



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN
CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES
GRADE 1

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

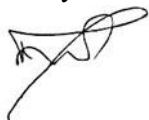
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT LOWER PRIMARY	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION	ix
CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES GRADE 1	10
CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES GRADE 2	46
CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES GRADE 3	86
APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY	125

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

**CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES
GRADE 1**

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Holy Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on competencies introduced at Pre-Primary Level. Christian Religious Education aims to equip the learners with moral values, life skills and attitudes that assist them to make informed moral decisions guided by the word of God. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values. These values include obedience, sharing, responsibility, honesty and respect among others. The skills include, praying, interpreting the scriptures, reciting scriptures, leadership skills, self-esteem, self-awareness, assertiveness and decision making.

The life approach method will be used to facilitate the learning of Christian Religious Education. This implies that the teacher begins the lesson by exploring the experiences of the learner and guides him or her to discover the religious significance of those experiences in relation to the Christian faith. The concepts taught at this level will lay a strong moral, spiritual and intellectual foundation for the learner as they transition to Upper Primary.

GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) Utilize the teachings of the Holy Bible in their interaction with others to form harmonious relationships.
- c) Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
- d) Acquire Christian moral values and life skills to be able to overcome the challenges in their day-to-day life.
- e) Respect the Church as a house of worship and actively participate in church activities.

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strands	Suggested Number of lessons
1.0 Creation	1.1 Self awareness	5
	1.2 My Family	5
	1.3 Creation of Plants and Animals	5
2.0 The Holy Bible	2.1 The Word of God	4
	2.2 Joseph and His Brothers	8
	2.3 The Chariot of Fire	8
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ	8
	3.2 Jesus Christ in the Temple	4
	3.3 Baptism of Jesus Christ	5
	3.4 Wedding of Cana of Galilee	8
	3.5 Healing of Simons Mother-in-law	6
4.0 Christian Values	4.1 Sharing	4
	4.2 Obedience	4
	4.3 Honesty	4
	4.4 Thankfulness	4
5.0 The Church	5.1 A House of God	4
	5.2 A House of Prayer	4
Total Number of Lessons		90

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Creation	1.1 Self-Awareness (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify their uniqueness as guided by the word of God, b) state their gender according to Genesis 1:27, c) appreciate that God knows them by their names. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Genesis 1:27, • say why they are a special creation, • sing songs related to their uniqueness, • state their gender as guided by Genesis 1:27, • draw and colour a picture of a boy and a girl, • in turns read Isaiah 43:1, • write their names on flashcards and display them in class, • sing songs related to their names, • watch a clip of a palm of a hand with a name on it, • draw the palm of a hand and write their names, • Sing the song, '<i>I am fearfully and wonderfully made</i>', • memorise Isaiah 49:16. 	What makes you a special creation?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners identify who they are as they engage in activities such as mentioning their names and singing songs related to their names. • Communication: learners can speak clearly and effectively as they read the Bible verses and memorise the scriptures. 				

Values:

Love is portrayed as learners sing songs and perform activities such as singing together.

Pertinent and Contemporary Issues:

Gender issues: learners say their gender as guided by the Bible and in accordance with the Christian faith.

Link to other Learning Areas:

- Language Activities: they learn new vocabulary.
- Creative Activities: creative skills are enhanced as they sing and draw.

Strand 1.0 Creation	Sub- Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
	1.2 My Family (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name members of their family, b) pray with family members to foster unity, c) identify five items they share at home, d) appreciate family members by praying with them.	The learner is guided to: <ul style="list-style-type: none"> • list names of family members on flashcards, • draw and colour family members, • demonstrate how they pray at home, • list the number of times they pray at home as a family, • mention instances they lead prayers at home, • in groups or pairs, list items they share at home, • colour a picture of a family sharing a meal, • sing the song, 'Read your Bible pray every day', • memorise Matthew 7:7. 	How do you relate with members of your family?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: the skill of speaking clearly and effectively is enhanced as learners lead prayers at home. • Learning to Learn: learners work on their own in assigned tasks such as listing the number of times they lead prayers at home. 				

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners share items with family members and pray together.

Value:

Unity is enhanced as learners pray with family members.

