



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

UPPER PRIMARY SCHOOL

CURRICULUM DESIGN

GRADE 6

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

LEVEL 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

The teaching of Hindu Religious Education (HRE) at Upper Primary in **Grade six** aims at nurturing and developing the learner's knowledge and understanding of religion, religious beliefs, practices, values and traditions and their influence on individuals, communities, societies and cultures. It enables the learner deepen faith in Paramatma, the teachings of Enlightened Beings and commonalities in the four faiths Sanatan/Vadic, Jainism, Buddhism and Sikhism to be at peace with God, self, others and the environment for harmonious living.

It motivates the learner to embrace values taught by Enlightened Beings through the Scriptures and live by them. Yoga contributes towards the holistic development of the learner therefore fostering a well-balanced individual who can live harmoniously in the diverse global village.

In addition the course enables the learner to recognize and appreciate beliefs and practices of other World Religions and develop skills for living in an increasingly diverse world. HRE further enables the learner to develop attitudes of care and empathy for others and the environment for harmonious living.

Integration of theoretical approaches in HRE promotes the acquisition of basic core competencies. These competencies can be acquired through constructive contributions both by the teacher and the learner using appropriate platforms of teaching/learning. Thus, it provides an opportunity to the learner to become an ethical, engaged and empowered citizen.

GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:

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

1. Understand creation as taught in the four faiths and develop a sense of belonging to a common humanity
2. Develop desired knowledge, skills, attitudes and values to acknowledge and care for people, environment, animals, birds and adopt sustainable consumption habits for harmonious living
3. Develop and apply spiritual and moral values in daily life and follow the teachings of Enlightened Beings for righteous living and appreciate the teachings of Scriptures for spiritual growth
4. Recognize and embrace key features in places of worship, their importance for understanding and exhibit responsible participation in the celebration of Utsav(festivals) for righteous living
5. Apply and practice Yoga for fitness and good character building for self-fulfilment and social harmony.
6. Explore opportunities for social entrepreneurship and manage natural, man-made and financial resources appropriately for posterity of life
7. Demonstrate respect for diversity and cultivate positive relationships with people from different religions for harmonious living
8. Demonstrate netiquette and apply digital technology in appropriate ways in research for personal development, social interactions spiritual knowledge growth

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Creation	1. 1 Creation in Buddhism and Sikhism (Scriptural stories) (6 lessons)	By the end of the Sub strand the learner should be able to: a) identity the concepts of creation from Buddhism and Sikhism for familiarisation, b) display concepts of creation for deeper understanding, c) appreciate different concepts of creation for social awareness.	The learner is guided to: <ul style="list-style-type: none"> • mention the concept of creation from Buddhism and Sikhism, • discuss in groups about the different creation concepts, • watch a video on discourse by a spiritual teacher, • ask their elders/parents questions on the different concepts of creation, • Prepare a skit from a Scriptural story and enact as a group 	<ol style="list-style-type: none"> 1. Why is it important to know creation concepts in Buddhism and Sikhism? 2. How does concept of creation help one appreciate Paramatma?

			<p>activity,</p> <ul style="list-style-type: none"> • visit places of worship accompanied by parents/guardian/teacher • to inquire more about the concepts of creation in Buddhism and Sikhism. • search and report on different creation concepts using search engines /Scriptures/library/resource person. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn-Learners acquires self-discipline as work collaboratively and Prepare a skit from a Scriptural story and enact as a group activity. • Digital Literacy- Learners interact with technology as they search and report on different creation concepts using search engines /Scriptures/library/resource person. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect-Learners acquire virtues of acceptance as they visit places of worship accompanied by parents/guardian/teacher to inquire more about the concepts of creation in Buddhism and Sikhism. 				

Pertinent and Contemporary Issues:

- **Citizenship-** Learners develop social cohesion as they visit different places of worship accompanied by parents/guardian/teacher to inquire more about the concepts of creation in Buddhism and Sikhism.

