



*Nurturing Every Learner's Potential*

**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**PRE PRIMARY CURRICULUM DESIGN**

**HINDU RELIGIOUS EDUCATION**

**PRE PRIMARY I**

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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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

**4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## LESSON ALLOCATION FOR PRE-PRIMARY

<b>S/No</b>	<b>Activity Learning Area</b>	<b>Number of Lessons per Week</b>
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
<b>Total</b>		<b>25</b>

## **LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION**

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

- a) Demonstrate basic literacy and numeracy skills for learning
- b) Apply creative and critical thinking skills in problem solving
- c) Practice appropriate etiquette for interpersonal relationships
- d) Explore the immediate environment for learning and enjoyment
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
- g) Develop interests, talents and character for positive contribution to the society.

### **ESSENCE STATEMENT**

Hindu Religious Education offers an opportunity to learn Hinduism/Sanatan, Jain, Buddhist and Sikh faiths. Religious knowledge is acquired early in life from family and community. The formal teaching of HRE aims at nurturing faith in Paramatma, self-awareness, guiding one's personal obligations and duty to the immediate environment. HRE at lower Primary will be delivered through formal, non-formal and informal approaches which will enable the learner to enjoy learning.

It provides opportunities to instill moral values and good social habits in learners for effective living as individuals, members of the community and the nation at large. HRE will provide ways for physical, mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others.

Pertinent and contemporary issues in society have been well mainstreamed in the HRE curriculum. The learners acquire requisite competencies as enshrined in the Basic Education Curriculum Framework. Hindu Religious education emphasises morals that teach learners to be optimistic, respect each other, and anticipate the best for themselves and others.

## **GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION**

By the end of Pre-Primary one level the learner should be able to:

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally.
2. Exhibit reverence and adoration for Enlightened Beings as guides for living a healthy and harmonious life
3. Acknowledge the divinity of the Scriptures for respect and appropriate handling.
4. Demonstrate basic rituals as taught for grounding them in faith to enhance self-efficacy and self esteem
5. Practice Sadachaar ethically and morally to care for self and others for sustainable living.
6. Perform simple age-appropriate Yoga exercises for holistic wellbeing and enjoyment.
7. Appreciate Paramatma's creation by showing care for themselves, others and the environment



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creation</b>  (3 lessons)	<b>1.1 Myself</b>  -My name  - My gender	By the end of substrand, the learner should be able to: a) recognize self, name and gender for self-awareness, b) tell the first religious greeting as they wake up in the morning for connecting to Paramatma c) appreciate the self as a girl or a boy for self-esteem.	The learner is guided to: <ul style="list-style-type: none"> <li>• share a moment of self-introduction by mentioning their name and gender,</li> <li>• Colour/ paint sketches of boys and girls,</li> <li>• Practice good personal care activities,</li> <li>• Listen/sing songs/play games/recite poems about good health in boys and girls in groups,</li> <li>• Practice personal hygiene such as washing of hands, toilet use that will protect the learner and others from ill-health,</li> <li>• Sing songs that appreciate the importance of being a boy/girl as a gift from Paramatma,</li> </ul>	What do you like about yourself?

			<ul style="list-style-type: none"> <li>• use a digital device/photo to sort out pictures of boys and girls.</li> </ul>	
<p><b>1.2 My family (Nuclear)</b></p> <p>Mother, Father, and Siblings,</p>	<p>By the end of substrand the learner should be able to:</p> <p>a) Tell the names of family members for self-identity,</p> <p>b) relate with the members of their family for sense of belonging,</p> <p>c) Appreciate their family as a gift from Paramatma.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• mention the names of the members of their family,</li> <li>• colour a family tree having sketches of mother, father, and siblings,</li> <li>• ask their parents for pictures of their family members and mount them on the family tree,</li> <li>• count members of their own family.</li> </ul>	<p>1. How important are mother and father in one's life?</p> <p>2. Why do you want siblings in your family?</p>	
<p><b>1.3 My surrounding Environment (Plants and animals)</b></p>	<p>By the end of substrand the learner should be able to:</p> <p>a) name the location of their home,</p> <p>b) identify plants and animals in their immediate</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• ask their parents to write their home location for them to present in class.</li> <li>• Repeat reading the different locations after the teacher in class,</li> </ul>	<p>How do you take care of your plants and animals at home?</p>	

