



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 6

First Published in 2021

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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.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
1.	English	5
2.	Kiswahili/Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science and Technology	4
6.	Agriculture & Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
	TOTAL	35

LEVEL LEARNING OUTCOMES

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

Grade Six is the final grade of the Primary Education level of the Competency Based Curriculum (CBC). Christian Religious Education (CRE) at this level builds on the competencies covered in the Early Years Education (EYE) and the first two grades of Upper Primary. The main focus of CRE is to help the learner understand and internalise Christian principles and teachings drawn from the Bible and apply them appropriately to his/her daily life.

The Life Approach method will be used to enable the learner to apply the knowledge, skills, values and attitudes acquired, into his/her life experiences. The strands and sub-strands have been tailored to equip the learner with requisite competencies to deal with day today challenges and make appropriate moral decisions and choices. This is in line with the Constructivist theory which focuses on making links between the learner's own experiences, needs, interests, questions and beliefs.

Christian Religious Education provides interactive, collaborative and problem solving learning experiences. It also endeavours to help transition all round learners to Junior Secondary Level; who can distinguish between right and wrong, be God fearing and ethical.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of God as the sole Creator by protecting, preserving and conserving the environment.
- b) Recognize the Bible and apply its teachings for responsible living.
- c) Apply the teachings of Jesus Christ in his/her interactions with others to form harmonious relationships.
- d) Practice Christian values in order to make informed moral decisions and choices relevant to social-economic, technological, environmental and political issues.
- e) Analyse the role of the Church in contributing towards positive transformation of the society.
- f) Apply moral teachings in the use of digital devices and social media platforms for wellbeing of self and others.
- g) Appreciate God's revelation to human kind so as to respond in faith by fostering peaceful co-existence and good relationships.

STRAND 1.0: CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 My purpose (4 lessons)	By the end of the substrand, the learner should be able to: a) discuss how God given talents and abilities can be used to enhance responsibility, b) explain the teaching of the Bible on the use of talents and abilities, c) identify values required in nurturing talents and abilities, d) appreciate God given talents by serving others.	The learner is guided to: <ul style="list-style-type: none"> • discuss in pairs how they use their talents and abilities • read in turns Exodus 31:3, Romans 12:4 and share the teaching with the class • identify values that can help them develop and sustain talents and abilities • participate in different activities in nurture talents and abilities • talents and abilities in serving others • compose a poem on 'my talent' 	How do you use your God given talents?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of speaking clearly and effectively is portrayed as learners discuss in pairs how they use their talents and abilities • Creativity and imagination: the skill of originality is enhanced as learners role play use of different talents and abilities in serving others 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: is nurtured as learners take up assigned roles and duties as they role play use of different talents and 				

abilities in serving others

- **Unity:** is enhanced as learners discuss in pairs how they use their talents and abilities

PCIs:

- **Social cohesion** is portrayed as learners role play use of different talents and abilities in serving others

Links to other learning areas:

- **English language:** communication skills are enhanced as learners read, discuss and role play
- **Creative Arts:** creative skills are applied as learners compose a poem on 'my talent'

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 Marriage and Family (4 lessons)	By the end of the sub strand, the learner should be able to: a) explain the Biblical teaching on marriage and family b) discuss reasons for discouraging early marriages in society today, c) outline values needed to avoid early marriages d) appreciate Christian teachings on marriage and family.	The learner is guided to: brainstorm in small groups the meaning of marriage • read in pairs Genesis 2:20-24 and note the Bible teaching on marriage • discuss in small groups why early marriages should be discouraged and report to the class • list values that young people need to avoid early marriage • develop posters with messages discouraging early marriages	Why is marriage an important institution?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners develop posters with messages discouraging early marriage • Digital literacy: the skill of connecting using technology is exhibited as learners use digital devices to find out types of families in the society and share with the class 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Social cohesion: living together in harmony is enhanced as learners brainstorm in small groups the meaning of marriage • Child rights and Human Sexuality: human Rights/child's right are enhanced as learners recognise that early marriages are an abuse for human rights 				

Link to Values:

- Unity is nurtured as learners discuss in small groups why early marriages should be discouraged and report to the class

Links to other learning areas:

- English: reading skills are enhanced as learners read, discuss and develop messages against early marriages
- Social Studies skills are enhanced as learners learn about marriages
- Science and Technology skills are applied as learners use digital devices to find out types of families in the society

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 God's Rest Leisure (4 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the teaching of the Bible on God's rest as a form of leisure, b) explain the teachings of the Bible on the use of leisure time, c) examine values which help Christians to use leisure time properly, d) discuss inappropriate ways of using leisure time in society, e) recognize the importance of God's rest for	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in pairs the meaning and forms of leisure • read Genesis 2:1-3 and discuss why God rested • read 1 Timothy 5:13 outline the importance of leisure • discuss values which can help Christians to use leisure properly • examine inappropriate ways of using leisure time • watch a video clip on positive leisure activities and 	<ol style="list-style-type: none"> 1. How is leisure misused by youths today? 2. How can you ensure appropriate use of leisure time?

		responsible Christian living.	mention examples of leisure activities	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Digital literacy: the skill of digital citizenship is portrayed as learners watch a video clip on positive leisure activities and mention examples of leisure activities • Learning to learn: the skill of reflection on own is enhanced as learners examine inappropriate ways of using leisure time • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss values which can help Christians to use leisure properly 				
PCIs:				
<ul style="list-style-type: none"> • Human rights and responsibility: is portrayed as learners outline the importance of leisure. 				
Link to Values:				
<ul style="list-style-type: none"> • Patriotism: learners dedicate their leisure time on carrying out positive activities in the society • Integrity: learner displays honesty as one of the values which can help Christians to use leisure properly 				
Links to other learning areas:				
<ul style="list-style-type: none"> • English: reading skills are enhanced as learners read the Bible and outline the importance of leisure • Science and Technology skills are applied as learners use digital devices to watch a video clip on positive leisure activities 				