Link to other learning areas:

- Mathematical Activities: learners list the number of times they pray.
- Language Activities: reading skills are applied as learners read the Bible.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Creation	1.3 Creation of Plants and Animals (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name plants and animals in the environment, b) take part in keeping the home environment clean, c) appreciate God’s creation by caring for plants and animals.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Genesis 1:11, 24, • name various plants and animals created by God and write them on flashcards, • take a nature walk and identify different plants and animals in their environment, • draw and colour some plants and animals in the school environment, • say how they participate in keeping the home environment clean, • model some animals and display their work in class. 	Why should you take care of plants and animals?
<p>Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: learners recreate learning experiences outside the class as they explore and discover more about plants and animals in their surroundings. • Imagination and Creativity: learners come up with new and unique ideas by modelling and drawing animals and plants. 				
<p>Pertinent and Contemporary Issues: Environmental Awareness: learners identify plants and animals in the environment.</p>				
<p>Link to other Activity Areas: Environmental Activities: learners participate in keeping the home environment clean.</p>				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify their uniqueness as guided by the Bible.	Identifies their uniqueness as guided by the Bible and cites relevant examples.	Identifies their uniqueness as guided by the Bible.	Identifies their uniqueness when prompted.	Identifies their uniqueness but with consistent guidance.
Ability to identify five items they share at home.	Identifies five items they share at home illustratively.	Identifies five items they share at home.	Identifies four to three items they share at home.	Identifies two to one items they share at home
Ability to name six plants and animals in the environment.	Names six plants and animals in the environment using illustrations.	Names six plants and animals in the environment.	Names five to three plants and animals in the environment	Names two to one plants and animals in the environment.
Ability to take part in keeping the home environment clean.	Constantly takes part in keeping the home environment clean.	Takes part in keeping the home environment clean.	Sometimes takes part in keeping the home environment clean	Takes part in keeping the home environment clean but with consistent guidance.

STRAND 2.0: THE HOLY BIBLE

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.1 The Word of God (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify five ways of handling the Holy Bible, b) mention the two divisions of the Holy Bible, c) name the first two books in the New Testament, d) desire to handle the Holy Bible with respect.	The learner is guided to: <ul style="list-style-type: none"> • say how they take care of the Holy Bible, • tell why they should respect the Holy Bible, • role-play handling the Holy Bible with care and respect, • in small groups mention the two divisions of the Holy Bible (Old and New Testament), • name the first two Gospel books (Matthew and Mark), • listen to and sing a song about the Bible, • sing a song on ‘read your Bible pray every day’. 	Why should you handle the Holy Bible with respect?
Core Competencies to be developed: Digital Literacy: learners behave safely and ethically as they use digital devices.				
Pertinent and Contemporary Issues: Spiritual Awareness: learners mention the first two divisions of the Bible and name two Bible books.				
Values: Responsibility: learners handle the Bible with care and respect.				
Link to other Activity Areas: <ul style="list-style-type: none"> • Mathematical Activities skills are reinforced through the aspect of division and the number of books in the Holy Bible. • Creative Activities: creative skills are nurtured as learners role-play handling the Holy Bible with care and respect. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.2 Bible Story: <i>Joseph and his brothers</i> (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Joseph and his brothers, b) discuss ways they treat their siblings, c) identify three values needed for peaceful co-existence, d) desire to live harmoniously with family members. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video on Joseph’s coat of many colours in Genesis 37:3-4, • draw a coat and colour it, • in turns, picture-read Joseph’s dream in Genesis 37:5-8,in groups, picture-read Genesis 37:9-11, • role-play the story of Joseph, • say why Joseph’s brothers hated him, • in groups, share experiences of how they should treat their brothers and sisters, • list values needed to live well with others, • sing a song about Joseph and his coat of many colours. 	How did Joseph relate with his brothers?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital technology is enhanced as learners watch a video about Joseph and his brothers. • Imagination and Creativity: the skill of imagining and coming up with original ideas is exhibited as learners draw and colour a coat. 				

Pertinent and Contemporary Issues:

Social Cohesion is nurtured as learners list values needed to live well with others.

Values:

Love is nurtured as learners share experiences of how they should treat their brothers and sisters.

Link to other learning areas:

- Language Activities: learners picture-read Bible texts.
- Creative Activities: learners draw, colour and role-play the story of Joseph.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
2.0 The Holy Bible	2.3 Bible Story: <i>The chariot of fire</i> (8 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Elijah and the chariot of fire, b) list three ways of having a good relationship with God, c) desire to respect God and their parents.	The learner is guided to: <ul style="list-style-type: none"> • picture-read 2 Kings 2:1,11-12, • in groups draw and colour the chariot of fire, • watch a video clip of Elijah and the Chariot of fire, • in pairs, tell their friend three ways of pleasing God, • sing a song about Elijah and the Chariot of Fire, • write 2 Kings 2:12 on flashcards and display it in the Christian Religious Education learning corner, • in groups, tell ways they respect their parents or guardians at home. 	How did Elijah honour God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas is enhanced as learners role-play the Bible story. • Communication: the skills of listening and speaking are demonstrated as learners in groups read the Bible text and retell the story. 				