		<p>surroundings as Paramatma's creation,</p> <p>c) appreciate Paramatma's creation through watering plants and animals for preservation of life.</p>	<ul style="list-style-type: none"> <li>• identify various plants and animals in the school environment to relate them to what they are familiar with/around their home,</li> <li>• water the plants in the school/home and keep feeding trays for domestic animals,</li> <li>• Visit a botanical garden in the company of their parents to see flowers,</li> <li>• Sing/recite poems that appreciate the flowers as a gift of Paramatma.</li> </ul>	
<p><b>Core-Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication - Learners exhibit teamwork as they listen/sing songs/play games/recite poems about boys and girls in groups.</li> <li>• Digital literacy- Learners connect using technology as they use digital technology to sort out pictures of boys and girls.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Learners portray self-drive as they water the plants in the school/home.</li> <li>• Unity: Learners practice equality as they listen/sing songs/play games/recite poems about boys and girls in groups.</li> </ul>				
<p><b>Pertinent and Contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Health Issues: Learners practice personal hygiene as they wash hands and toilet use that will protect the learner and others from ill-health.</li> </ul>				

- Socio-economic issues: Learners acquire Environmental education as they are encouraged to water the plants and animals in the school/home.

**Link to other subjects:**

- Environmental activities – Learners apply environmental knowledge as they water the plants in the school/home.

**ASSESSMENT RUBRIC**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to tell first religious greeting as they wake up in the morning for connecting to Paramatma.	Tells first religious greeting as they wake up in the morning regularly.	Tells first religious greeting as they wake up in the morning.	Tells first religious greeting as they wake up in the morning occasionally.	Tells first religious greeting as they wake up in the morning occasionally when prompted.
Ability to State the names of family members for self identity.	States the names of all family members Correctly.	States the names of family members.	States the names of some family members.	States the names of some family members with help.
Ability to identify plants and animals in their immediate surroundings as Paramatma's creation.	Identifies plants and animals in their immediate surroundings distinctly.	Identifies plants and animals in their immediate surroundings.	Identifies some plants and animals in their immediate surroundings.	Identifies plants and animals in their immediate surroundings with prompts.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
<p><b>2.0</b> <b>Manifestations of Paramatma</b></p> <p>(4 lessons)</p>	<p><b>2.1 Enlightened Beings</b></p> <p><i>Shri Ram</i> <i>-Shri Krishna</i> <i>-Lord Mahavir</i> <i>-Lord Buddha</i> <i>-Sri Guru Nanak Dev Ji.</i></p>	<p>By the end of the substrand the learner should be able to:</p> <p>a) Mention Enlightened Beings as per the four faiths,</p> <p>b) Recognize pictures and images of Enlightened Beings for personal association,</p> <p>c) Appreciate the Enlightened Beings for enhancing moral values.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• Sort out pictures/images of Enlightened Beings from a collection of pictures as a group activity,</li> <li>• Listen to stories about Enlightened Beings from their parents/guardians on how Enlightened Beings contributed to the welfare of society,</li> <li>• Visit places of worship accompanied by parents/guardians/teachers to learn more about Enlightened Beings and take part in age-appropriate activities,</li> <li>• Color the pictures of Enlightened Beings appropriately,</li> <li>• Participate in role play during Annual function day in school and other festivals,</li> <li>• Get help from parents to select appropriate</li> </ul>	<p>Why is it important to learn about Enlightened Beings?</p>

			<p>songs/bhajans/Stavans/Kirtan glorifying the Enlightened Beings.</p> <ul style="list-style-type: none"> <li>• Watch animated videos/pictures/images of Enlightened Beings</li> </ul>	
	<p><b>2.2 Paramatma as Trimurti</b></p> <p><i>Brahma, Vishnu, Mahesh</i></p>	<p>By the end of the substrand the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify the names in <i>Trimurti</i> for awareness,</li> <li>Relate to what <i>Trimurti</i> represents for understanding,</li> <li>Appreciate the role of <i>Trimurti</i> for reverence.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• Identify images of <i>Trimurti</i>(,</li> <li>• Learn the role of <i>Trimurti</i> with the assistance of parents/guardians /digital devices,</li> <li>• Collect pictures of <i>Trimurti</i>.</li> <li>• Color the pictures of <i>Trimurti</i> appropriately,</li> <li>• Engage in an activity that can help learners to understand role of Trimurti (Draw, paint and then tear the picture).</li> </ul>	<p>How can you relate creation, growth and withering of a plant with the role of <i>Trimurti</i>?</p>
<p><b>Core-Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration-</b> Learners enhance teamwork as they sort out pictures /images of Enlightened Beings from a collection of pictures as a group activity.</li> <li>• <b>Creativity and Imagination</b> Learners’ communications &amp; self-expression is enhanced as they participate in role playing during school dramas and festivals.</li> </ul>				