ASSESSMENT RUBRIC

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the teaching of the Bible on the use of talents/abilities	Consistently explains the teaching of the Bible on the use of talents and abilities	Explains the teaching of the Bible on the use of talents/abilities	Explains some teachings of the Bible on the use of talents and abilities	Explains the teaching of the Bible on the use of talents and abilities with assistance
Ability to discuss reasons for discouraging early marriages in society	Comprehensively discusses reasons for discouraging early marriages in society	Discusses reasons for discouraging early marriages in society	Discusses some reasons for discouraging early marriages in society	Discusses with assistance reasons for discouraging early marriages in society
Ability to explain the teaching of the Bible on the use of leisure time	Explains the teaching of the Bible on use of leisure time citing relevant examples	Explains the teaching of the Bible on importance of leisure time	Partially Explains some teachings of the Bible on the importance of leisure time	Explains the teaching of the Bible on the importance of leisure time when prompted
Ability to discuss inappropriate ways of using leisure time in society	Discusses with ease inappropriate ways of using leisure time in society	Discusses inappropriate ways of using leisure time in society	Makes effort to discuss inappropriate ways of using leisure time in society	Discusses inappropriate ways of using leisure time in society with assistance

STRAND 2.0: THE BIBLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.1 The Bible as the inspired Word of God (4 Lessons)	By the end of the sub strand, the learner should be able to: a) explain why the Bible is the inspired word of God, b) identify some authors who were inspired to write the Old Testament books c) discuss reasons that led to translation of the Bible into local languages, d) outline the advantages of translating the Bible into various local languages, e) desire to read the Bible as the word of God for spiritual nourishment.	The learner is guided to: <ul style="list-style-type: none"> brainstorm the meaning of the Bible as the word of God read 2 Timothy 3:16-17 and explain the meaning of the text compose and sing a song on 'the Bible as an inspired Word' name authors who were inspired to write the Old and New Testament use digital devices to search on reasons that led to translation of the Bible to local languages and present the finding to the class in groups identify the advantages of the translation of the Bible into local languages 	Why is Bible different from other books?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the skill of team work is enhanced as learners in groups identify the advantages of the translation of the Bible into local languages Imagination and creativity: the skill of originality is enhanced as learners compose and sing a song on 'the Bible as an inspired Word' Digital literacy: the skill of interacting with digital technology is enhanced as learners use digital devices to search on 				

reasons that led to translation of the Bible to local languages and present the finding to the class

PCIs:

- Social cohesion is portrayed as learners identify the advantages of the translation of the Bible into local languages

Link to Values:

- Respect: learners accept and appreciate diverse opinions of others as they discuss in groups the advantages of the translation of the Bible into local languages

Link to other learning areas:

- Creative Arts: creative skills are applied as learners compose and sing a song on 'the Bible as an inspired Word'
- Science and technology skills are applied as learners use digital devices to search on reasons that led to translation of the Bible to local languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.2 The Ten Commandments <i>(4 lessons)</i>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain the Ten Commandments and their relationship to Christian living,</p> <p>b) explore values and life skills in the Ten commandments,</p> <p>c) discuss lessons which Christians learn from the Ten Commandments,</p> <p>d) appreciate the importance of obeying the Ten Commandments.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm in pairs the meaning of the word, 'Commandment' • read Exodus 20:3-17 discuss the Ten commandments, • discuss in small group how the Ten commandments help Christians live well with God and others, • discuss in pairs the values and life skills in the ten commandments, • discuss lessons which Christians learn from the Ten Commandments, • design a poster/ chart on the Ten Commandments and display it in class, • compose a poem on the Ten Commandments and recite in the class, • watch a video clip of- Moses delivering the Ten Commandments. 	<ol style="list-style-type: none"> 1. Why were the Ten Commandments given to the Israelites? 2. Why should you obey the Ten Commandments?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of active listening and communication is enhanced as the learner follow 				

simple instructions to compose a poem on the Ten Commandments and recite in the class

- Creativity and imagination: the skill of originality is enhanced as learners design a poster/ chart on the Ten Commandments and display it in class
- Digital literacy: the skill of digital citizenship is enhanced as learners watch a video clip of Moses delivering the Ten Commandments

PCIs:

- Social cohesion: is nurtured as learners learn to live together in harmony as outlined in the ten commandments
- Human rights and responsibilities: is enhanced as learners learn to respect the right of others as they discuss lessons which Christians learn from the Ten Commandments

Link to Values:

- Peace: learners learn how to avoid hurting others as guided by the commandments
- Love: learners learn to love God and neighbour
- Respect: learners learn how to honour God by obeying His commandments

Links to other learning areas:

- English: communication skills are enhanced as learners compose and recite poems on the Ten Commandments
- Social Studies skills are enhanced as learner learn that the Ten Commandment teaches about human rights and relationships

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.3 Bible Stories God's Power <i>4 lessons</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe how God's power helped Samson to defeat his enemies, explain ways Christians depend on God's power to overcome challenges, appreciate the lessons learnt from the story of Samson. 	The learner is guided to: <ul style="list-style-type: none"> in pairs read Judges 15:14-17 and narrate to others, brain storm in small groups how God gave Samson power over his enemies, in pairs discuss how Christians depend on God's power, compose a poem on the importance of depending on God's power. 	Why should Christians depend on God?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners in pairs discuss how Christians depend on God's power Learning to learn: the skill of self-discipline is enhanced as learners work collaboratively in pairs to read scriptures from the Bible and narrate the information to others. Creativity and imagination: the skill of communication and self-expression is enhanced as learners artistically express their ideas by composing a poem on the importance of depending on God's power 				
PCIs: <ul style="list-style-type: none"> Safety and security: is enhanced as learners become aware of their safety and learn on how to depend on God for protection 				

Link to Values:

- Unity: learners cooperate in taking turns during their discussion on how Christians depend on God's power
- Responsibility: learners learn to persistently depend on God's power for protection

Links to other learning areas:

- English: reading skills are enhanced as learners read and narrate the story of Samson to others.
- Creative Arts: creative skills are applied as learners compose a poem on the importance of depending on God's power