Pertinent and Contemporary Issues:

Social Cohesion: is nurtured as learners share ideas and work in groups or pairs.

Link to Values:

Love is portrayed as learners take turns to air their views and respect each other's opinions

Link to other Learning Areas:

- Language Activities: they learn new words such as, 'a chariot.'
- Creative Activities: learners sing about Elijah and the Chariot of Fire.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify five ways of handling the Holy Bible.	Identifies five ways of handling the Holy Bible and cites relevant examples.	Identifies five ways of handling the Holy Bible.	Identifies four to three ways of handling the Holy Bible.	Identifies two to one way of handling the Holy Bible.
Ability to retell the Bible stories as guided by the Bible Texts.	Retells the Bible stories as guided by the Bible Texts in details.	Retells the Bible stories as guided by the Bible Texts.	Retells the Bible stories as guided by the Bible Texts but omits minor details.	Retells the Bible stories as guided by the Bible Texts but omits major details.
Ability to list moral lessons learnt from the Bible stories.	Lists moral lessons learnt from the Bible stories in details.	Lists moral lessons learnt from the Bible stories.	Lists moral lessons learnt from the Bible stories but leaves out minor details.	Lists moral lessons learnt from the Bible stories but leaves out major details.
Ability to identify three values needed for peaceful co-existence.	Identifies three values needed for peaceful co-existence citing relevant examples.	Identifies three values needed for peaceful co-existence.	Identifies two values needed for peaceful co-existence.	Identifies one value needed for peaceful co-existence.

STRAND 3.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ (8 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the birth of Jesus Christ, b) dramatise the birth of Jesus Christ, c) express the joy of the angels through song and dance, d) appreciate the birth of Jesus by participating in Christmas celebrations.	The learner is guided to: <ul style="list-style-type: none"> • picture-read the birth of Jesus according to Luke 2:4-13 and retell the story, • role-play the birth of Jesus Christ, • listen and dance to a recorded Christmas carol ‘We wish you a Merry Christmas’, • sing a song related to Luke 2:13-14, • observe pictures of Jesus Christ’s parents and name each of them as they point at the pictures, • observe pictures or watch a video clip of angels worshipping Baby Jesus, • sing and dance to the song of the angels (Luke 2:13-14). 	Why do we celebrate the birth of Jesus Christ?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication is portrayed as learners listen actively and picture-read the birth of Jesus Christ. • Imagination and Creativity is demonstrated as learners come up with creative ways and role-play the birth of Jesus Christ. • Digital Literacy is enhanced as learners interact with digital technology and watch a video clip of angels worshipping baby Jesus. 				

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners in groups role play, sing, listen to, and dance to a recorded carol '*We wish you a Merry Christmas.*'

Values:

Unity is exhibited as learners work together in groups.

Link to other Activity Areas:

- Creative Activities: creative skills are reinforced as learners sing and role-play the birth of Jesus Christ.
- Language Activities: learner's picture-read the Bible text and retell the story.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.2 Jesus Christ in the Temple (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Jesus Christ in the Temple, b) obey their parents as portrayed by Jesus Christ, c) take part in Sunday or Sabbath school activities, d) desire to accompany their parents to church as portrayed by Jesus Christ.	The learner is guided to: <ul style="list-style-type: none"> • draw and colour the church, • in turns picture read Luke 2: 42-49, • observe pictures of Jesus Christ in the temple, • sequentially arrange flashcards on the events that took place when Jesus was left in the temple, • tell how Jesus Christ obeyed His parents, • share experiences of how they obey their parents at home, • list activities they engage in at Sunday or Sabbath School. 	Why did Jesus Christ visit the temple?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of speaking clearly and effectively is enhanced as learners picture read the Bible in turns.</p>				
<p>Pertinent and Contemporary Issues: Peace Education is enhanced as learners share experiences of how they obey their parents at home.</p>				
<p>Link to Value: Peace: learners tell how Jesus obeyed His parents and share experiences of how they obey their parents at home.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw and colour the church.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 Baptism of Jesus Christ (5 lessons)	By the end of the sub-strand, the learner should be able to: a) name the place where Jesus Christ was baptised, b) identify the person who baptised Jesus Christ, c) practise humility in their interaction with others.	The learner is guided to: <ul style="list-style-type: none"> • mention occasions, they witnessed people being baptised in their churches, • in turns, picture-read Matthew 3:13-15, • watch a video clip on the Baptism of Jesus Christ, • mention the place where Jesus was baptised, • name the person who baptised Jesus Christ, • in groups draw and colour Jesus being baptised, • tell how Jesus showed humility during His baptism, • sing baptismal songs familiar to them. 	Why is the baptism of Jesus Christ important to Christians today?
<p>Core competencies to be developed: Digital Literacy: the skill of digital citizenship is demonstrated as learners act safely and responsibly in digital environments.</p>				
<p>Pertinent and Contemporary Issues: Social Cohesion is portrayed as learners sing songs in different languages.</p>				
<p>Values: Respect is nurtured as learners take turns to picture-read Matthew 3:13-15.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw, colour and sing baptismal songs familiar to them.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.4 Wedding at Cana of Galilee (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) retell how Jesus changed water into wine, b) obey instructions as portrayed in the wedding at Cana, c) desire to be obedient in their interaction with others. 	The learner is guided to: <ul style="list-style-type: none"> • in groups, tell a story of a wedding that they attended and what they liked most, • picture-read the story of changing water into wine; John 2:1-10, • watch a video clip on the miracle of changing water into wine, • tell how the servants responded to Jesus' instructions in John 2:7-9, • sing a song related to this miracle, • share experiences of how they depend on God to provide for their needs, • in groups, role-play how they obey their parents and teachers, , • draw and colour the six jars of water. 	What happened at Cana of Galilee?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of communicating ideas is enhanced as learners draw and colour the six jars of wine. • Self-efficacy: the skill of self-expression is demonstrated as learners confidently share experiences of how they depend on God to provide for their needs. 				

Pertinent and Contemporary Issues:

Peace Education is enhanced as learners role-play how they obey their parents and teachers.

Values:

Peace is exhibited as learners display tolerance and respect for each other as they engage in different activities.

Link to other Activity Areas:

- Creative Activities: learners sing, draw, colour and role-play.
- Mathematical Activities: learners draw six jars of water.
- Language Activities: learners read the Bible text and learn new words.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Healing Simon's mother-in-law (6 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the healing of Simon's mother-in-law, b) show gratitude to others as portrayed by Simon's mother-in-law, c) appreciate Jesus's power to heal the sick.	The learner is guide to: <ul style="list-style-type: none"> • share experiences of how they help learners in need, • role-play an instance where they helped a learner in need, • picture-read the miracle according to Luke 4:38-39, • arrange pictures based on the miracle sequentially, • retell the miracle after watching a video clip, • role-play the healing of Simon's mother-in-law, • write a thank you note to parents and others who help them in their daily lives, • sing thanksgiving songs to express gratitude to God. 	How did Simon's mother-in-law express gratitude?
Core Competencies to be developed: Self-efficacy is enhanced as learners role-play an instance they helped a learner in need.				
Pertinent and Contemporary Issues: Problem-solving is demonstrated as learners share experiences of how they help those in need.				
Values: Love is portrayed as learners write a, 'thank you,' note to parents and those who help them in their daily lives.				
Link to other Activity Areas: Creative Arts: creative skills are applied as learners role-play the healing of Simon's mother-in-law.				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to retell the birth of Jesus Christ.	Retells the birth of Jesus Christ in details.	Retells the birth of Jesus Christ.	Retells the birth of Jesus Christ but omits minor details.	Retells the birth of Jesus Christ but omits major details.
Ability to take part in Sunday school activities.	Frequently takes part in Sunday school activities.	Takes part in Sunday school activities	Sometimes takes part in Sunday school activities	Takes part in Sunday school with continuous guidance.
Ability to narrate the Miracles of Jesus Christ.	Narrates the Miracles of Jesus Christ in details.	Narrates the Miracles of Jesus Christ.	Narrates the Miracles of Jesus Christ but omits minor details.	Narrates the Miracles of Jesus Christ but omits major details.
Ability to apply values acquired from the miracles of Jesus Christ to form harmonious relationships.	Constantly applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Sometimes applies values acquired from the miracles of Jesus Christ to form harmonious relationships.	Applies values acquired from the miracles of Jesus but with consistent guidance.