**Values:**

- **Responsibility:** Learners portray diligence as they participate in role playing during drama in school and other festivals.

**Pertinent and Contemporary issues (PCIs):**

- **Citizenship:** Learners enhance social cohesion and nationalism as they visit places of worship accompanied by parents/guardians/teachers to learn more about Enlightened Beings and take part in age-appropriate activities.

**Link to other subjects:**

- **Language activities** – Learners develop listening skills as they listen to stories about Enlightened Beings from their parents/guardians.
- **Creative activities:** Learners enhance creative skills as they colour the pictures of Trimurti, participate in role play during Annual function day in school and other festivals,

## ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention Enlightened Beings as per the four faiths.	Mentions Enlightened Beings as per the four faiths correctly.	Mentions Enlightened Beings as per the four faiths.	Mentions some of the Enlightened Beings as per the four faiths.	Mentions some of the Enlightened Beings as per the four faiths with guidance.
Ability to Recognize pictures and images of Enlightened Beings for personal association	Recognizes pictures and images of Enlightened Beings with precision.	Recognizes pictures and images of Enlightened Beings.	Recognizes some of the pictures and images of Enlightened Beings.	Recognizes some of the pictures and images of Enlightened Beings with help.
Ability to identify the names in Trimurti	Identifies the names in Trimurti correctly.	Identifies the names of Trimurti.	Identifies two names in Trimurti.	Identifies two names in Trimurti with prompts.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
<b>3.0 Scriptures</b>  (3 lessons)	<b>3.1 Names of Scriptures</b>  <i>-Ramayan</i> <i>-Kalpasutra</i> <i>-Tipitaka</i> <i>-Sri Guru Granth Sahib Ji.</i>	By the end of the substrand the learner should be able to: a) Name the Scriptures from the four faiths for identification, b) Relate the Scriptures to the respective faiths c) Appreciate the uniqueness of the Scriptures.	The learner is guided to: <ul style="list-style-type: none"> <li>• Point out the names of the Scripture from a chart/flash cards from the four faiths</li> <li>• Match the Scripture with its respective faith,</li> <li>• Make a jigsaw puzzle with the help of parents having names of Scriptures,</li> <li>• Watch a video clip showing images of Scriptures and age-appropriate programs from the internet to learn about Scriptures with the help of parents/guardians.</li> </ul>	1. Why do we respect the Scriptures?  2. How are Scriptures different from one another?
	<b>3.2 Role of Scriptures</b>	By the end of the substrand the learner should be able to: a) Identify the role of Scriptures for awareness, b) retell the role of Scriptures in daily life,	The learner is guided to: <ul style="list-style-type: none"> <li>• Watch videoclips, listen to a resource person on the role of Scriptures,</li> <li>• Report to the teacher morals observed and practiced in daily life at home/school,</li> <li>• Roleplay/dramatize on selected stories from Scriptures,</li> </ul>	1. How do Scriptures influence our lives?  2. What are the ways that can be used to revere Scriptures?

		<p>c) Appreciate the role of Scriptures in teaching moral values.</p>	<ul style="list-style-type: none"> <li>• Assist those living with special needs by taking part in age-appropriate activities,</li> <li>• Sing songs glorifying the role of Scriptures on morals,</li> <li>• Visit places of worship accompanied by parents/guardians/teachers to understand the role of Scriptures.</li> </ul>	
	<p><b>3.3 Placement of Scriptures</b></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a. Identify the appropriate points where Scriptures are placed,</p> <p>b. Participate in age-appropriate activities while placing the Scripture in its designated place,</p> <p>c. Appreciate the way Scriptures are kept for reverence.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• Talk in groups about location of Scriptures in home/ temples,</li> <li>• Ask their parents about the appropriate protocol for keeping the Scriptures,</li> <li>• Participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept,</li> <li>• Visit places of worship accompanied by teacher/parents/guardians to see how Scriptures are kept,</li> <li>• Watch a videoclip showing protocols of keeping the Scriptures</li> </ul>	<p>1. Why is it necessary to observe cleanliness for keeping Scriptures?</p> <p>2. How is Scripture kept in a place of worship?</p>