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.3.2 Faith in God <i>Elisha</i> <i>(4 lessons)</i>	By the end of the substrand, the learner should be able to: a) describe how Elisha recovered the axe-head as guided by the scriptures, b) identify how Christians apply their faith in God in day to day life, c) desire to trust in God's power when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • in pairs brainstorm on challenges they experience in life and how they deal with them • read 2 Kings 6:1-7 and discuss in small groups what happened to the axehead and the meaning of the text • use a digital device to watch a video clip on Elisha's recovery of the axe-head and share observations • discuss ways Christians apply their faith in God to solve different problems 	How did Elisha recover the axe-head?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own is enhanced as learners brainstorm on what challenges they experience in life and how they deal with them • Digital literacy: the skill of interacting with digital technology is enhanced as learners use digital technology to watch a video clip on Elisha's recovery of the axe-head and share observations 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Environmental Education and climate change: is enhanced as learners learn to keep their environment clean as Elisha did by retrieving an axe head from water. 				

Link to Values:

- Unity: learners cooperate as they discuss what happened to the axe-head and the meaning of the text
- Love: learners learn to portray a caring attitude just like what Elisha did by retrieving an axe-head.

Links to other learning areas:

- Agriculture and nutrition skill are enhanced as learners learn how to use farm equipment like an axe
- Science and Technology skills are applied as learners learn how to use digital devices

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.3.3 Determination <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: a) narrate the story of Jacob as guided by the scriptures b) outline lessons learnt from the story of Jacob, c) identify values learnt from the story of Jacob, d) emulate Jacob by being persistent in prayer.	The learner is guided to: <ul style="list-style-type: none"> • read in turns Genesis 32:22-30 and retell the story • watch a video clip on Jacob wrestling with God • role play the story of Jacob wrestling with God • brainstorm in pairs what persistence in prayer means • discuss in small groups lessons learnt from the story and how to apply them in their lives • compose and sing a song on persistence in prayers 	Why is it good to be persistent in prayers?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners actively participate in role playing the story of Jacob wrestling with God • Creativity and imagination: the skill of originality is enhanced as learners compose and sing a song on persistence in prayer • Digital literacy: the skill of digital citizenship is enhanced as learners use digital devices to watch a video clip on Jacob wrestling with God 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Social cohesion: is enhanced as learners learn the importance of having guiding values in life as they discuss in small groups values they have learnt from the story of Jacob wrestling with God and how to apply them in their lives 				

Link to Values

- Responsibility: learners learn to be persistence in prayers as portrayed by Jacob
- Unity: learners enhances unity as they role play the story of Jacob wrestling with God

Links to other learning areas:

- Creative Arts: creative skills are enhanced as learners compose and sing a song on persistence in prayer
- Science and Technology skills are applied as learners watch a video clip on Jacob wrestling with God
- English: reading skills are enhanced as learners read in turns Genesis 32:22-30 and share what they have learnt

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the authors who were inspired to write the Old	Identifies the authors who were inspired to write the and cite examples	Identifies the authors who were inspired to write the Old and New testament and the books	Makes effort to identify the authors who were inspired to write the Old and New testament and the books but omits some details	Identifies the authors who were inspired to write the Old and New testament with assistance
Ability to explain the Ten Commandments and their relationship to Christian living	Explains the Ten Commandments and their relationship to Christian living citing relevant examples.	Explains the Ten Commandments and their relationship to Christian living	Partly explains the Ten Commandments and their relationship to Christian living	Explains the Ten Commandments and their relationship to Christian living with guidance
Ability to explain lessons learnt from the Bible stories	In details explains lessons learnt from the Bible stories	Explains lessons learnt from the Bible stories	Partially explains lessons learnt from the Bible stories	Explains lessons learnt from the Bible stories with assistance
Ability to identify values learnt from the Bible stories	Constantly identifies values learnt from the Bible stories	Identifies values learnt from the Bible stories	Sometimes identifies values learnt from the Bible stories	Identifies values learnt from the Bible stories when prompted

STRAND 3.0: THE LIFE OF JESUS CHRIST

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.1 The Call of the Disciples <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> describe the call of the first disciples as guided by the scripture, examine how different people are called to serve God today, desire to serve God in his/her daily life for spiritual development. 	The learner is guided to: <ul style="list-style-type: none"> discuss in small groups different roles they play in Church and share in class read in turns Mark 1:16- 20 and narrate the call of the first disciples by Jesus Christ watch a video clip on the call of the first disciples role play the call of the first disciples compose and sing a song on the call of the first four disciples 	How did the disciples respond to the call of Jesus Christ?
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: the skill of digital citizenship is enhanced as learners watch a video clip on the call of the first disciples Critical thinking and problem solving: the skill of active listening and communication is enhanced as learners follow simple instructions during role playing the call of the first disciples Self-efficacy: the skill of knowing self is enhanced as learners share with others the different roles they play in church in class 				
PCIs: <ul style="list-style-type: none"> Human right and responsibility: is enhanced as learners learn to work for the cohesion of the church through different roles which they play in church. 				

Values:

- Responsibility: learners work diligently in assigned roles and duties in the church
- Unity: learners display team spirit as they role play the call of the first disciples.

