains reasons why Christians should stand firm in spiritual matters with guidance
Ability to explain the importance of using wisdom in his/her daily life	Explains the importance of using wisdom in his/her daily life and gives a relevant example	Explains the importance of using wisdom in his/her daily life	Partly explains the importance of using wisdom in his/her daily life	Explains of using wisdom in his/her daily life when prompted
Ability to discuss lessons learnt from the story of Noah and his sons	Discusses lessons learnt from the story of Noah and his sons and cites relevant Bible texts	Discusses lessons learnt from the story of Noah and his sons	Discusses some lessons learnt from the story of Noah and his sons	Discusses lessons learnt from the story of Noah and his sons when prompted
Ability to analyse Daniel's story and link it to humility	Analyses Daniel's story and links it to humility, using relevant Bible texts	Analyses Daniel's story and links it to humility	Analyses Daniel's story and links it to humility with guidance	Analyses some aspects of Daniel's story when prompted

Ability to distinguish between the true God and false gods	Distinguishes between true the God and false gods and cites relevant Bible texts	Distinguishes between the true God and false gods	Distinguishes between the true God and false gods with guidance	Distinguishes aspects of true God and aspects of false gods when prompted
Ability to analyse ways in which God protects people	Analyses ways in which God protects people and with illustrations	Analyses ways in which God protects people	Analyses some ways in which God protects people	Analyses some ways in which God protects people when guided

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.1 John the Baptist <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) explain the teachings of John the Baptist as a forerunner of the Messiah, b) outline lessons learnt from the teachings of John the Baptist, c) apply values learnt from the teachings of John the Baptist in daily life, d) desire to be God fearing Christians as exemplified by John the Baptist 	The learner is guided to: <ul style="list-style-type: none"> • list the causes of social injustices in the society today, • read Luke 3: 3 and explain the teachings from the text, • brainstorm on the meaning of baptism of repentance, • in turns read Luke 3:9-14 and list instructions given to the crowds by John the Baptist, • list values learnt from the teachings of John the Baptist, • say how they practice the values mentioned in the bible text. 	What values should guide Christian living?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of explanation and reflection are enhanced as learners brainstorm on the meaning and causes of social injustices in the society today. 				

- **Self-efficacy:** the skill of saying my needs is enhanced as learners say how they practice the values mentioned in the Bible texts.

Link to PCIs:

- **Social cohesion** is nurtured as they learn the need to practice justice in their interactions with one another.

Link to Values:

- **Respect** is developed as they learn the importance of having positive regard towards self and others without prejudice.
- **Social justice** is portrayed as they learn how to promote fairness and justice among members of the community.

Link to other Subjects Learning areas:

- **Social Studies:** the skill of justice and mercy is nurtured as they brainstorm on the importance of a just society where people repent their sins.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.5 The Baptism of Jesus Christ <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) outline the events that took place during the baptism of Jesus Christ, b) state the importance of Baptism in the life of a Christian, c) emulate Jesus Christ by exercising humility in his/her relationship with others. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs state the meaning of baptism and report to the class, • share their own experiences of baptism, • in pairs read Luke 3:21-22, • in groups identify the key events that took place during the baptism of Jesus Christ, • draw a picture on the events that took place during the Baptism of Jesus Christ, • in groups discuss the importance of baptism in the life of a Christian 	<ol style="list-style-type: none"> 1. Why was Jesus Christ baptized? 2. What is the importance of baptism in the life of a Christian?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skills of reading, speaking and listening are enhanced as learners conduct group discussions. 				

- **Imagination and creativity:** the skill of originality and exploration is enhanced as learners draw the picture on the events that took place during the Baptism of Jesus Christ.
- **Critical thinking and problem solving:** the skills of active listening and communication is enhanced as learners discuss the importance of baptism in the life of a Christian.

Link to PCIs:

- **Social Cohesion:** learners work in pairs and in groups hence appreciate and embrace their diversity.

Link to Values:

- **Respect:** learners respect each other's views during group discussions and take turns to air their views.

Links to other learning activity areas:

- **Social studies:** the skill of equity is nurtured as learners reflect on the value of sharing.
- **English:** the skill of reading and speaking is enhanced as learners read the Bible.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.5 God's power over nature <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the miracle of calming the storm as guided by the scriptures, b) discuss lessons learnt from the miracle of calming the storm, c) explain challenges faced by Christians today, d) desire to depend on God to overcome daily challenges. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs brainstorm on challenges they face in day-to-day life, • read and narrate the miracle in Mark 4:35-39, • watch a video clip on Jesus calming the storm, • discuss how Jesus Christ showed power over nature, • list lessons learnt from the miracle of calming the storm, • sing a song about Jesus calming the storm, • write a poem on God's power over nature. 	<ol style="list-style-type: none"> 1. Why did Jesus calm the storm? 2. How did God show power over nature?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of knowing who I' am is enhanced as learners write a poem on God's power over nature. • Critical thinking and problem solving: the skill of evaluation and decision making is enhanced as learners discuss how Jesus demonstrated power over nature. 				

Link to PCIs:

- **Safety and security:** learners brainstorm on life threatening situations people face in life and watch a video clip on Jesus calming the storm.

Link to Values,

- **Peace: learners** watch a video clip on Jesus calming the storm and discuss lessons learnt from the miracle.