			at their designated points in places of worship, <ul style="list-style-type: none"> <li>• Assist children with special needs in their class on observing protocols of keeping Scriptures,</li> <li>• Admire the way Scriptures are kept.</li> </ul>	
<b>Core-Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Digital literacy-</b> Learners interacting with digital technology - adopt new digital technology – as they use digital technology while watching the videoclips, on the role of Scriptures in life.</li> <li>• <b>Learning to Learn-</b> Learners enhance devotion as they participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Responsibility-</b> Learners portray diligence as they participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept.</li> </ul>				
<b>Pertinent and Contemporary issues (PCIs):</b> <ul style="list-style-type: none"> <li>• <b>Health Issues-</b> Learners observe personal hygiene as they participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept.</li> </ul>				
<b>Links to other subject(s):</b> <ul style="list-style-type: none"> <li>• <b>Creative Activities</b> - Learners apply creative skills as they roleplay/dramatize on selected stories from Scriptures. Sing songs glorifying the role of Scriptures in inculcating morals. Make a jigsaw puzzle with the help of parents having name of a Scripture.</li> </ul>				

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### ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the Scriptures from the four faiths for identification.	Names the Scriptures from the four faiths correctly.	Names the Scriptures from the four faiths.	Names two of the Scriptures from the four faiths.	Names two of the Scriptures from the four faiths with prompts.
Ability to relate the Scriptures to the respective faiths.	Relates the Scriptures to the respective faiths correctly.	Relates the Scriptures to the respective faiths.	Relates some of the Scriptures to the respective faiths.	Relates the Scriptures to the respective faiths with assistance.
Ability to retell the role of Scriptures in daily life.	Retells the role of Scriptures in detail.	Retells the role of Scriptures.	Retells the role of some of the Scriptures.	Retells the role of some of the Scriptures with guidance.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
<b>4.0 Worship</b>  (4 lessons)	<b>4.1 Basic Chants</b> <i>Jai Shri Ram</i> <i>-Jai Shri Krishna</i> <i>-Om Namah Shivaay</i> <i>-Swami Narayan</i> <i>-Namo Jinanam</i> <i>-Namo Tassa</i> <i>-Satnaam</i> <i>Waheguru</i>	By the end of the substrand the learner should be able to: a) Identify basic chants from the four faiths, b) Recite the Basic chants in relation to their faith , c) Appreciate recitation of basic chants as an act of worship.	The learner is guided to: <ul style="list-style-type: none"> <li>• Recite the basic chants from the four faiths,</li> <li>• Recite the basic chants that represent the respective faith,</li> <li>• Get help from parents while selecting the correct chant for the respective faith,</li> <li>• Recite basic chants in the morning assembly/during celebration of festivals at the place of worship.</li> <li>• Listen/recite the basic chants using audio visual aid/to a resource person/parent/guardian.</li> </ul>	Why is it important to recite Basic chants?
	<b>4.2 Protocols in Worship</b> <i>-Personal cleanliness</i> <i>-Wearing the Right attire</i>	By the end of the substrand the learner should be able to: a. tell simple protocols in	The learner is guided to: <ul style="list-style-type: none"> <li>• Watch a videoclip/listen to parents/resource person to learn about simple protocols. in worship.</li> </ul>	