Links to learning areas:

- Creative Arts: creative skills are applied as learners compose, sing and role play
- English language: speaking skills are enhanced as learners read in turns Mark 1:16- 20 and narrate the call of the first disciples

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.2 The Temptations of Jesus Christ <i>(5 lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the temptations ways Jesus was tempted in the wilderness, b) identify temptations that Christians face the society today, c) desire to overcome temptations in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs brainstorm the temptations they face in their daily lives • read Luke 4:1-13 and retell the story • discuss in small groups how Jesus Christ responded • in pairs, list the temptations that Christians face in their daily lives • watch a video clip on Jesus' temptations in the wilderness and discuss lessons learnt • discuss in small groups how they overcome temptations and share in class 	<ol style="list-style-type: none"> 1. What are temptations 2. How did Jesus overcome the temptations? 3. How do you overcome temptations as a young person?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own is enhanced as learners Brainstorm in pairs temptations they face in life • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss in small groups how Jesus Christ responded to the temptations. 				
PCI's: <ul style="list-style-type: none"> • Safety and security: is enhanced as learners become aware of their safety and that of their family members as they learn how to overcome temptations 				

Link to Values:

- Responsibility: Learners learn to be resilience as they proactively overcome temptations
- Unity: learners cooperate with others as they discuss in small groups how Jesus Christ responded to the temptations

Links to other learning areas:

- Science and Technology skills are applied as learners watch a video clip on Jesus' temptations
- English language: reading skills are enhanced as learners read Luke 4:1-13 and retell the story

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3 Miracles of Jesus Christ <i>(The Roman servant)</i> <i>(4 lessons)</i>	By the end of the sub-strand, learner should be able to: <ol style="list-style-type: none"> a) narrate the healing of the Roman officer's servant by Jesus Christ, b) discuss lessons learnt from the healing of the Roman officer's servant, c) desire to help the sick in his/her daily life. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in small groups the importance of helping a sick person • read in turns Matthew 8:5-13 and narrate the story • discuss in groups lessons learnt from the healing of the Roman officer's servant and share in class • watch a video clip on the healing of the Roman officer's servant • role play the story of healing the Roman Officer's servant. 	How did the Roman officer demonstrate faith in God?

Core Competencies

- Communication and collaboration: the skill of teamwork is enhanced as learners' role play the story of the healing of the Roman Officer's servant.
- Learning to learn: the skill of developing relationships is enhanced as learners share what they learnt from the healing of the Roman officer's servant

PCIs

- Health promotion issues: is enhanced as learners learn about sickness from the healing of the Roman officer's servant
- Citizenship: is enhanced as learners learn about leadership skills as they discuss in groups the lessons learnt from the healing of the Roman officer's servant

Values

- Social justice: learners portray equity as they foster inclusivity and non-discrimination as shown by the Roman officer
Love : learners acquire caring attitude as portrayed by the Roman officer

Link to learning areas:

- English language: communication skills are enhanced as learners discuss and read Bible verses
- Creative Arts: creative skills are applied as learners role play the healing of the Roman officer's servant
- Science and Technology skills are applied as learners use digital devices to watch a video clip on the healing of the Roman officer's servant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3.2 Faith in God <i>(4 lessons)</i>	By the end of the substrand, the learner should be able: <ol style="list-style-type: none"> describe the miracle of healing the bleeding woman, identify different ways the church and government helps the sick in the society, outline lessons learnt from the miracle of healing of the bleeding woman, appreciate the healing power of Jesus Christ. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm in pairs what they do when they are sick read in turns Luke 8:43-48 and retell the miracle discuss in pairs different ways the church and government is helping the sick and share in class discuss in pairs lessons learnt from the healing of the bleeding woman compose and sing a song about God's healing power 	How did the bleeding woman show faith in God?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss ways the church and government is helping the sick Creativity and imagination: the skill of originality is enhanced as learners compose and sing a song about God's healing power 				
PCI's: <ul style="list-style-type: none"> Health promotion issues: is enhanced as learners learn the importance of physical well-being as they discuss different ways the church and government is helping the sick 				
Link to Values: <ul style="list-style-type: none"> Integrity: learners displays honesty as learnt from the healing of the bleeding woman 				

- Love: learners demonstrate a caring attitude towards sick people in the society

Links to other learning areas:

- Agriculture and nutrition skills are enhanced as learners practice personal hygiene
- Creative Art: creative skills are applied as learners compose and sing songs
- English: communication skills are enhanced as learners read in turns Luke 8:43-48 and retell the miracle

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3.3 Jesus Power over Death <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • describe the miracle of Raising Lazarus from the dead, • discuss lessons learnt from the miracle of raising of Lazarus from the dead, • appreciate the miracle of raising Lazarus as a sign of resurrection. 	The learner is guided to: <ul style="list-style-type: none"> • share how they show empathy to the needy, • read in pairs John 11: 32-45 and retell the miracle of the raising of Lazarus in small groups, brainstorm on lessons learnt from the raising of Lazarus • role play the raising of Lazarus from the dead • compose a poem on ‘God’s power over death’. 	Why did Jesus say that Lazarus was only asleep?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own is enhanced as learners share experiences of how they show empathy to the needy • Creativity and imagination: the skill of originality is enhanced as learners compose a poem on ‘God’s power over death’ 				
PCI’s: <ul style="list-style-type: none"> • Social cohesion: is enhanced as learners learn the importance of living together from the lessons learnt from the raising of Lazarus 				
Link to Values: <ul style="list-style-type: none"> • Love: as learners show empathy to others who are facing tough times such as death • Respect: as learners portrays the value of human dignity as shown through the raising of Lazarus 				

Links to other learning areas:

- Creative Arts: creative skills are applied as learners role play the raising of Lazarus
- Social Studies skills are enhanced as learners learn value of family unity and friendship

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Life of Jesus Christ	3.4 The Kingdom of God <i>(5 lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) examine the parable of the hidden treasure to enhance understanding of God's Kingdom, b) outline lessons learnt from the parable of the hidden treasure, c) desire to live be partakers of the kingdom of God. 	The learner is guided to: <ul style="list-style-type: none"> • define the meaning of the word, 'treasure' • share on why the kingdom of God is so, 'Valuable' • read in pairs Matthew 13: 44-46 and retell parable of the hidden treasure • discuss in small groups lessons learnt from the parable of the hidden treasure • role play the parable of the hidden treasure • compose and sing a song about the value of the Kingdom of God 	Why is the kingdom of God compared to a treasure?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self efficacy: the skill of knowing self is enhanced as learners in small groups share what they value in life • Critical thinking and problem solving: the skill of active listening and communication is enhanced as learners follow simple instructions as they compose and sing a song about the value of the Kingdom of God 				
PCIS: Social cohesion: is enhanced as learners learn the importance of living together as they desire to live a responsible life for God's kingdom				

Link to Values:

Unity: learners displays team spirit as they read in pairs Matthew 13:44-46 and explain the meaning of the parable of the hidden treasure

Link to other learning areas:

- English: speaking skills are enhanced as learner's brainstorm and discuss in groups on what they value in life
- Creative Arts: creative skills are applied as learners compose and sing a song about the value of the Kingdom of God

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.7 Attitude towards Wealth: <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the parable of the rich man and Lazarus, b) discuss lessons learnt from the parable of the rich man and Lazarus, c) desire to live responsibly as a Christian. 	The learner is guided to: <ul style="list-style-type: none"> • in groups search the internet on how Christians use their resources to support others, and share in class • read in turns Luke 16: 19-31 and retell the parable • watch a video clip on the rich man and Lazarus • outline lessons from the parable of the rich man and Lazarus • role play the parable of the rich man and Lazarus and summarise key points 	How should Christians use their wealth?