Links to other subjects:

- **Creativity arts:** Learners enhance creative skills as they watch a video on discourse by a spiritual teacher.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Creation	1.2 Gifts of Nature -cow -peacock -horse -elephant -hawk -Garur -Lion	By the end of the Sub strand the learner should be able to: a) identify birds and animals used in the four faiths, b) match birds and animals in four faiths with their importance, c) appreciate the importance of specific birds and animals according to the four faith.	The learner is guided to: <ul style="list-style-type: none">• give name of birds and animals in their four faiths.• discuss in group on the religious importance of selected animals and birds:• Prepare a skit from a Scriptural story and enact as a group activity.• draw animals and birds of religious importance using digital devices• take videos and photos of birds and animals and	<ol style="list-style-type: none">1. How does specific birds and animals give symbolic significance in different faiths?2. How do Scriptural stories show interdependency of nature and humans?

	(6 lessons)		<p>identify the ones of religious importance.</p> <ul style="list-style-type: none"> • listen to radio lessons and stories related to birds and animals of religious importance/watch videos. • participate in a charity walk to raise funds to preserve environment. • visit the temple/museum as a group to observe pictures/murals/sculptures of birds and animals • Assist learners with special needs as per their abilities through peer teaching importance of birds and animals that are considered sacred. • engage in group discussions to highlight symbolic significance of birds and animals of religious importance as related to Enlightened 	
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			Beings.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Learning to learn- Learners become self-disciplined as they engage in group discussions to highlight symbolic significance of birds and animals of religious importance as related to Enlightened Beings. • Digital Literacy- Learners interacting with technology as they take videos and photos of birds and animals and identify the ones of religious importance. 				
Values:				
<ul style="list-style-type: none"> • Love: Learners develop virtues of peace as they visit the temple/museum as a group to observe pictures/murals/sculptures of birds and animals. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Citizenship: learners enhance social cohesions as they participate in a charity walk to raise funds to preserve environment. 				
Links to other subjects:				
<ul style="list-style-type: none"> • Agriculture & Nutrition: Learners enhance Agricultural skills as they give name of birds and animals in their four faiths. • Creative arts: Learners enhance creative skills as they draw animals and birds of religious importance using digital devices. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the concepts of	Identifies the concepts of creation	Identifies the concepts of creation from	Identifies some of the concepts of creation	Identifies some of the concepts of creation

creation from Buddhism and Sikhism for familiarisation.	from Buddhism and Sikhism correctly.	Buddhism and Sikhism.	from Buddhism and Sikhism.	from Buddhism and Sikhism with guidance.
Ability to identify birds and animals used in the four faiths.	Identifies birds and animals used in the four faiths correctly.	Identifies birds and animals used in the four faiths.	Identifies some birds and animals used in the four faiths.	Identifies some birds and animals used in the four faiths with prompts.
Ability to match birds and animals in four faiths with their importance.	Matches birds and animals in four faiths with their importance appropriately.	Matches birds and animals in four faiths with their importance.	Matches few birds and animals in four faiths with their importance.	Matches few birds and animals in four faiths with their importance with assistance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings and Social	By the end of the Sub strand the	The learner is guided to: <ul style="list-style-type: none"> • read the life histories 	How does the teaching of the