Links to other learning areas:

- **Creative Arts:** the skill of dancing and movement are nurtured as learners sing songs and compose poems.
- **Social Studies:** the skill of interpreting maps and locations are exhibited as they identify the Sea of Galilee on a map.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.4 Feeding the four thousand <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: a) describe the story of feeding of the four thousand men, b) explain ways Christians show compassion to the needy in the society, c) desire to help the needy in the society.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on reasons why Christians help those who are affected by disasters, • in groups read Matthew 15: 32-38 and retell the story of feeding the four thousand, • watch a video clip on the feeding of the four thousand, • in groups discuss and summarise lessons learnt from miracle, • draw pictures on the miracle of feeding the four thousand , • in groups list ways of showing kindness to the needy. 	<ol style="list-style-type: none"> 1. How did Jesus Christ show compassion to others? 2. Why should Christians help those in need?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the skill of communication and self-expression is enhanced as learners role play the feeding of the four thousand men. • Critical thinking and problem solving: the skill of reflection is enhanced as learners discuss ways of showing kindness. 				
<p>Link to PCIs: Life skills;</p> <ul style="list-style-type: none"> • Disaster Risk Reduction: learners brainstorm on reasons why on reasons why Christians help those who are affected by disasters. 				

Link to Values:

- **Love:** learners discuss why showing kindness to others is important as demonstrated by Jesus Christ when He fed the four thousand men.

Links to other learning areas:

- **Agriculture and Nutrition:** Jesus was concerned that those listening to Him were hungry and He provided them with food.
- **English:** the skill of reading, speaking and listening are exhibited as learners engage in language activities and also learn new words.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.5 Healing the paralyzed Man <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the miracle of healing the paralyzed man, b) explain lessons learnt from the healing of the paralyzed man, c) desire to pray to God when faced with different challenges such as sickness and disease. 	The learner is guided to: <ul style="list-style-type: none"> • share experiences of challenges they have faced in life, • brainstorm on the importance of depending on God when faced with challenges such as sickness and disease, • in pairs read the story in Mark 2:1-5 and retell the miracle, • watch a video clip on Jesus healing the paralytic man, • in groups discuss lessons learnt from the healing of the paralytic man, • compose and sing a song on the healing power of God. 	Why was the paralyzed man brought to Jesus?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of learning independently is enhanced as learners appreciate the great work of Jesus for healing the paralytic man. • Digital literacy: the skill of using and interacting with technology is enhanced as learners watch a video clip on Jesus healing the paralytic man. 				

Link to PCIs: Life skills;

- **Non-communicable diseases:** learners become aware of the causes and effects of paralysis,
- **Human rights and responsibilities:** learners discuss different ways people solve their problems.

Link to Values:

- **Love:** compassion is nurtured as they show concern to the needy in their community.
- **Social justice:** learners show empathy as they identify and attend to those who are suffering in their families, school and church.

Links to other learning areas:

- **Agriculture and Nutrition:** the skill of health and hygiene is enhanced as learners learn about types of diseases.
- **English:** the skill of reading is nurtured as learners learn new vocabulary and as they read the Holy Bible.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Life of Jesus	3.6 Teachings of Jesus Christ <i>Parable of the lost sheep 3 lessons</i>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the parable of the lost sheep, b) explain lesson learnt from the parable of the lost sheep c) desire to reach out to the lost as taught by Jesus Christ. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on ways they evangelise to the lost/sinners, • in pairs read Luke 15:1-7 and narrate the parable of the lost sheep, • role play the parable of the lost sheep, • discuss in small groups the meaning of the parable and relate it to their life experiences, • dramatize the parable of the lost sheep, • in groups to discuss lessons learnt from the parable, • sing a song on the love of God for those lost in sin. 	<ol style="list-style-type: none"> 1. Who is the lost sheep in the parable? 2. Why should Christians search for a lost sheep?
Core Competencies to be developed: <ul style="list-style-type: none"> • Imagination and creativity: the skill of originality and exploration are enhanced as learners role play the parable of the lost sheep. • Learning to learn: the skill of learning independently is enhanced as learners discuss in small groups the meaning of the parable and relate it to their life experiences. 				
PCIs: <ul style="list-style-type: none"> • Leadership and good governance is enhanced as different learners take on different roles and lead various activities. 				

Values:

- **Responsibility:** learners explain lessons Christians learn from the parable of the lost sheep.

Links to other Learning areas:

- **English:** the skill of reading and speaking are nurtured as learners read and recite Bible verses.
- **Creative Arts:** the skill of composing is enhanced as learners compose a poem and sing a song.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Life of Jesus	3.7 Responsible Living (Sermon on the Mountain) <i>3 lessons</i>	<p>By the end of the strand the learner should be able to:</p> <p>a) outline the virtues Jesus taught in the Sermon on the Mountain for application in day to day life,</p> <p>b) explain the benefits of observing the moral teachings of Jesus for own self and others,</p> <p>c) recognize the importance of living in harmony with others for peaceful co-existence.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • share how they should relate with their peers during interclass competitions, • list the values that can enhance good interpersonal relations during interclass competitions, • brainstorm the benefits of observing the virtues as taught by Jesus, • list the virtues in Matthew 5:7-9 and their meaning to human beings, • in pairs discuss the meanings of virtues and report to the class, • in groups discuss how they demonstrate the virtues in their relationship with others, • in pairs brainstorm the benefits of observing the virtues and share with the class, • in pairs share incidences when they demonstrated the virtues mentioned in the Bible verses provided. 	<ol style="list-style-type: none"> 1. How do the virtues that Jesus taught at the Mount of Olives affect human interactions? 2. How should a Christian relate with others?