Core Competencies to be developed:

- Learning to learn: the skill of developing relations is exhibited as learners share what they have learnt from the parable of the rich man and Lazarus
- Digital literacy: the skill of connecting using technology is enhanced as learners connect to and using the internet and other social media to search how Christians use their resources to support one another

PCIs:

Mental health: is enhanced as learners learn how they should relate and take care of others well from the story of rich man and Lazarus.

Link to Values:

- Love: learners share and use their resources to support one another
- Respect: learners' values human dignity as they pay attention to those in need

Link to other learning Areas:

- Science and Technology skills are applied as learners use digital devices
- Creative Arts: creative skills are applied as learners role play the parable

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the call of the first disciples by Jesus Christ	Describes the call of the first disciples by Jesus Christ in details	Describes the call of the first disciples by Jesus Christ	Describes the call of the first disciples by Jesus Christ but omits some details	Describe the call of the first disciples by Jesus Christ with assistance
Ability to explain lessons learnt from the Bible stories	Explains lessons learnt from the Bible stories and cites relevant examples	Explains lessons learnt from the Bible stories	Partially explains lessons learnt from the Bible stories	Explains lessons learnt from the Bible stories when guided
Ability to apply lessons learnt from the Bible stories	Constantly applies lessons learnt from the Bible stories	Applies lessons learnt from the Bible stories	Sometimes applies lessons learnt from the Bible stories	Applies lessons learnt from the Bible stories when prompted

STRAND 4.0: THE CHURCH

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.1 The Apostles’ Creed (4 lessons)	By the end of the sub- strand, the learner should be able to: a) recite the Apostles’ creed to affirm their Christian faith, b) analyse the teachings outlined in the Apostle’s creed, c) discuss the importance of Apostles’ creed to Christians today, d) mention the three persons in the Holy Trinity, e) recognise the value of the Holy Trinity.	The learner is guided to: <ul style="list-style-type: none"> • recite the Apostle’s creed • write the meaning of Apostles’ Creed on charts • in groups, recite the apostles’ Creed • discuss the teachings in the Apostles creed • compose and sing a song related to holy trinity 	Why is the Apostles’ Creed important to Christians today?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of speaking clearly and effectively is inculcated as learners discuss the teachings in the Apostles creed • Learning to learn: the skill of developing relationships is enhanced as learners brainstorm in pairs the can for the apostles’ Creed in Christianity 				
<p>PCIs:</p> <ul style="list-style-type: none"> • Social cohesion: is nurtured as learners learn the importance of living together as they discuss the teachings of the apostles’ Creed 				

Link to Values:

- Unity: as learners cooperate during discussions

Links to other learning areas:

- English Language: communication skills are enhanced as learners recite the apostles' Creed
- Creative Arts: creative skills are applied as learners compose and sing a song related to holy trinity

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.2 Christian Suffering (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the teachings of Paul on Christian suffering, identify values learnt from the teachings of Paul on Christian suffering, appreciate the importance of Christians suffering for spiritual development. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm in pairs on the suffering they face in their Christian faith read in turns 2 Corinthians 6:3-7 and share the main points with the class discuss in pairs values learnt from the teachings of Paul on Christian suffering compose and sing relevant songs on the importance of Christian suffering 	How do Christians cope with challenges they face today?
Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and imagination: the skill of coming up with unique and new ideas is exhibited as learners compose and sing relevant songs on the importance of Christian suffering 				
PCIs: <ul style="list-style-type: none"> Peace education: is nurtured as learners acknowledge themselves and others as they sing songs on the importance of Christian suffering 				
Link to Values <ul style="list-style-type: none"> Unity: learners cooperate as they discuss in pairs values learnt from the teachings of Paul on Christian suffering 				

Links to other learning areas:

- English: communication skills are enhanced as learners brainstorm in pairs on the suffering they go through in their daily lives.
- Creative Arts: creative skills are applied as learners compose and sing relevant songs

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.3 Church Unity <i>(5 lessons)</i>	By the end of the sub-strand, learner should be able to: <ol style="list-style-type: none"> a) explain the meaning of Church unity, b) outline Bible teachings on Christian unity, c) describe ways in which Church unity fosters harmonious living, d) desire to work together with others for Church unity. 	Learners are guided to: <ul style="list-style-type: none"> • list in pairs the different churches in their communities • brainstorm in small groups the meaning of Church/Christian unity and share with the class • read in turns; Matthew 16:18, John 17:20-23 and Galatians 3:28 and note key points on Church unity • discuss in small groups biblical teachings on Christian unity • discuss in pairs how Christian unity is demonstrated in the school and community • identify ways in which different churches work together in the community • watch a video clip on churches working together • compose and sing a song on Christian unity 	Why is Church unity important?
Core competences to be developed: <ul style="list-style-type: none"> • Digital literacy: the skill of digital citizenship is exhibited as learners watch a video clip on churches working together. • Communication and collaboration: the skill of teamwork is portrayed as learners discuss in pairs how 				

Christian unity is demonstrated in school and community

PCIs

Social cohesion: is nurtured as learners learn to live together in harmony as they learn how churches work together in the community

Link to values:

Social justice: learners cooperate as they discuss in pairs how Christian unity is demonstrated in school and community