	<p>Welfare</p> <p>Raja Ram Mohan Rai Atma Ram Ji Sarriputa Sri Guru Hargobind Sahib ji</p> <p>(10 lessons)</p>	<p>learner should be able to:</p> <p>a) identify key events from the lives of Enlightened beings for social welfare,</p> <p>b) classify the contributions of Enlightened Beings for inspiration,</p> <p>c) appreciate the teachings of Enlightened Beings to enhance social</p>	<p>of the listed Enlightened Beings using relevant resources</p> <ul style="list-style-type: none"> • discuss with parents/guardian/teacher to gain knowledge on Enlightened Beings • listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device • research and write essays on the lives of Enlightened Beings • role play/perform skits based on the key events from the lives of Enlightened Beings. • Assist learners with special needs as per their abilities draw 	<p>Enlightened Beings contribute to social welfare?</p>
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		harmony.	sketches of Enlightened Beings using digital devices/drawing book. <ul style="list-style-type: none"> • watch animated films on Enlightened Beings using digital devices. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy-Learners enhance digital skills as they listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device. 				
Values: <ul style="list-style-type: none"> • Unity: Learners enhance cooperation as they role play/perform skits based on the key events from the lives of Enlightened Beings. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Life skills, moral and human sexuality education: learners enhance developmental perspective as they read the life histories of the listed Enlightened Beings using relevant resources. 				
Links to other subjects: <ul style="list-style-type: none"> • Creative Arts: Learners enhance creative skills as they draw sketches of Enlightened Beings using digital devices/drawing book. • Computer studies: Learners enhance digital skills as they watch animated films on Enlightened Beings using digital devices. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify key events from the lives of Enlightened beings for social welfare.	Identifies key events from the lives of Enlightened beings with precise.	Identifies key events from the lives of Enlightened beings.	Identifies some key events from the lives of Enlightened beings.	Identifies some key events from the lives of Enlightened beings with guidance.
Ability to classify the contributions of Enlightened Beings for inspiration.	Classifies the contributions of Enlightened Beings appropriately.	Classifies the contributions of Enlightened Beings.	Classifies some of the contributions of Enlightened Beings	Classifies some of the contributions of Enlightened with assistance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Scriptures	3.1 Scriptures and Moral values Bagavad Gita, Uttradhayaan (Ch. 13-18), Sutta Pitaka, Sri Guru Granth Sahib ji. (10 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the teachings of Scriptures that enhance moral values for familiarization, b) interpret the teachings of Scriptures to foster social harmony, c) appreciate teaching of scriptures for enhancing moral values. 	The learner is guided to: <ul style="list-style-type: none"> • read scriptures that enhance moral values in groups • listen to stories/resource person/audio-visual device to know about the role of the Scriptures. • Share stories from Scriptures that explain their roles as carriers of moral values • recite mantras from Scriptures based upon their roles to instil moral values • use search engines to identify the Scriptural stories that enhance moral values in the community. 	<ol style="list-style-type: none"> 1. How do Scriptural stories contribute to instil moral values? 2. How can we apply teaching of scriptures and instil moral values?

			<ul style="list-style-type: none"> • make discussions on the role of Scriptures. • Assist learners with special needs as per their abilities through peer teaching lessons drawn from the Scriptural stories. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Learners enhance digital skills as they use search engines to identify the Scriptural stories that enhance moral values in the community. • Learning to learn: Learners organize own learning as they listen to stories/resource person/audio-visual device to know about the role of the Scriptures. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners develop sense of open mindedness as they recite mantras from Scriptures based upon their roles to instil moral values. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills. Moral and human sexuality education: Learners develop life skills as they use search engines to identify the Scriptural stories that enhance moral values in the community. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Social studies: Learners enhance social skills as they share stories from Scriptures that explain their roles as carriers of moral values. • Creative arts: Learners develop creative skills as they listen to stories/resource person/audio-visual device to know about the role of the Scriptures. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the teachings of Scriptures that enhance moral values for familiarization	Identifies the teachings of Scriptures that enhance moral values correctly.	Identifies the teachings of Scriptures that enhance moral values.	Identifies some of the teachings of Scriptures that enhance moral values.	Identifies some of the teachings of Scriptures that enhance moral values with assistance.
Ability to interpret the teachings of Scriptures to foster social harmony	Interprets the teachings of Scriptures with examples.	Interprets the teachings of Scriptures.	Interprets some of the teachings of Scriptures.	Interprets some of the teachings of Scriptures with guidance.

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Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Worship	4.1 Basic chants/mantras as per Buddhism (Paying homage, tisarana and pancha sila) (7 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify basic chant/the mantras of paying homage to the Buddha for spiritual nourishment, b) describe importance of Tisarana (taking refuge in triple gem) for spiritual growth, c) appreciate Pancha Sila (five precepts) for moral development. 	The learner is guided to: <ul style="list-style-type: none"> • mention basic chants/mantras according to the Buddha faith, • discuss in groups how chanting these mantras helps one develop moral values and spiritual growth, • recite the 3 basic chants of Buddhist practice with aid of digital devices, • watch animated short story on importance of Tisarana using digital devices, • listen to a resource person to guide in moral education 	How is recitation of chants/ mantras important in Buddhists occasions?