STRAND 4.0: CHRISTIAN VALUES

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Christian values	4.1 Sharing (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify items they share at home as a family, b) practise the value of sharing at home and school, c) retell the story of the little boy with two fish and five loaves, d) desire to keep the environment clean and avoid wastage.	The learner is guided to: <ul style="list-style-type: none"> • identify items that can be shared at home, • in pairs mention items shared at home and school, • watch or listen to the miracle in John 6:1-14, • role-play the story of the little boy with two fish and five loaves, • draw and colour the two fish and five loaves, • sing a song on sharing, • keep the environment clean (John 6:12-13). 	Why is it important to share with others?

Core Competencies to be developed:

- Learning to Learn: the skill of developing relationships is enhanced as learners work in pairs and groups.
- Imagination and Creativity: is exhibited as learners role-play the story of the little boy with two fish and five loaves.

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners mention items shared at home and school, in pairs.

Values:

Unity is portrayed as learners work together in groups and take turns to perform different activities.

Link to other Activity Areas:

Creative Activities: learners sing a song on sharing. They also role-play the story of the little boy with two fish and five loaves.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
4.0 Christian values	4.2 Obedience (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list the importance of obeying parents, b) practise obedience at home as guided by the scriptures, c) exercise obedience in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Ephesians 6:1-3, • in groups mention why they should obey their parents, • say the benefits of obeying parents, • in pairs tell how they obey their parents at home, • listen to and sing a song on obedience, • memorise Ephesians 6:2-3. 	Why should you obey your parents?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: is promoted as learners listen keenly to the song and speak clearly and effectively during Bible reading. • Learning to Learn: is enhanced as learners share experiences on the benefits of obeying parents. 				
Pertinent and Contemporary Issues: Social Cohesion: is enhanced as learners sing songs on obedience.				
Values: Respect is enhanced as learners appreciate each other's opinions and take turns to share experiences.				
Link to other Activity Areas: <ul style="list-style-type: none"> • Creative Activities are reinforced as learners listen and sing songs on obedience. • Language Activities: speaking skills are enhanced as learners engage in activities such as mentioning why they should obey their parents. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
4.0 Christian values	4.3 Honesty (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) state reasons for telling the truth, b) demonstrate honesty by not stealing other people's items, c) practise punctuality at school and home, d) desire to be truthful in their daily lives. 	The learner is guided to: <ul style="list-style-type: none"> • game read Ephesians 4:25, • in groups say why they should always speak the truth, • say why they should not steal or pick items that do not belong to them, • role-play situations of honesty while dealing with other people's items, • sing a song on truthfulness, • story tell instances they took lost and found items to the teacher, • mention reasons for getting home and school on time (punctuality). 	Why is it bad to lie?

Core Competencies to be developed:

Citizenship: the skill of information and communication is enhanced as learners share stories on instances they practised punctuality.

Pertinent and Contemporary Issues:

Social Cohesion: integrity is promoted as learners in groups say why they should speak the truth always.

Values:

- Responsibility is demonstrated as learners become accountable of their own actions and respect other people's items.
- Peace is enhanced as learners avoid hurting others by not taking their items without permission.

Link to other Activity Areas:

Language Activities: learners speak clearly and effectively when telling stories on instances took lost and found items to the teacher.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
4.0 Christian values	4.4 Thankfulness (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention three ways of expressing gratitude to their parents or guardians, b) practise thankfulness at home as guided by the Bible, c) desire to be thankful in daily life. 	The learner is guided to: <ul style="list-style-type: none"> • say why they should thank their parents, • in pairs share when to thank parents, • role-play how to thank parents, • compose and recite a poem on thanking their parents, • sing a song about praising God for the gift of parents or guardians, • write 1Thessalonians 5:18 on flashcards and recite it, • write flashcards on why they should be thankful to their parents or guardians and display the cards in class. 	Why should you thank your parents or guardians?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas is exhibited as they compose poems and role-play how to thank parents. • Communication and Collaboration: the skill of speaking clearly and effectively is portrayed as learners say why they should thank their parents. 				

Pertinent and Contemporary Issues:

Social cohesion: the importance of having guiding values in life is enhanced as learners become thankful to their parents.

Values:

Respect is demonstrated as learners take turns to role-play and listen to each other's opinions.