Link to other learning areas:

- English Language: communication skills are enhanced as learners read, brainstorm and discuss
- Creative Arts: creative arts skills are applied as learners compose and sing songs
- Science and Technology skills are enhanced as learners use digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.4 Good citizenship (4 lessons)	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) describe the role of good citizenship in promoting harmonious living, b) discuss the Biblical teaching on good citizenship, c) explain how Christians can live Godly lives on earth, d) desire to live Godly and morally upright lives . 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the qualities of a good citizen • read in turns 1 Peter 2:13-17 and outline what the Bible teachings on good citizenship • debate on the topic “citizens should be loyal to their country” • discuss in small groups how Christians can live godly lives • compose a poem on “I am a good citizen” 	How can Christians live godly lives? Why should Christians obey rulers?
Core competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination: learners exhibit the skill of originality as they compose a poem on “I am a good citizen” • Communication and collaboration: the skill of speaking clearly and engagingly is portrayed as learners debate on the topic “citizens should be loyal to their country” 				
PCIs Patriotism and good governance: is nurtured as learners learn to be good citizen as they read in turns 1 Peter 2:13-17 and discuss what the Bible teaches on being a good citizen				

Link to values

- Love: as they puts the interest of others before own interest.
- Patriotism: as they learn to love their own country and obey rules

Link to other learning areas:

- English: reading skills are enhanced as learners read, compose and debate on the topic “citizens should be loyal to their country
- Social Studies skills are enhanced as learners learn about good citizenship

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.5 Interpersonal relationships among Christians <i>(4 lessons)</i>	By the end of this sub- strand, learners should be able to: <ol style="list-style-type: none"> describe how Christians should relate with one another for peaceful co-existence, analyse Peter’s teaching on the relationship among Christians, explain moral values that can promote good interpersonal relationships among Christians, desire to live in harmoniously with others . 	The learner is guided to: <ul style="list-style-type: none"> brainstorm in pairs how they relate with others <i>at</i> home, school and church. read in pairs 1 Peter 5:1-11, and outline Peter’s teaching on interpersonal relationships among Christians discuss in small groups moral values that can promote good interpersonal relationships among Christians role play good and bad interpersonal relationships compose a poem on good interpersonal relationships 	How can Christians live together in harmony?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination: the skill of communicating ideas through self with confidence is inculcated as learners role play good and bad interpersonal relationships Communication and collaboration: learners exhibit the skill of teamwork as they discuss in small groups moral values that can promote good interpersonal relationships among Christians 				

<p>PCIs: Social cohesion: is nurtured as learners learn the importance of living together as they relate with others <i>at</i> home, school and church</p>
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: learners engage in assigned roles and duties as they role play • Unity: learners respect other people’s opinions as they discuss
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • English: communication skills are enhanced as learners discuss Paul’s teachings • Creative Arts: creative skills are applied as learners role play, compose and sing songs

ASSESSMENT RUBRICS

Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Ability to analyse the teachings outlined in the Apostle creed	With appropriate examples, analysis the teachings outlined in the Apostle creed	Analysis the teachings outlined in the Apostle creed	Partly analysis the teachings outlined in the Apostle creed	Analysis the teachings outlined in the Apostle creed with assistance
Ability to Identify the values learnt from the teachings of Paul on Christian suffering	Identifies the values learnt from the teachings of Paul on Christian suffering in details	Identifies the values learnt from the teachings of Paul on Christian suffering	Identify the values learnt from the teachings of Paul on Christian suffering but omits some details	Identifies the values learnt from the teachings of Paul on Christiansuffering with guidance
Ability to describe ways in which church	Describes ways in which church unity	Describes ways in which church unity	Partly describes ways in which church unity	Describe ways in which church unity

unity fosters peaceful co-existence	fosters peaceful co-existence with illustrations	fosters peaceful co-existence	fosters peaceful co-existence	fosters peaceful co-existence when prompted
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STRAND 5.0: CHRISTIAN LIVING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.1 Friendship Formation <i>(4 Lessons)</i>	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> • analyse the importance of Godly friendships among Christians, • explain the teachings of Jesus on friendship, • appreciate the importance of maintaining true friendship as Christians. 	The learner is guided to: <ul style="list-style-type: none"> • say what to consider in choosing friends • buzz on how to avoid bad company and negative peer influence • brain storm in pairs how they maintain good friendship • read in turns John 15:13-15 and explain the teachings of Jesus on friendships • analyse in small groups the importance of Godly friendships • compose a poem on ‘Godly friendship’, on their digital devices • watch a video clip on Godly friendships 	Why is it important to have friends with integrity?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: the skill of communicating clearly and effectively is exhibited as learners analyse in small groups the importance of Godly friendships • Digital literacy: the skill of connecting using technology is portrayed as learners compose a poem on ‘Godly friendship’, on digital devices 				
Link to PCIs: <ul style="list-style-type: none"> • Social cohesion: is nurtured as learners learn to live together in harmony as they maintain good friendship among themselves 				

Link to Values:

- Responsibility: learner engages in assigned roles and duties as they read in turns
- Love: learner portray caring attitude towards their friends

Link to other learning areas:

- English: speaking skills are enhanced as learners read the Bible verses and compose poems
- Science and Technology skills are applied as learners use digital devices to compose a poem

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.2 Human Sexuality (5 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain the importance of learning about Human sexuality, b) analyse the teachings of the Bible on responsible and irresponsible sexual behavior, c) outline the causes of irresponsible sexual behaviour among the youth, d) discuss the appropriate values and life skills required to overcome irresponsible sexual behaviour, e) appreciate his or her body as the temple of God. 	<p>The learners is guided to:</p> <ul style="list-style-type: none"> • share and review in small groups the bodily and emotional changes in boys and girls during adolescence • discuss in pairs the meaning of human sexuality and share with the class • list values they need to avoid irresponsible sexual behaviour as Christian youths • read in turns Genesis 1:27; I Corinthians 6: 18-20, 2 Timothy 2: 22, James 1:14-15 and discuss the Bible's teachings on responsible and irresponsible sexual behavior • in small groups discuss the causes of irresponsible • discuss in small groups skills that are required to overcome irresponsible sexual behavior. 	<ol style="list-style-type: none"> 1. Why should you know human sexuality? 2. How can you overcome irresponsible Sexual behaviour?