			<p>through Pancha Sila mantra,</p> <ul style="list-style-type: none"> • visit a Buddhist vihaar to understand the application of these mantras in real life, • Assist learners with special needs as per their abilities through peer teaching, the religious practices carried out in a place of worship, • Write a composition on how to apply Pancha sila in real life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners enhance speaking skills as they recite the 3 basic chants of Buddhist practice with aid of digital devices. • Digital Literacy: Learners interacting with technology as they watch animated short story on importance of Tisarana using digital devices. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners exhibit patience as they listen to a resource person to guide in moral education through Pancha Sila mantra. 				

Pertinent and Contemporary Issues:

- **Life skills, Morals:** Learners enhance morals as they discuss in groups how chanting these mantras helps one develop moral values and spiritual growth.

Links to other subjects:

- **Language activity:** Learners develop writing skills as they write a composition on how to apply Pancha sila in real life.
- **Creativity arts:** Learners enhance creative skills as they recite the 3 basic chants of Buddhist practice with aid of digital devices

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Worship	4.2 Buddhist Vihaar in Africa	By the end of the sub-strand the learner should be able to: a) identify the practices and ceremonies held in Buddhist Vihaar for social awareness, b) distinguish the significance of the features in a Buddhist Vihaar from other symbols for familiarization, c) appreciate value	The learner is guided to: <ul style="list-style-type: none">• name practice and ceremonies held in Buddhist Vihaar,• collect pictures of Buddhist Vihaar in Africa from magazines/newspapers/digital devices,• discuss on the different features of Buddhist Vihaar,• Create a montage using photos from the places of	<ol style="list-style-type: none">1. Why is it important to visit a place of worship?2. What is the importance of features found in a Buddhist temple?

	(7 lessons)	Buddhist Vihaar in Africa for moral and spiritual wellness	worship, <ul style="list-style-type: none"> • visit places of worship to witness activities carried out at different times, • use digital devices to locate the Buddhist Vihaar in Kenya, • Assist learners with special needs as per their abilities through peer teaching draw and colour the Buddhist Vihaar, • visit a Buddhist Vihaar to witness ceremonies, architecture and other important features. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: Learners interacting with technology as they use digital devices to locate the Buddhist Vihaar in Kenya. 				
Values: <ul style="list-style-type: none"> • Unity: Learners enhance cooperation as they collect pictures of Buddhist Vihaar in Africa. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Citizenship-Learners enhance social cohesion as they visit places of worship to witness activities carried out at different times. 				

Links to other subjects:

Social studies:

- **Creative Arts:** Learners enhance creative skills as they create a montage using photos from the places of worship, draw and colour the Buddhist Vihaar.
- **Social studies:** Learners reinforce social studies as they discuss on the different features of Buddhist Vihaar.

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ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify basic chant/the mantras of paying homage to the Buddha for spiritual nourishment	Identifies basic chant/the mantras of paying homage to the Buddha correctly.	Identifies basic chant/the mantras of paying homage to the Buddha.	Identifies some basic chant/the mantras of paying homage to the Buddha.	Identifies basic chant/the mantras of paying homage to the Buddha with assistance.
Ability to describe importance of Tisarana (taking refuge in triple gem) for spiritual growth	Describes importance of Tisarana (taking refuge in triple gem) appropriately.	Describes importance of Tisarana (taking refuge in triple gem).	Describes some importance of Tisarana (taking refuge in triple gem).	Describes some importance of Tisarana (taking refuge in triple gem) with guidance.
Ability to identify the practices and ceremonies held in Buddhist Vihaar for social awareness	Identifies the practices and ceremonies held in Buddhist Vihaar correctly.	Identifies the practices and ceremonies held in Buddhist Vihaar.	Identifies some of the practices and ceremonies held in Buddhist Vihaar.	Identifies some of the practices and ceremonies held in Buddhist Vihaar with assistance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.0 Sadachaar (Social Ethics)	5.1 Managing Resources: <ul style="list-style-type: none"> • (Natural, financial, man-made and time) (9 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) classify the types of resources relevant in their life for harmonious living, b) provide correct use of various resources for better living, c) show appropriate use of resources for sustainable development, d) develop desire to use and manage 	The learner is guided to: <ul style="list-style-type: none"> • name different types of resource • research and classify different types of commonly used resources, • compare and adopt various strategies from other countries to manage resources, • discuss on appropriate use of resources in small groups, • plan for and share resources with the less fortunate in the society, • download and use time management applications from digital devices, • initiate campaign in 	<ol style="list-style-type: none"> 1. How can we take care of resources in school and community? 2. Why is it important for an individual to take care of resources? 3. How is technology useful in managing resources usefully?