Core Competencies to be developed:

- **Self-efficacy:** the skill of knowing who I am is enhanced as learners share incidences when they demonstrated different virtues (mercy, purity of heart, peace),
- **Citizenship:** the skill of active community and life skills is enhanced as learners list the values that can enhance good interpersonal relations during interclass competitions.

PCIs:

- **Social cohesion;** human rights and responsibilities are exhibited as they treat each other well without prejudice.

Values:

- **Peace:** they learn to live in harmony,
- **Social justice:** learners promote peace by treating each other with dignity.

Links to other Learning areas:

- **Social Studies:** the skill of social cohesion is enhanced as they learn how to live peacefully with each other.
- **English:** the skill of reading and speaking is nurtured as learners read and discuss.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
30 Life of Jesus	3.8 The Rich Young Ruler <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: a) narrate the story of the rich young man as guided by the Bible text, b) outline lessons learnt from the story of the rich young man, c) apply lessons learnt from the story in their day-to-day life, d) appreciate the importance of respecting spiritual and material resources.	The learner is guided to: <ul style="list-style-type: none"> • in pairs discuss why people in their community work together in supporting the needy, • explain activities carried out by their leaders to empower the poor, • in pairs read Matthew 19:16-22 and explain lessons learnt, • in groups identify temptations that can keep them away from God, • brainstorm the meaning of eternal life and report to the class, • role play the story of the rich young man, • discuss in pairs how they share what they have with the less fortunate and report to the class, • compose a poem on eternal life using digital devices. 	Why did the rich young man find it difficult to share his wealth with others?

Core Competencies to be developed:

- **Imagination and creativity:** learners come up with ideas on how to role play the story of the rich young man and compose a poem on eternal life using digital devices.

PCIs:

- **Citizenship:** social cohesion is exhibited as learners portray teamwork as they carry out activities together such as, in groups to identify temptations that can keep them away from God.

Values:

- **Social justice:** learners show unity as they have equal opportunities in sharing responsibilities when role playing and composing a poem.

Links to other Learning areas:

- **English:** the skill of reading and speaking is nurtured as learners read the Bible texts.
- **Creative Arts:** the skill of creativity is nurtured as learners compose a poem

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 The Life of Jesus	3.9 Persistence in prayer <i>3 Lessons</i>	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of a friend at midnight according to the scriptures b) outline lessons learnt from the story of a friend at midnight, c) apply lessons learnt from the parable in day-to-day life, d) desire to be persistent in prayers. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm why it is good to choose friends wisely, • brainstorm on the meaning of the word, ‘parable’, • read in turns Luke 11:5-1 and narrate the parable, • watch a video clip on the parables of a friend at midnight, • outline lessons learnt from the story • dramatize the story of a friend at midnight, • discuss in groups the importance of being persistent in prayers, • sing a relevant song, on the story of a friend at midnight. 	How does the parable of a friend at midnight relate to Christians today?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learners will develop the skill of listening, speaking and teamwork as they role play the story of a friend at midnight. 				
Link to PCIs <ul style="list-style-type: none"> • Citizenship: nationalism is enhanced as learners desire to treat their neighbours well. 				

Link to Values:

- **Respect:** learners work in groups and respect each other's opinions.

Link to other learning areas:

- **English:** the skill of reading, listening and speaking is exhibited as learners read the Bible Texts.
- **Science and Technology:** the skill of using and interacting with technology is exhibited as learners utilise technology to watch a video clip on the parable of a friend at midnight.

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the teachings of John the Baptist about the coming of the Messiah	Explains the teachings of John the Baptist about the coming of the Messiah citing relevant Bible texts	Explains the teachings of John the Baptist about the coming of the Messiah	Explains one teaching of John the Baptist about the coming of the Messiah	Explains one teaching of John the Baptist about the coming of the Messiah when guided
Ability to discuss the importance of baptism in the life of a Christian	Discusses the importance of baptism in the life of a Christian and gives relevant examples and Bible texts	Discusses the importance of baptism in the life of a Christian	Discusses some importance of baptism in the life of a Christian	Discusses some importance of baptism in the life of a Christian when guided
Ability to link the miracle of calming the storm to God's power over nature	Links the miracle of calming the storm to God's power over nature and cites relevant Bible texts	Links the miracle of calming the storm to God's power over nature	Makes effort to link the miracle of calming the storm to God's power over nature	Links the miracle of calming the storm to God's power over nature when prompted
Ability to explain ways through which Christians show compassion to the needy in the community	Explains ways through which Christians show compassion to the needy in the community with illustrations	Explains ways through which Christians show compassion for the needy in the community	Explains three ways through which Christians show compassion to the needy	Explains one way through which Christians show compassion for the needy