Core Competences to be developed:

- Learning to learn: the skill of developing relationships is inculcated as learners share what they have learnt on Bible's teachings on responsible and irresponsible sexual behavior
- Self-efficacy: the skill of expressing their emotions well is portrayed as learners discuss in small groups skills that are required to overcome irresponsible sexual behaviour

PCIs:

Human sexuality: is nurtured as learners becomes aware of emotions, thoughts and feelings as they share and review in small groups the bodily and emotional changes in boys and girls during adolescence

Link to Values:

- Peace: learner care and respect self and others by not engaging in irresponsible sexual behaviour
- Unity: learner cooperate with others as they list down some irresponsible sexual behaviour

Links to other learning areas:

- English: reading skills are enhanced as learners read the Bible and discuss in groups
- Science and Technology skills are applied as learners use digital devices to search on the causes of irresponsible sexual behaviour

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.3 Sanctity of Life <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 practices that violate the right to life in the society today, b) outline the effects of violation of the right to life, c) analyse Christian teachings on the abuse of the right to life, d) examine virtues that young people can practice to maintain sanctity of life, e) appreciate life as a gift from God 	The learner is guided to: <ul style="list-style-type: none"> • Read in pairs Exodus 20:13, Mathew 5:21-26 discuss the Bible/Christian teaching on upholding sanctity of life • debate in two groups the ‘effects of violating the right to life’ • discuss in small groups virtues that can be practiced to maintain the sanctity for life • compose a poem thanking God for the gift of life using digital devices • watch a video clip on different ways the right to life is violated 	How can you uphold the sanctity of life?
Core Competences to be developed: <ul style="list-style-type: none"> • communication and collaboration: • the skill of speaking engagingly is exhibited as learners debate in two groups the ‘effects of violating the right to life’ • Creativity and imagination: the skill of originality is portrayed as learner compose a poem thanking God for the gift of life using digital devices 				
PCIs: <ul style="list-style-type: none"> • Human rights and responsibilities: are nurtured as learners learn about right to life as they discuss in small groups practices that violate the right to life and report to the class 				

Link to Values:

- Respect: as learners portrays caring for their own lives and that of others
- Responsibility: as learners uphold the gift of life
- Love: as learners honour God's commandment to respect life

Links to other learning areas:

- English; communication skills are enhanced as learners read, discuss and debate in two groups the 'effects of violating the right to life'
- Social Studies skills are enhanced as learners learn about right to life
- Science and Technology skills are applied as learners watch a video clip on different ways the right to life is violated

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.4 Alcohol and Substance abuse <i>(4 lessons)</i>	By the end of the sub strand, the learner should be able to: a) explain the Christian teachings on dangers of alcohol and substance misuse and abuse, b) outline strategies used by Christians to prevent alcohol drugs and substance abuse, c) analyse the measures taken by government agencies to fight drug trafficking and abuse, d) desire to respect his or her body as the temple of the Holy Spirit	The learner is guided to: <ul style="list-style-type: none"> • brainstorm in groups tricks used to trap young people into alcohol drugs and substance abuse • read in pairs Ephesians 5:18, Hosea 4:11 and discuss Christian teachings on dangers of alcohol, drugs and substance abuse • discuss in small groups strategies used by Christians to prevent alcohol, drugs, and substance abuse • in pairs discuss measures being taken by government agencies to fight drug trafficking and abuse • watch a video clip on drugs, alcohol and substance free life • in pairs discuss values and life skills required to eliminate alcohol, drugs and substance in the school and community from the video clip • compose a poem on the dangers of alcohol abuse 	<ol style="list-style-type: none"> 1. Why do young people abuse alcohol and drugs? 2. How can you avoid alcohol, drugs and substance abuse?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of exhibiting responsibility is demonstrated as they choose to do what is right • Learning to learn: the skill of sharing of what they have learnt is exhibited as they discuss strategies used by Christians to prevent alcohol, drugs and substance abuse • Communication: the skill of active listening and communication is demonstrated as they discuss ways of eliminating 				

alcohol, drugs and substance abuse

PCIs:

- Safety and security issues: learners ensure safety from harmful substance, that is drugs and substance abuse
- Alcohol and substance abuse: learners brainstorm in groups tricks used to trap young people into alcohol, drugs and substance abuse hence avoid bad friends

Link to Values:

- Responsibility: is nurtured as they say no to alcohol, drug and substance abuse
- Integrity: is portrayed as they stand firm against the use of alcohol, drug and substance abuse
- Respect: is demonstrated as they care for their bodies by avoiding harmful substances

Links to other Learning Areas:

- English Language: communication skills are enhanced as learners discuss and compose poems
- Social Studies skills are enhanced as learners learn about human rights
- Science and Technology skills are applied as learners use digital devices
- Agriculture and Nutrition skills are enhanced as learners learn about alcohol and substance abuse

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectations	Below Expectations
Ability to outline the causes of irresponsible sexual behavior among the youth	Citing relevant examples, outlines the causes of irresponsible sexual behavior among the youth	Outline the causes of irresponsible sexual behavior among the youth	Outlines some causes of irresponsible sexual behavior among the youth	outline the causes of irresponsible sexual behavior among the youth when prompted
Ability to discuss appropriate skills required to overcome irresponsible sexual behaviour	Discusses the appropriate skills required to overcome irresponsible sexual behavior and cites relevant examples	Discusses Appropriate skills required to overcome irresponsible sexual behaviour	Makes effort to discuss the appropriate skills required to overcome irresponsible sexual behaviour	Discusses appropriate skills required to overcome irresponsible sexual behaviour with guidance
Ability to identify practices that violate the right to life for a human being	With appropriate examples, identifies practices that violate the right to life for a human being	Identifies practices that violate the right to life for a human being	Identifies some practices that violate the right to life for a human being	Identifies practices that violate the right to life for a human being when prompted
Ability to outline the effects of violation of the right to life for a human being	Outlines the effects of violation of the right to life for a human being with illustrations	Outlines the effects of violation of the right to life for a human being	Makes effort to outline the effects of violation of the right to life for a human being	Outlines the effects of violation of the right to life for a human being with guidance