	<ul style="list-style-type: none"> <li>-Covering heads</li> <li>-Removing shoes</li> <li>-Cleaning feet with water</li> <li>-Washing hands</li> <li>-Joining hands</li> <li>-Bowing down</li> </ul>	<p>worship for knowledge,</p> <p>b. illustrate the simple protocols in worship,</p> <p>c. appreciate simple protocols in worship.</p>	<ul style="list-style-type: none"> <li>• Practice performing simple protocols during worship while observing safety measures,</li> <li>• visit to places of worship accompanied by teacher/guardian/parents to practice simple protocols in their correct order during worship,</li> <li>• Roleplay to perform simple protocols in worship correctly.</li> </ul>	
<p><b>Core-Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> – Learners develop speaking skills as they recite the basic chants -<i>Jai Shri Ram, Jai Shri Krishna, Om Namah Shivaay, Swami Narayan, Namo Jinanam, Namo Tassa, Satnaam Waheguru</i> from the four faiths.</li> <li>• <b>Digital literacy</b>- Learners interact with digital technology - adopt new digital technology Using digital technology to watch videoclip, to learn about simple protocols.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Respect:</b> Learners develop humility as they visit places of worship accompanied by teacher/ parents to practice simple protocols in worship.</li> </ul>				
<p><b>Pertinent and Contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• <b>Health Issues:</b> Learners observe personal hygiene as they practice simple protocols during worship while observing safety measures.</li> </ul>				

**Link to other subject(s):**

- **Creative activities-** Learners reinforce creative skills as they recite the basic chants in the morning assembly/during celebration of festivals at the place of worship. Roleplay simple protocols in worship correctly.
- **Language activities –** Learners develop listening and speaking skills as they listen/recite the basic chants using audio visual aid/resource person/parent/guardian.



## ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Recite the basic chants in relation to their faith	Recites the basic chants in relation to their faith with correct intonation.	Recites the basic chants in relation to their faith.	Recites the basic chants in relation to their faith with inconsistent intonation.	Recites some of the basic chants in relation to their faith with assistance.
Ability to Identify basic chants from the four faiths.	Identifies basic chants from the four faiths correctly.	Identifies basic chants from the four faiths.	Identifies some of the basic chants from the four faiths.	Identifies some of the basic chants from the four faiths with guidance.
Ability to tell the simple protocols in worship.	Tells the simple protocols in worship in a systematic order.	Tells the simple protocols in worship.	Tells some of the simple protocols in worship.	Tells some of the simple protocols in worship with prompts.
Ability to illustrate the simple protocols in worship	Illustrates the simple protocols in worship perfectly.	Illustrates the simple protocols in worship.	Illustrates some of the simple protocols in worship.	Illustrates some of the simple protocols in worship with help.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (S)
<b>5.0 Sadachaar</b>  (4 lessons)	<b>5.1 General Étiquettes:</b> Forms of Greetings <i>-Namaste</i> <i>-Namaskaar</i> <i>-Ram Ram</i> <i>-Jay Shri Krishna</i> <i>-Hari-Om</i> <i>-Jay Ambe Maa</i> <i>-Jay Swami Narayan</i> <i>-Jay Jinendra</i> <i>-Namaste Banteji</i> <i>-Sat Sri Akal</i> <i>-Waheguru ji ka Khalsa</i> <i>Waheguru ji ki Fateh,</i>	By the end of the substrand the learner should be able to: a) Mention different ways of greetings for different age groups for social interaction, b) use appropriate greetings for different age groups, c) Appreciate the importance of appropriate words in greetings, as a sign of respect.	The learner is guided to: <ul style="list-style-type: none"> <li>• Use digital media/charts/pictures on the different forms of greetings for different age groups from the four faiths such as:</li> <li>• Practice and role play greetings in pairs or groups as used for different age groups,</li> <li>• Cross match the greetings with the respective faith,</li> <li>• Sing songs incorporating different greetings,</li> <li>• Make greeting cards and present them to their parents/guardians/teachers</li> <li>• Join dots for different greetings and colour them,</li> </ul>	How do you greet your elders and agemates?

			<ul style="list-style-type: none"> <li>Practice different greeting in groups.</li> </ul>	
<p><b>5.2 Practice Gratitude:</b></p> <p>-Aabhaar -Dhanyavaad -Shukriya -Shukrana -Asaante sana -Bahut meharbaani -Thank you</p>	<p>By the end of the substrand the learner should be able to:</p> <p>a) Name words in vernacular that express gratitude,</p> <p>b) demonstrate how gratitude applies at home and school,</p> <p>c) appreciate the expression of gratitude to enhance social cohesion.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>Ask parents the different words of gratitude used at home and school in vernacular, such as:</li> <li>Watch videos/charts/animated stories on how to show gratitude,</li> <li>Role play stories on gratitude as a group activity,</li> <li>Show gratitude to family members/teachers/classmates through different actions (hugging, bowing down, touching feet, shake hands, smiling, Hi Fives).</li> </ul>	<p>Why should one express gratitude?</p>	
<p><b>5.3 Sewa (Selfless service)</b> <i>Picking litter from the school compound</i></p>	<p>By the end of the substrand the learner should be able to:</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>Watch videos/images that portray different ways of</li> </ul>	<p>1.How can one help a needy person?</p>	