Ability discuss lessons learn from the healing of the paralyzed man	Discusses lessons learnt from the healing of the paralyzed man and cites relevant Bible texts	Discusses lessons learnt from the healing of the paralyzed man	Discusses three lessons learnt from the healing of the paralyzed man	Discusses one lesson learnt from the healing of the paralyzed man when prompted
Ability to explain lessons learn from the parable of the lost sheep	Explains lessons learnt from the parable of the lost sheep and cites relevant Bible texts	Explains lessons learnt from the parable of the lost sheep	Explains three lessons learnt from the parable of the lost sheep	Explains one lesson learnt from the parable of the lost sheep when guided
Ability to explain the relevance of the teachings of Jesus in the story of the rich young man	Explains the relevance of the teachings of Jesus in the story of the rich young man and cites relevant Bible texts	Explains the relevance of the teachings of Jesus in the story of the rich young man	Explains some relevance of the teachings of Jesus in the story of the rich young man	Explains some relevance of the teachings of Jesus in the story of the rich young man when guided
Ability to explain the importance of persistence in prayer	Explains the importance of persistence in prayer citing relevant Bible texts	Explains the importance of persistence in prayer	Explains some importance of persistence in prayer	Explains some importance of persistence in prayer when guided

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 The Church	4.1 The Early Church <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify various definitions of unity of believers in the early church, b) outline activities which promoted unity among believers in the early church, c) explain strategies used by Christians today to promote unity, d) appreciate the importance of unity of believers in our society today. 	The learner is guided to: <ul style="list-style-type: none"> • in groups discuss why unity is important at school, home and in church, • in pairs, describe various definitions of the term ‘Church’, • in pairs read Acts 2: 42-47 and list activities that brought unity in the early church, • in pairs, outline acts of charity/mercy done by churches today, • watch a video clip on people helping the needy, • brainstorm on strategies used by Christians to promote unity, • organize a charitable activity to contribute towards an orphaned children’s home, • brainstorm on ways of maintaining unity among different communities. 	<ol style="list-style-type: none"> 1. Why is unity important in the church today? 2. How is the church involved in charity work today?

Core competencies to be developed:

- **Communication and collaboration:** learners will develop the skill of listening, speaking and teamwork as they outline acts of charity/mercy done by churches today.

Link to PCIs:

- **Citizenship:** leadership and good governance: learners organize a charitable activity to contribute towards a children's home.

Link to Values:

- **Responsibility:** learners organize a charitable activity to contribute towards an orphaned children's home.
- **Social justice:** learners avoid vices that destroy peaceful co-existence.

Links to other learning activity areas:

- **Social Studies:** learners learn participate in charitable activities to help those in need.
- **English:** the skill of reading and speaking is enhanced as learners read the Holy Bible.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 The Church	4.2 The Lord's supper <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the events that took place during the Lord's Supper, b) explain the significance of the Lord's Supper to Christians today, c) identify the values required during the celebration of Lord's Table/Eucharist today, d) desire to participate in the Lords' supper/Lords table. 	The learner is guided to: <ul style="list-style-type: none"> • discuss how the Lords' supper is organized in their churches, • sing a relevant song and explain the meaning, • in turns, read Luke 22:14-20 and describe the events mentioned in the text, • watch a video on the Lord's Supper, • in groups, discuss the significance of the Lord's Supper, • say the importance of the Lord's Table/Eucharist to a Christian, • list attitudes/values required when partaking the Eucharist/Lord's Table, • discuss with their parents/guardians or resource person importance of celebrating the Lord's supper and report to class. 	<ol style="list-style-type: none"> 1. Why did Jesus eat the Passover meal with His disciples? 2. How do Christians celebrate in the Lords Table/ Eucharist today?

Core Competencies to be developed:

- **Creativity and imagination:** learners will develop the skill of making connections and explore attitudes/values required when partaking the Eucharist/Lord's Table,
- **Digital literacy:** the skill of interacting with technology as well as digital citizenship are developed as learners watch a video on the Lord's Supper.

Link to PCIs:

- **Citizenship:** social cohesion is enhanced as they explain the significance of the Lord's Supper to Christians today.

Link to Values:

- **Unity:** learners share in the Lord's Table/ Supper/Eucharist/Sacrament.

Link to other Learning Areas:

- **Agriculture and Nutrition:** the skill of hygiene is exhibited as learners discuss how the Lords' supper is organized in their churches.
- **English:** the skill of reading and speaking is exhibited as learners read the Bible.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	4.3 The Role of the Holy Spirit <i>4 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the gifts of the Holy Spirit as outlined in the Bible text, b) identify how the fruit of the Holy Spirit have helped in promoting God’s work, c) list values which should influence the life of Christians from the gifts and fruits of the Holy Spirit, d) appreciate the role of the gifts of Holy Spirit in his/her. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs discuss the roles played by religious leaders and their parents in serving God, • in turns read 1 Corinthians 12:1-11 and identify the gifts mentioned, • in groups discuss why the gifts of the Holy Spirit are important to Christians today, • read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians, • sing a song relevant to gifts of the Holy Spirit and the fruit of the Holy Spirit. 	How does the Holy Spirit inspire people to offer service to God and others?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: learners will develop the skill of evaluation and decision making as they 				

explain how these fruits promote good relationships among Christians.

Link to PCIs:

- **Citizenship:** social cohesion is portrayed as learners live harmoniously with others as they utilise the fruit of the Holy Spirit that is, love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Link to Values:

- **Unity:** cooperation is portrayed as they discuss explain how the fruit of the Holy Spirit promote good relationships among Christians.