		<p>resources prudently for sustainable development.</p>	<p>groups to motivate peers to be punctual in all school activities,</p> <ul style="list-style-type: none"> • create a hypothetical budget with priority items to be purchased within the available funds, • design posters indicating switching off the electric appliances/turning off the taps after use at school/home/community centres, • watch videos on managing resources in an appropriate manner, • model the managing of resources prudently for sustainable development • visit a Home for the less fortunate to appreciate the value of responsible use of food. 	
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Core Competencies to be developed:

- **Citizenship:** Learners develop a sense of initiative and entrepreneurship skill as they create a hypothetical budget with priority items to be purchased within the available funds.
- **Creativity:** Learners enhance decision making skills as they model the managing of resources prudently for sustainable development.

Values:

- **Responsibility-**Learners practice self-drive as they initiate campaign in groups to motivate peers to be punctual in all school activities.
- **Love –** Learners extend love by sharing as they visit a Home for the less fortunate to appreciate the value of responsible use of food.

Pertinent and Contemporary Issues:

- **Community service learning-** Learners engage in community service as they visit a Home for the less fortunate to appreciate the value of responsible use of food.
- **Education for Sustainable Development (ESD)-**Learners enhance financial literacy as they create a hypothetical budget with priority items to be purchased within the available funds. .

Links to other subjects:

- **Creative Arts –** Learners practice creativity as they design posters indicating switching off the electric appliances/turning off the taps after use at school/home/community centres.

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to provide correct use of various resources for better living	Provides correct use of various resources consistently.	Provides correct use of various resources.	Provides correct use of various resources with inconsistencies.	Provides correct use of various resources with assistance.
Ability to classify the types of resources relevant in their life for harmony	Classifies the types of resources relevant in their life appropriately.	Classifies the types of resources relevant in their life.	Classifies some of the types of resources relevant in their life.	Classifies some of the types of resources relevant in their life with guidance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Yoga (Holistic wellness)	6.1 Asanas (Physical postures) <i>Pranaayam (Breathing exercises)</i> <i>Bhramari (humming bee breath), Sheetal Pranaayam (cooling breath), Sheet kari Paranaayam (hissing breath)</i> <i>Dhanur Asan</i> <i>Vajra asan</i> <i>Chakra chalan asan</i>	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) Describe the types of Pranaayam and Asanas for familiarisation, b) Practice Pranaayam and Asanas for physical wellbeing, c) Acknowledge the importance of Pranaayam and Asanas for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm about the different types of Pranayams and asanas, • collect pictures from magazines, newspapers/digital platforms on Pranayams and asanas. • visit and participate in the celebration of International Yoga Day. • practice the asanas. Individually and in pairs under the supervision of a 	<ol style="list-style-type: none"> 1. Why are asanas important in Yoga? 2. What is the importance of Pranayam in life?

	(7 lessons)		<p>resource person.</p> <ul style="list-style-type: none"> • practice the breathing exercises of Pranaayam using digital device • perform pranayams correctly under the supervision of able resource person. • make a journal to record their Yoga practice and changes observed in themselves, • create a Yoga guidance video using digital devices. • demonstrate correct postures of asanas. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity – Learners enhance creativity as they make a journal to record their Yoga practice and changes observed in themselves, 				

- **Citizenship**-Learners develop national and cultural identity as they visit and participate in the celebration of International Yoga Day.

Values:

- **Responsibility**- Learners acquire excellence as they perform Pranayams correctly under the supervision of able resource person.

Pertinent and Contemporary Issues:

- **Life skills**-Learners enhance self-management skills as they perform Pranayams correctly under the supervision of able resource person.