	<p><i>-Helping parents at home like setting the dining table, -carrying small items for elders, -giving glass of water -looking after pets, -plant trees in school/home -watering plants at home/school -playing amicably with siblings, -keeping their own room tidy, -helping at place of worship like distributing serviettes, -water bottles etc.</i></p>	<p>a) identify ways of performing Sewa(Selfless Service), b) display Sewa at school, c) appreciate the act of sewa for sharing and caring.</p>	<p>performing <i>Sewa</i>(Selfless service)</p> <ul style="list-style-type: none"> <li>• Participate actively in various acts of sewa in school/home/place of worship,</li> <li>• Participate in charitable activities to generate income with ethical ways and raise funds for noble cause,</li> <li>• Visit an orphanage of children/animals accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals.</li> </ul>	
<p><b>Core-Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration-</b> Learners practice teamwork as they participate actively in various acts of <i>sewa</i> in school/home. Learners role play gratitude through group activity.</li> <li>• <b>Digital literacy-</b> Learners interact with digital technology - adopt new digital technology as they use digital media/charts/pictures on the different forms of greetings for different age groups.</li> </ul>				

**Values:**

- **Love** - Learners become Caring as they visit orphanage of children/animals accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals and participate in charitable activities to raise funds.
- **Respect:** Learners show etiquette of gratitude to parents/family/teachers/classmates through different actions (hugging, bowing down, touching feet, shake hands, smiling, Hi Fives).

**Pertinent and Contemporary issues (PCIs):**

- **Socio-economic issues:** Learners practice financial literacy as they participate in charitable activities to generate income with ethical ways and raise funds for noble cause.

**Links to other subject(s):**

- **Language Activities** – Learners develop speaking skills as they get assistance from parents on different words of gratitude used at home and school in vernacular that express gratitude.

## ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate greetings for different age groups	Uses appropriate greetings for different age groups consistently.	Uses appropriate greetings for different age groups.	Uses some of the appropriate greetings for different age groups when reminded.	Uses some of the appropriate greetings for different age groups with guidance.
Ability to Name words in vernacular that express gratitude.	Names words in vernacular that express gratitude correctly.	Names words in vernacular that express gratitude.	Names some of the words in vernacular that express gratitude.	Names some of the words in vernacular that express gratitude with prompts.
Ability to display <i>Sewa</i> at school.	Displays <i>Sewa</i> at school consistently.	Displays <i>Sewa</i> at school.	Displays <i>Sewa</i> at school with inconsistencies.	Displays <i>Sewa</i> at school with motivation.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (S)</b>
<b>6.0 Yoga</b>  (4 lessons)	<b>6.1 Basic concepts of Yoga</b> Introduction	By the end of the substrand the learner should be able to: a) Recall basic meaning of Yoga to foster confidence, b) Relate the correct images of Yoga for familiarization, c) Admire the practice of Yoga for positive aspirations.	The learner is guided to: <ul style="list-style-type: none"> <li>• Use digital devices responsibly to watch/listen to videos/talks on age-appropriate introduction to Yoga,</li> <li>• Mention the basic concepts of Yoga and their benefits, that help to be peaceful, healthy and happy,</li> <li>• Practice Yoga under the supervision of Yoga instructor</li> <li>• Collect pictures of some age-appropriate poses of Yoga.</li> </ul>	How does basic concepts of Yoga help in the holistic development?
	<b>6.2 Body parts and postures</b>  - Naming part of the body used for specific postures.	By the end of the sub strand the learner should be able to: a. Name different parts of the body used for specific postures in Yoga, b. Demonstrate simple yoga postures for physical well-being, c. Appreciate the importance of yoga for better health.	The learner is guided to: <ul style="list-style-type: none"> <li>• Observe charts/pictures/flash cards/videos displaying parts of the body used in performing Yoga,</li> <li>• Naming parts of the body used for specific postures,</li> <li>• Observe cleanliness of body parts such as washing of hands, toilet use,</li> <li>• Talking walls and trees such as posters of learners washing hands,</li> </ul>	1. Why do we perform Yoga?  2. Why an appropriate attire is necessary for performing Yoga?