Link to other Learning Areas:

- **Social Studies:** social cohesion is nurtured as learners learn that the fruits of the Holy Spirit should promote peaceful co-existence.
- **English:** speaking skills are applied as learners discuss how religious leaders and parents use the gifts of the Holy Spirit.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 The Church	4.4 Intercessory Prayer <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Peter’s miraculous rescue to understand the power of intercessory prayers, b) explain various ways Christians demonstrate their faith in God, c) appreciate lessons learnt from the story of Peter’s rescue by doing what is right. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs discuss the importance of prayers in their life, • in turns read Acts 12:3-17 about the story of Peter’s rescue from prison and narrate what happened, • watch a video on Peter’s miraculous rescue, • in pairs, list lessons learnt from this story, • discuss what they have learnt from this story about Peter, • research on different types of prayer from parents/guardians/Sunday /Sabbath teachers and report, • discuss what inspires them about Peter’s rescue by God, • engage in activities that strengthen their faith in Christ, • sing a song related to standing firm in the faith, • brainstorm on activities carried 	<ol style="list-style-type: none"> 1. How did Peter portray faith in Jesus Christ? 2. How should you demonstrate faith in Jesus Christ? 3. What is the meaning of intercessory prayer?

			out by Christians to demonstrate their faith in God.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Learning to learn: the skill of research is nurtured as learners research on different types of prayer from parents/guardians/Sunday /Sabbath school teachers and report. 				
Link to PCIs:				
<ul style="list-style-type: none"> • Citizenship: human rights and responsibilities; learners discuss what inspires them about Peter’s rescue by God and engage in activities that strengthen their faith in Christ. 				
Link to Values:				
<ul style="list-style-type: none"> • Respect: learners take turns to read the Bible texts and respect each other’s opinions. 				
Links to other learning areas:				
<ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing a song. • English: learners read the Holy Bible and research on different types of prayer. 				

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain strategies used by Christians to promote unity for responsible living	Explains strategies used by Christians to promote unity for responsible living and cites relevant Bible texts	Explains strategies used by Christians to promote unity for responsible living	Explains three strategies used by Christians to promote unity for responsible living	Explains one strategy used by Christians to promote unity for responsible living when guided
Ability to explain the significance of the Lord’s Supper to Christians today	Explains the significance of the Lord’s Supper to Christians today and cites relevant Bible texts	Explains the significance of the Lord’s Supper to Christians today	Explains three significance of the Lord’s Supper to Christians today	Explains one significance of the Lord’s Supper to Christians today when guided
Ability to identify how the fruit of the Holy Spirit has helped in promoting God’s work	Identifies how the fruit of the Holy Spirit has helped in promoting God’s work and uses relevant illustrations	Identifies how the fruit of the Holy Spirit have helped in promoting God’s work	Partly identifies how the fruit of the Holy Spirit has helped in promoting God’s work	Identifies how the fruit of the Holy Spirit has helped in promoting God’s work when guided
Ability to explain various ways Christians demonstrate their faith in God	Explains various ways Christians demonstrate their faith in God and cites relevant life experiences	Explains various ways Christians demonstrate their faith in God	Explains three ways in which Christians demonstrate their faith in God	Explains only one way in which Christians demonstrate their faith in God when guided

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Christian Living	5.1 Friendship formation <i>2 lessons</i>	By the end of the sub-strand the learner should be able to: a) identify qualities to consider in choosing a good friend, b) explain values to consider in choosing friends to avoid negative peer influence, c) desire to choose credible friends to avoid negative peer influence.	The learner is guided to: <ul style="list-style-type: none"> • in pairs, make a list of qualities to consider when choosing good friends, • share whether their friends possess the qualities listed, • list behaviour that can pose negative influence on young people, • in pairs brainstorm on how to avoid the negative behaviour/ peer influence, • in groups, discuss how to deal with bullying from unfriendly peers, • read and write Proverbs 22:24-25 on a flash card and state the type of friends to avoid, • discuss values to consider in choosing friends to avoid negative influence, • in pairs, discuss causes of poor choice of friends at home and 	How can you avoid negative peer pressure?

			school, <ul style="list-style-type: none"> • in groups read Proverbs 12:26 and discuss lessons learnt, • write a reflection journal on how to choose good friends who will not influence you negatively. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: learners will develop the skill of knowing and saying their needs as they brainstorm on the importance of desirable friendship that pleases God. • Critical thinking and problem solving: learners will develop the skills of interpretation, inference and reflection as they list what they consider as negative influence from friends and peers and discuss ways of avoiding negative peer influence. 				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: peace education; learners brainstorm on the importance of desirable friendship that please God. 				
Link to Values: <ul style="list-style-type: none"> • Respect: learners list values they need in choosing friends and have a positive regard good friends. • Integrity: learner displays self- discipline as they avoid bad company and vices associated with negative peer influence. 				
Links to other Learning Activity Areas: <ul style="list-style-type: none"> • English: as they learn new vocabularies. • Social Studies: as they learn about healthy relationships. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Christian Living	5.2 Human Sexuality <i>3 lessons</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify changes associated with adolescence, b) outline how they cope with changes in their bodies, c) distinguish between healthy and unhealthy boy-girl relationships, d) explain the consequences of engaging in unhealthy boy-girl relationships, e) discuss how to overcome unhealthy boy-girl relationships, 	The learner is guided to: <ul style="list-style-type: none"> • in pairs list changes that take place in their bodies at adolescence stage, • brainstorm on how they cope with changes in their bodies at this stage, • debate why some sources of information about this age are ungodly and misleading, • in pairs identify why they should get the right information about themselves as they grow up, • in pairs read 1 Corinthians 6: 18-19 and explain lessons learnt from the Bible text, • discuss Christian teachings on how to cope with challenges associated with 	<ol style="list-style-type: none"> 1. How do you cope with changes in adolescence? 2. Why is it important to have healthy boy-girl relationships?