Links to other subjects:

- **Creative Arts** – Learners acquire creative skills as they Make a journal to record their Yoga practice and changes observed in themselves and Create a Yoga guidance video using digital devices and demonstrate correct postures of asanas.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Yoga	6.2 Communal aspects of Yoga Being Enhanced (Live to learn) Being Peaceful (Live in harmony) Environmental protection (7 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) Explain the benefits of environmental protection for communal wellness, b) Assess improvements they observed in themselves over a specific period for self-evaluation, c) Illustrate ways of protecting the environment for sustainable development, d) Embrace Yoga for 	The learner is guided to: <ul style="list-style-type: none"> • research with the aid of a digital device/resource person, case studies of communities that have benefited from environmental conservation, • participate in cleaning the school compound campaign. • organise a tree planting drive in school • make posters on how to conserve environment and display in the school compound and in the community 	<ol style="list-style-type: none"> 1. How are the different aspects of Yoga beneficial to the society? 2. How does Yoga and meditation influence one's life?

		<p>harmonious living.</p>	<p>centers.</p> <ul style="list-style-type: none"> • sensitize the school community on negative effects of noise and air pollution. • participate in communal Yoga to practice meditation and exercises. • compose/sing/recite songs/poems on peace in groups. • work with the guidance and counselling teacher in school to address some critical issues encountered by learners. • Assist learners with special needs as per their abilities through peer teaching basic meditation in Yoga. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship – Learners practice social cultural sensitivity and awareness as they sensitize the school community on negative effects of noise and air pollution. • Learning to learn – Learners enhance self-discipline as they make posters on how to conserve environment and display in the school compound and in the community centres. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility-Learners enhance resilience as they participate in communal Yoga to practice meditation and exercises. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills-Learners develop analytical thinking skills as they work with the guidance and counselling teacher in school to address some critical issues encountered by learners. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Agriculture & Nutrition – Learners practice environmental conservation skills as organise a tree planting drive in school. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of environmental protection for communal wellness.	Explains the benefits of environmental protection with details.	Explains the benefits of environmental protection.	Explains the benefits of environmental protection with less details.	Explains some of the benefits of environmental protection with guidance.
Ability to illustrate ways of protecting the environment for sustainable development.	Illustrates ways of protecting the environment consistently.	Illustrates ways of protecting the environment.	Illustrates ways of protecting the environment with inconsistencies.	Illustrates some of the ways of protecting the environment with guidance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
7.0 Principles of Dharma	7.1 Virtues and principles of Dharma in Buddhism (based on Scriptural stories) (10 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) describe the primary virtues from Buddhist stories for righteousness, b) interpret the relevance of key virtues for righteousness from Buddhist stories in their life, c) uphold the Principles of Dharma in building up one's character for citizenship. 	The learner is guided to: <ul style="list-style-type: none"> • watch discourses and narrate relevant stories on Principles of Dharma in Buddhism • perform skits based on the narrated stories • download information on virtues for righteousness using digital devices and discuss in groups. • visit a Buddhist Vihaar accompanied by parents/guardians to learn Principles of Dharma, • implement Principles 	<ol style="list-style-type: none"> 1. Why is it important to observe virtues for righteousness? 2. How can one implement Principles of Dharma in daily life? 3. How can Principles of Dharma be applied in the classroom situations?

			<p>of Dharma in class during activities appropriately,</p> <ul style="list-style-type: none"> • dramatize Scriptural stories based on the Principles of Dharma. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners develop teamwork skills as they dramatize Scriptural stories based on the Principles of Dharma • Digital Literacy: Learners interact with digital technology as they download information on virtues for righteousness using digital devices and discuss in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: learners inculcate compassion as they implement Principles of Dharma in class during activities appropriately. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills – Learners acquire social awareness skills as they visit a Buddhist Vihaar accompanied by parents/guardians to learn Principles of Dharma. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Creative Arts: Learners enhance creative skills as they dramatize Scriptural stories based on the Principles of Dharma 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the primary virtues from Buddhist stories for righteousness.	Describes the primary virtues from Buddhist stories with precision.	Describes the primary virtues from Buddhist stories.	Describes some of the primary virtues from Buddhist stories.	Describes some of the primary virtues from Buddhist stories with prompts.
Ability to interpret the relevance of key virtues for righteousness from Buddhist stories in their life.	Interprets the relevance of key virtues correctly.	Interprets the relevance of key virtues.	Interprets the relevance of key virtues partially.	Interprets the relevance of key virtues with guidance.