			<ul style="list-style-type: none"> <li>• practice simple postures correctly as a group activity,</li> <li>• Ask parents/guardians for pre-requisites (Yoga mat, appropriate attire) for performing Yoga,</li> <li>• Role play simple postures.</li> </ul>	
	<p><b>6.3 Simple Postures</b></p> <ul style="list-style-type: none"> <li>• sitting with straight back and standing with shoulders straight</li> <li>-Sitting,</li> <li>-Standing,</li> <li>-Bending forward and backward</li> </ul>	<p>By the end of the substrand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) name simple yoga asanas that are helpful for keeping correct posture,</li> <li>b) display simple yoga postures for physical wellbeing,</li> <li>c) appreciate Yoga as a way of achieving mental peace.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• Observe the Yoga instructor showing the correct posture for the asanas,</li> <li>• perform correct ways of in pairs or in small groups,</li> <li>• To sit cross legged on the floor and close eyes and think of beautiful flowers,</li> <li>• To sit quietly for few minutes cross legged <i>sukhasan and padamasan</i>.</li> </ul>	<p>In which ways are Yogasanas helpful?</p>
<b>Core-Competencies to be developed:</b>				



- **Communication and Collaboration-** Learners enhance teamwork as they perform correct ways of sitting with straight back and standing with shoulders straight, Sitting, Standing, Bending forward and backward in pairs or in small groups. Observe the Yoga instructor showing the correct posture for the asanas
- **Digital literacy-** Learners interact with digital technology - adopt new digital technology as they watch a videoclip on the basic concepts of yoga and sort out appropriately.

**Values:**

- **Responsibility-** - Learners portray self-drive as they sit quietly for few minutes cross legged *sukhasan* and *padamasan*.
- **Peace-** Learners practice love as they sit cross legged on the floor and close eyes and think of beautiful flowers.

**Pertinent and Contemporary issues (PCIs):**

**Health Issues:** Learners practice personal hygiene as they observe cleanliness of body parts such as washing of hands, toilet use.

**Link to other subject(s):**

**Creative Activities-** Learners enhance creative skills as they perform correct ways of sitting with straight back and standing with shoulders straight, Sitting, Standing, Bending forward and backward in pairs or in small groups.

### ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to relate the correct images of Yoga for familiarization.	Relates the correct images of Yoga with precision.	Relates the correct images of Yoga.	Relates to some of the correct images of Yoga.	Relates some of the correct images of Yoga with assistance.
Ability to name different parts of the body used for specific postures in Yoga.	Names different parts of the body used for specific postures in Yoga correctly.	Names different parts of the body used for specific postures in Yoga.	Names different parts of the body used for specific postures in Yoga partially.	Names different parts of the body used for specific postures in Yoga with prompts.
Ability to display simple yoga postures for physical well being.	Displays simple yoga postures with consistency.	Displays simple yoga postures.	Displays simple yoga postures with inconsistency.	Displays simple yoga postures with guidance.

### **CSL at Early Years Education (PP1&2 and Grade 1-3)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

#### **Steps in carrying out the integrated CSL activity**

##### **1) Preparation**

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

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

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>SUGGESTED ASSESSMENT METHODS</b>	<b>SUGGESTED LEARNING RESOURCES</b>	<b>SUGGESTED NON-FORMAL ACTIVITIES</b>
<b>Creation</b>	<b>Myself as Parmatma's Creation</b>	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
<b>Manifestations of Supreme Beings (Paramatma)</b>	<b>Enlightened Beings</b>	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
<b>Scriptures</b>	<b>Names of Scriptures</b>	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances

<b>Worship</b>	<b>Basic Chants/Mantras</b>	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances
<b>Sadachaar</b>	<b>General etiquettes</b>	Self and peer review Oral questioning Projects Portfolio Observations	Parents as resource persons Library Scriptural stories Tactile illustrations	Visiting to places of worship Visiting elderly homes Dramatization
<b>Yoga</b>	<b>Basic Concepts of Yoga</b>	Oral questioning Portfolio Observations Self and peer review Quiz	Resource persons Digital devices Library Tactile illustrations	Visit to charity organisations and sites