		f) desire to behave responsibly as an adolescent.	adolescence stage, <ul style="list-style-type: none"> • in groups discuss the meaning of healthy boy-girl relationship, • discuss the meaning of unhealthy boy-girl relationship • brainstorm on the negative effects of engaging in unhealthy boy-girl relationships, • in pairs discuss how to overcome unhealthy boy-girl relationships, • compose a poem on the need to lead a holy life and not to engage in sex before marriage. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners practice self-drive by being assertive and determined to cope with challenges associated with adolescence stage. • Critical thinking and problem solving: learners develop active listening and communication skill as they debate why some sources of information on bodily changes are considered unhealthy. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Socio-economic issues: Gender issues; learners discuss why they should developmental changes in their bodies positively. 				

Link to Values:

- **Respect:** human dignity; learners develop positive regard for self and others and appreciate the physical and physiological changes taking place in their bodies.

Links to other Learning Areas:

- **English:** speaking skills are applied as learners debate and discuss in groups.
- **Social Studies:** they learn about healthy relationships.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Christian Living	5.3 God the Source of life <i>3 lessons</i>	By the end of the sub-strand, the learner should be able to: a) discuss Christian teachings on God as the only source of life, b) identify causes of violation of the right to life, c) explain how to cope with difficult emotions to avoid abuse of the right to life, d) acknowledge that life is sacred and a gift from God.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the importance of safety and security to human life, • in groups, learners read Genesis 1:27; 9:6 Psalms 49:7-8 and Exodus 20:13 and identify Christian teachings on sacredness of life, • share examples of violation of human life today, • brainstorm on the meaning of right to life and why it should be upheld by all and not be violated, • debate the causes of violation of the right to life, • discuss emotions that can lead to violation of one's life, • in pairs discuss how to cope with negative emotions, • discuss the consequences of violating human life, • compose a poem on the 	<ol style="list-style-type: none"> 1. Why is human life Sacred? 2. How will you encourage your classmates to respect the right to life?

			sacredness/sanctity of life using a digital device.	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of active listening and communication is developed as they brainstorm on the importance of safety and security to human life and debate on the causes of violation of the right to life. 				
Link to PCIs:				
<ul style="list-style-type: none"> • Socio-economic issues: safety and security is nurtured as they debate on the causes of violation of the right to life and how to cope with negative emotions. 				
Link to Values:				
<ul style="list-style-type: none"> • Respect as they brainstorm on the meaning of right to life and why it should be upheld by all and not be violated. • Responsibility: learners discuss the consequences of violating right to life. 				
Links to other Learning Areas:				
<ul style="list-style-type: none"> • Creative Arts: learners compose a poem. • English: speaking skills are applied as they learn new vocabularies. • Social Studies: they learn about right to life. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Christian Living	5.4 Good Health Practices <i>3 lessons</i>	By the end of the sub-strand, the learner should be able to: a) explain the meaning of alcohol, substance and drug abuse, b) list examples of drugs that are abused today, c) explain reasons why young people engage in alcohol, drug and substance abuse, d) outline the effects of alcohol, drug and substance abuse, e) identify ways of avoiding alcohol, drug and substance abuse, f) appreciate the body as the temple of the Holy Spirit	The learner is guided to: <ul style="list-style-type: none"> • discuss the meaning of alcohol, drug and substance abuse, • in pairs give examples of drugs commonly abused in Kenya today, • read and discuss; Proverbs 20:1, Proverbs 31:6 Ephesians 5:18, • brainstorm the lessons learnt from the Bible texts, • brainstorm on reasons that lead to alcohol, drug and substance abuse among young people, • explain the dangers of alcohol, drug and substance abuse, • watch a video clip on the dangers of alcohol, drug and substance abuse, • in groups discuss how to avoid alcohol, drug and substance abuse, • use flashcards to write 	How can you avoid alcohol, drug and substance abuse?

		by avoiding alcohol, drugs and substance abuse.	sensitisation messages of saying No! to alcohol, drugs and substance abuse, <ul style="list-style-type: none"> • display the messages on the school notice board, • give a brief talk at the school assembly on the effects of alcohol, drug and substance abuse. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of researching is enhanced as learners research and write a report on prevention of drug and alcohol abuse. • Learning to learn: the skill of knowing who I am is enhanced as learners discuss effects of alcohol, drugs and substance abuse. • Citizenship: the skill of information and communication skills is enhanced as learners brainstorm on the sacredness of life. 				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: learners discuss effects of alcohol and substance use to health. • Health education: they learn the causes, effects and solutions to alcohol and substance use. 				
Link to Values: <ul style="list-style-type: none"> • Responsibility: learners observe safety measures to avoid the effects of substance use. • Integrity is enhanced as they defend what is acceptable before God and the law. • Obedience as they learn how to obey the laws discouraging substance use. 				
Links to other Learning Activity Areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as they compose a poem. • Agriculture and Nutrition: learners engage in activities that promote physical, and mental health. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Christian Living	5.5 Appropriate use of social media <i>3 lessons</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) list social media platforms that are commonly used today, b) debate on the advantages and disadvantages of social media, c) discuss safety measures to observe when using social media, d) desire to use social media for responsibly as a God fearing Christian. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs define the term social media, • list social media platforms commonly used today and illustrate their symbols by drawing in their books, • in groups, list advantages and disadvantages of social media, • in groups, discuss cyber-bullying and how to protect themselves, • debate on the motion “<i>Social media is ruining children and the youth</i>”, • in pairs discuss safety measures when using social media, • watch good movies or educative documentaries e.g. Bible Stories. 	Why is integrity important while using social media platforms?