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
8.0 Utsav (Festivals)	8.1 Utsav from other faiths Christmas Eid-ul-fitur <i>Indian traditional calendar</i> <i>-Sankranti,</i> <i>-Amavasya (No Moon Day),</i> <i>-Purnima (Full Moon Day) in four faiths</i> (11 lessons)	By the end of the Sub strand the learner should be able to: a) state the significance of celebrating the festivals for posterity, b) take part in festivals for social cohesion and harmony, c) nurture the value of celebrating festivals towards spiritual growth and social harmony, d) recognize special days of the month as per Indian traditional calendar for spirituality and social harmony.	The learner is guided to: <ul style="list-style-type: none"> • listen to stories/narrate stories about the significance of celebrating festivals, • watch videos on religious festivals observed in Christianity and Islamic faiths, • take active part in the celebration of festivals and write reports on how festivals are celebrated • Sing Christmas carols and Surah's in 	<ol style="list-style-type: none"> 1. Why do we celebrate festivals? 2. How do festivals enhance social harmony? 3. Why are festivals that fall on Purnima and Amavasya considered more auspicious?

			<p>relation to the festivals.</p> <ul style="list-style-type: none">• do charity work at children's homes and elderly homes, visit school of children with special needs for inclusive celebrations.• assist learners with special needs to safely participate during group activities.• perform skits based on the festivals,• listen to a resource person on the significance of special days of month as per the four faiths.• download the Indian traditional calendar to depict dates of these	
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			special days. <ul style="list-style-type: none"> • use search engines to understand different phases of moon. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship – Learners enhance social and cultural identity skills as they do charity works at children’s homes and elderly homes, visit school of children with special needs for inclusive celebrations. • Digital Literacy- Learners interact with digital technology as they download the Indian traditional calendar to depict dates of these special days and use search engines to understand different phases of moon. 				
Values: <ul style="list-style-type: none"> • Unity-Learners enhance Cooperation as they assist learners with special needs to safely participate during group activities. • Love – Learners enhance selflessness as they do charity works at children’s homes and elderly homes, visit school of children with special needs for inclusive celebrations. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Community Service Learning-Learners practice community service as they do charity works at children’s homes and elderly homes, visit school of children with special needs for inclusive celebrations. • Education for Sustainable Development(ESD)- Learners address safety issue as they assist their peers with special needs to safely participate during group activities. 				
Links to other subjects: <ul style="list-style-type: none"> • Creative Arts: Learners enhance creative skills as they sing Christmas carols and Surahs in relation to the festivals. 				

ASSESSMENT RUBRIC

INDICATOR LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state the significance of celebrating the festivals for posterity,	States the significances of celebrating the festivals correctly.	States the significances of celebrating the festivals.	States some of the significances of celebrating the festivals.	States some of the significances of celebrating the festivals with guidance.
Ability to take part in festivals for social cohesion and harmony,	Takes part in festivals with resilience.	Takes part in festivals.	Takes part in festivals with laxity.	Takes part in festivals with motivation.

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

- 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 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: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Creation	Panchmahabhoot	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play

Scriptures	Essence of Scriptures	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork Audio//Video recordings' presentation	Resource persons Digital media Library Magazines Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances
Worship	Sanatan Prayers	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization

Sadachaar	Moral stories	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Yoga	Pranayams and Asanas	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization

Principles of Dharma	Principles of Sanatan/Vedic Dharma	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Utsav (Festivals)	Religious and Social festivals	Oral questioning Projects Portfolio Observations Written work Quiz Presentation of tabulated work Photograph presentations Self and peer review	Digital devices Resource persons Library Tactile illustrations Magazines	Visiting to places of worship Photographing Recording videos