Ability to explain Christian teachings on the dangers of alcohol, drugs and substance abuse	Explains Christian teachings on the dangers of alcohol, drugs and substance abuse and cites relevant examples	Explains Christian teachings on the dangers of alcohol, drugs and substance abuse	Makes effort to explain Christian teachings on the dangers of alcohol, drugs and substance abuse	Explains Christian teachings on dangers of alcohol, drugs and substance abuse with assistance
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CSL 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• what went well and why• what did not go well and why,• what can be done differently next time• what they have learnt.
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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 emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies 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 Nurturing Talents/abilities <i>4 lessons</i>	<ul style="list-style-type: none"> • Observation Schedules, • Written Quizzes • Checklists, • Oral questions 	Good News Bible, Flashcards, Pictures, Songs, Digital devices, Charts, Poems	Participating in career and talent building at school and church level
	1.2 Marriage and Family <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule • Written Quizzes 	Good News Bible, flashcards, pictures, songs, digital devices, charts	Read and discuss Bible stories with family members
	1.3 God rested Leisure <i>4 Lessons</i>	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric 	Good News Bible ,Flash cards, Pictures, Songs , digital devices, charts, relia	Attending youth camps and trainings developing skills responsible living

2.0 The Holy Bible	2.1 The Inspired Word of God (God rested) <i>4 Lessons</i>	<ul style="list-style-type: none"> • Oral questions • Observationschedules • Checklists 	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts,	Participating in church or school programmes that writing and readingthe Bible and Christian books
	2.2 The Ten Commandments <i>4 lessons</i>	<ul style="list-style-type: none"> • Written questions • Assessment rubric • Profiles 	Good News Bible, learners' tablets, projectors, radio, smartphone, TV, camera	Coming up with clubs and societies that enhance peace education and respect for the law
	BibleStories: God'spower <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral questions • Profiles • Written questions • Assessment rubric 	Good News Bible, hymn books, resource persons, community resources, realia, songs, digital devices, poems	Practicing creativewriting about memorable eventsand role model personalities
	2.2.2 Faith inGod <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Checklists • Anecdotal Notes 	Good News Bible, Bible story books, audio player, picture cards, pencils,	Listening to biblical stories fromreligious leaders
	2.2.3 Determination <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Checklists • Journals 	Good News Bible, Bible story books resource persons, community resources, realia	school clubs andsocieties that education about resilience and determination

3.0 Life of Jesus Christ	3.1 The Call of the first four Disciples <i>5 lessons</i>	<ul style="list-style-type: none"> • Oral questions, • portfolio, • observationschedule 	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts, realia, videos, charts, posters	Practising leadershiproles at the churchand home
	3.2 The Temptations of Jesus Christ <i>5 lessons</i>	<ul style="list-style-type: none"> • question andanswer • Assessment rubric • Anecdotal notes 	Good News Bible ,Flash Cards, Songs , Digital devices, Charts, videos, charts, posters	Clubs and Societies that encourage responsible behaviour
	3.3.1 Miracles of Jesus Jesus the universal saviour <i>4 lessons</i>	<ul style="list-style-type: none"> • Observation • Written quizzes • Question andanswer 	Good News Bible, community resources, realia, videos, charts, posters	With guidance fromthe teachers/parentsand guardian come up with child friendly income generating activities
	3.3.2 The bleeding woman <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question andanswer 	Good News Bible, learners' tablets, projectors, radio, smartphone, TV, camera	Organize fund drives to help the needy, the sick andpoor aged

3.3.3 Jesus power over death <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral questions • Observation Schedules • Written Quizzes 	Good News Bible, learners' tablets, projectors, radio, smart phone, TV, cameras, songs	Training learners through After school support/holiday camps for both spiritual, social, emotional and economic matters
3.4 The kingdom of God <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Observation Schedule • Written Quizzes 	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Mentorship and coaching programmes which emphasis values such as compassion strengthening clubssuch as 4K club, Lions Club, Girls guides and Scouts
3.5 Attitude towards wealth <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • ObservationSchedule • Written Quizzes 	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	

4.0 The Church	4.1 Christian suffering <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, digital devices e.g radio, TV, digital content and video clips, songs and poems	Use of motivational spiritual and entrepreneurial speakers
	4.2 Church Unity <i>5 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, hymnbooks, resource persons, community resources, realia, Songs, digital devices, poems	Learners to visit a different Church form their own and observe how they worship
	4.3 Good Citizenship <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, hymnbooks, resource persons, community resources, realia, Songs, digital devices, poems	Participate in local, church and national celebrations and note their importance
	4.4 Interpersonal relationship <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, hymnbooks, resource persons, community resources, realia, Songs, digital devices, poems	Learners to listen to a motivational speaker in church on why people should care and relate well with one another

5.0 Christian Living	5.1 Friendship Formation <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Written Quizzes, • Question And Answer 	Good News Bible, Biblestory books resource persons,	Role play a situation involving making right choices during Pastoral Programs Instructions
	5.2 Human Sexuality <i>5 lessons</i>	<ul style="list-style-type: none"> • Checklists • projects, • anecdotal notes 	Good News Bible, Biblestory books resource persons, community resources,	Youth seminars and camps to learn social issues
	5.3 Alcohol and Substance Use <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • projects, • anecdotal notes 	Good News Bible, Biblestory books resource persons, community resources, realia	Listen to a medical doctor discussing the dangers of alcohol, drugs and substance abuse
	5.4 Sanctity of life <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer • Checklists • projects, • anecdotal notes 	Good News Bible, hymnbooks, resource persons, community resources,	Listen to a Clergy or a doctor on the importance of human life

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