Core competencies to be developed:

- **Communication and collaboration:** the skill of reading, listening and speaking are enhanced as learners discuss in groups about social media.
- **Critical thinking and problem solving:** the skill of evaluation and decision making is enhanced as learners discuss ways of coping with emotions.

Link to PCIs

- **Citizenship:** learners embrace positive use of social media/avoid addiction.
- **Peer pressure resistance:** learners avoid peer influence and wrong use of social media.
- **Patriotism:** learners discuss safety measures, regarding/cyber security.

Link to Values:

- **Respect:** learners respect self and others and avoid obsession with social media platforms.
- **Integrity:** learners use social media ethically and responsibly.
- **Responsibility:** learners encourage each other to use social media responsibly.

Links to other Learning Activity Areas:

- **Creative Arts:** creative skills are applied as learners draw illustrations of various social media symbols.
- **English:** speaking skills are enhanced as they learn new vocabularies.
- **Science and Technology:** learners interact with digital technology as they use digital devices.

ASSESSMENT RUBRIC

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Identify desirable qualities of a good friend for personal development	Identifies desirable qualities of a good friend for personal development with ease	Identifies desirable qualities of a good friend for personal development	Identifies some desirable qualities of a good friend for personal development	Identifies any desirable quality of a good friend for personal development with assistance
Ability to distinguish between healthy and unhealthy boy-girl relationships	Distinguishes between healthy and unhealthy boy- girl relationships and cites relevant examples	Distinguishes between healthy and unhealthy boy-girl relationships	Makes effort to distinguish between healthy and unhealthy boy-girl relationships	Distinguishes between a healthy and unhealthy boy-girl relationship with guidance
Ability to Identify ways of avoiding engaging in alcohol and substance use for healthy living	Identifies ways of avoiding alcohol and substance use for healthy living with illustrations	Identifies ways of avoiding alcohol and substance use for healthy living	Identifies some ways of avoiding alcohol and substance use for healthy living	Identifies ways of avoiding alcohol and substance use for healthy living with guidance
Ability to identify social media sites and use them appropriately	Identifies social media sites and uses them appropriately and encourages peers to do so	Identifies social media sites and uses them appropriately	Identifies some social media sites and makes effort to use them appropriately	Identifies some social media sites and uses them appropriately with guidance

COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)

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 Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1. Preparation

- 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 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. 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 emphasized 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 and values demonstrated. 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 or rating scale or any other appropriate tool.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	1.1 My purpose Talents and abilities <i>3 lessons</i>	<ul style="list-style-type: none"> • Observation Schedules, • Written Quizzes • Checklists, • Oral questions 	Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Participates in activities that nurture talents and abilities
	1.2 Human Beings as co-workers with God: <i>3 lessons</i>	<ul style="list-style-type: none"> • Aural oral • Projects • Journals • Written Quizzes • Checklists 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts	Participates in activities/chores at home, school and in Church
	1.3 Family The Fall Adam and Eve) <i>3 lessons</i>	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric 	Good News Bible ,Flash cards, Pictures, Songs, Digital devices, charts	Giving Awards to outstanding students for their ‘contribution towards peace in the school, at home and family
	1.4 The Family Unity <i>3 lessons</i>	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions 	Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Write posters on ways of promoting happy families

2.0 The Holy Bible	2.1 The Holy Bible as a guide <i>2 lessons</i>	<ul style="list-style-type: none"> • Anecdotal Notes, • Aural questions • Profiles • Authentic tasks 	Good News Bible, Flash cards, hymn books, resource persons, community resources, Pictures, Songs, Digital devices Charts,	Learners participate in school clubs and societies to grow spiritually
	2.2 Bible stories: Courage <i>3 lessons</i>	<ul style="list-style-type: none"> • Observation Schedules, • Written Quizzes • Checklists, • Oral questions 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, relia	Participate in school clubs and societies and participate in charity work
	2.2 Wisdom <i>3 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule • Written Quizzes 	Good News Bible, hymn books, resource persons, community resources, relia, digital devices, poems	Use of drama, excursions, field trips and arts competitions to promote peace-building and tolerance among youth and Communities
	2.3 Respect for the Elderly <i>2 lessons</i>	<ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions 	Good News Bible, hymn books, resource persons, digital devices, poems	Organize support activities for the aged e.g. washing, cleaning, fetching water for them among others
	2.4 God loves humility <i>3 lessons</i>	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric 	Good News Bible, hymn books, resource persons, realia, songs, digital devices, poems	drama, excursions and field trips and arts competitions to promote social justice

	<p>2.5 Worship of the True God <i>3 lessons</i></p>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes • Question and Answer 	<p>Good News Bible, hymn books, resource persons, realia, songs, digital devices</p>	<p>Write posters/placards on true worship “does not allow corruption”</p>
	<p>2.6 God’s protection <i>3 lessons</i></p>	<ul style="list-style-type: none"> • Anecdotal Notes • Authentic Tests • Word Search/ Puzzle • Projects 	<p>Good News Bible hymn books, resource persons, community resources, relia, newspaper cuttings, crayons, plasticine, audio player, picture cards</p>	<p>Participates in school clubs and societies for to grow spiritually</p>
	<p>2.7 Service to God <i>3 lessons</i></p>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule • Written Quizzes 	<p>Good News Bible, hymn books, resource persons, relia, songs, digital devices</p>	<p>Use weekends to clean church compounds</p>
<p>3.0 Life of Jesus Christ</p>	<p>3.1 John the Baptist <i>3 lessons</i></p>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes 	<p>Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems</p>	<p>Condemn social evils through composing songs and poems</p>

	3.2 The Baptism of Jesus Christ <i>3 lessons</i>	<ul style="list-style-type: none"> • Observation schedules • Written Quizzes • Checklist 	Good News Bible, flash cards, pictures, videos, charts, posters	Participate in Christian practices and festivities
	3.3 God's power over nature <i>3 lessons</i>	<ul style="list-style-type: none"> • Written Quizzes, • Question and answer • Checklists 	Good News Bible, hymn books, resource persons, realia, songs, digital devices	Use of drama, excursions, field trips and arts competitions to promote peace-building and tolerance among youth and communities
	3.4 Compassion for the needy <i>3 lessons</i>	<ul style="list-style-type: none"> • Observation schedules • Written Quizzes • Question And Answer 	Good News Bible, pictures, videos, charts, posters, photographs, hymn books, resource persons, community resources, realia, newspaper cuttings, crayons, plasticine.	Participates in clubs such as C.U, YCS to promote charity work among learners
	3.5 Power of Jesus over Life <i>3 lessons</i>	<ul style="list-style-type: none"> • Written questions • Assessment rubric • Observation checklist 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts.	Participates in theatre performances on key community issues as corruption, soil conservation, tree planting

	3.2 Teachings of Jesus Christ <i>3 lessons</i>	<ul style="list-style-type: none"> • Authentic tasks • Observation schedules • Written Quizzes • Checklists 	Good News Bible, Flash cards, Pictures, Songs , Digital devices, charts	Carry out a project to sensitize young people to avoid deviant behaviours
	3.2 Responsible Living (Sermon on the Mount) <i>3 lessons</i>	<ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions 	Good News Bible, Flash cards, Pictures, Songs, Digital devices	Take part in field trips and arts competitions to promote peace-building and tolerance among youth and communities
	3.3 Compassion for the needy <i>3 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule 	Good News Bible video-clips, charts, posters, photographs, hymn books, resource persons, community resources, realia newspaper cuttings, crayons, plasticine	Carry out a project to support the needy
	3.4 Persistence in prayer <i>3 lessons</i>	<ul style="list-style-type: none"> • Written Quizzes • Question and Answer • Checklists, 	Good News Bible, Flash cards, Pictures, Songs , Digital devices, Charts	Participate in Christian based activities such as praying for sick and those with challenges

4.0 The Church	4.1 The Early Church <i>3 lessons</i>	<ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, poems, realia	Practise acts of charity through participating in Hunger Walk, Mater Heart Run among Others
	4.2 The Lord's supper <i>3 lessons</i>	<ul style="list-style-type: none"> • Anecdotal Notes, • Authentic Tests, • Word Search/ Puzzle, 	Good News Bible, Flash cards, Pictures, Digital devices, Charts, Poems	Find out how the Lord's supper is celebrated in their churches and report in class
	4.3 The role of the Holy Spirit <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Assessment rubric 	Good News Bible, Songs, resource persons, digital devices	Investigate from religious leaders on what they do for their community as a sign of inspiration of the holy spirit
	4.3 Power of intercessory prayers <i>3 lessons</i>	<ul style="list-style-type: none"> • Written Quizzes • Observation checklist 	Good News Bible, Pictures, Songs, Digital devices, Charts, Poems	Participate in Christian based activities in their Sunday/Sabbath school that demonstrate
5.0 Christian Living	5.1 Friendship formation <i>Peer influence</i> <i>2 lessons</i>	<ul style="list-style-type: none"> • Authentic tasks • Written questions • Assessment rubric 	Good News Bible, Flash cards, Pictures, Digital devices, Charts	Carry out a project to sensitize young people on healthy ways of choosing friends
	5.2 Human Sexuality <i>3 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule • Written Quizzes 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, Poems	Sensitize their communities on responsible relationships through writing articles and poems

5.3 God the Source of life <i>3 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Observation Schedule • Written Quizzes, 	Good News Bible , Digital devices, Charts	Sensitize community on the importance of respecting children's rights
5.4 Good Health Practices <i>3 lessons</i>	<ul style="list-style-type: none"> • Aural questions • Written questions • Assessment rubric 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts and realia	Prepare posters on health practices in designated areas like road junctions/write poems and songs for presentation during parent's meetings/national holiday
Appropriate use of social media <i>3 lessons</i>	<ul style="list-style-type: none"> • Oral questions, • Projects • Portfolio 	Good News Bible, learners' tablets, projectors, radio, smart phone, TV, camera	Prepare posters and materials on good use of social media