Link to other Activity Areas:

Language Activities: learners recite the Bible verses and learn new words.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to practise the value of sharing at home and school.	Practises the value of sharing at home and school and encourages peers to do so.	Practises the value of sharing at home and school.	Practises the value of sharing at home and school when prompted.	Practises the value of sharing at home and school with continuous assistance.
Ability to retell the story of the little boy with two fish and five loaves.	Retells the story of the little boy with two fish and five loaves in details.	Retells the story of the little boy with two fish and five loaves.	Retells the story of the little boy with two fish and five loaves but omits minor details.	Retells the story of the little boy with two fish and five loaves but omits major details.
Ability to mention three ways of expressing gratitude to their parents or guardians.	Mentions three ways of expressing gratitude to their parents or guardians and cites relevant examples.	Mentions three ways of expressing gratitude to their parents or guardians.	Mentions two ways of expressing gratitude to their parents or guardians.	Mentions only one way of expressing gratitude to their parents or guardians.
Ability to obey parents as guided by the word of God.	Constantly obeys parents as guided by the word of God.	Obeys parents as guided by the word of God.	Makes effort to obey parents as guided by the word of God.	Obeys parents as guided by the word of God with consistent guidance.
Ability to practise honesty by not stealing other people's items.	Practises honesty by not stealing other people's items and encourages others to do so.	Practises honesty by not stealing other people's items.	Makes an effort to practise honesty by not stealing other people's items.	With continuous guidance practise honesty by not stealing other people's items.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
5.0 The Church	5.1 A House of God (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise the Church as a place of worship and respect it, b) demonstrate responsibility by serving God in Church, c) desire to grow in faith by attending Sunday or Sabbath School.	The learner is guided to: <ul style="list-style-type: none"> • in pairs mention ways they respect the church as a place of worship, • list the benefits of going to church, • list the number of times they go to church, • role-play activities they do in church (e.g. praying, reading the Bible, singing, dancing), • sing and dance to the song in Psalms 100:4 (<i>I will enter His gates with thanksgiving.....</i>). 	<ol style="list-style-type: none"> 1. Why do you go to Church? 2. Why should you respect the Church?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of communication and self-expression is exhibited as learners role-play activities they do in church.</p>				
<p>Link to Pertinent and Contemporary Issues: Spiritual Awareness is enhanced as learners attend and participate in Sunday or Sabbath school activities.</p>				
<p>Link to Values: Responsibility is demonstrated as learners share roles during role-plays and take on different characters.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Mathematical Activities: learners record the number of times they go to church. • Creative Activities: learner’s role play, sing and dance to the song in Psalms 100:4. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Questions(s)
5.0 The Church	5.2 A House of Prayer (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recite simple thanksgiving prayers, b) practise saying simple prayers at different times of the day, c) desire to pray always as taught by Jesus Christ.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Mathew 21:13, • in groups compose and recite simple prayers, • pray for family members, • list the number of times they pray at home or in Sunday or /Sabbath School, • say simple prayers before and after taking meals and before they leave for home. 	Why is it important to pray always?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of listening critically and understanding concepts is exhibited as learners compose and say simple prayers in groups. • Imagination and Creativity: the skill of exploration is portrayed as learners compose simple prayers. 				
<p>Pertinent and Contemporary Issues: Social Cohesion: living together in harmony is enhanced as learners in groups compose simple prayers and recite them.</p>				
<p>Values: Love is demonstrated as learners say simple prayers for family members.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are reinforced as learners compose simple prayers. • Mathematical Activities: learners record the number of times they pray at home or in Sunday school. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to demonstrate responsibility by serving God in Church.	Demonstrates responsibility by serving God in Church and encourages peers to do so.	Demonstrates responsibility by serving God in Church.	Demonstrates responsibility by serving God in Church when prompted.	Demonstrates responsibility by serving God in but with guidance
Ability to recite simple thanksgiving prayers.	Recites simple thanksgiving prayers and other prayers with ease.	Recites simple thanksgiving prayers.	Recites simple thanksgiving prayers with prompts.	Recites simple thanksgiving prayers with consistent guidance.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	Observation Schedules Written Quizzes Checklists Oral questions	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation
The Holy Bible	Word search/ puzzle Checklists Oral questions Written questions	The Children’s Bible, Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	Oral Questions Portfolio Observation schedules Written Quizzes Question and Answer	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ during Programme of Pastoral Instruction
Christian Values	Anecdotal Notes Authentic Tests Word Search/ Puzzle Projects	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians

The Church	Oral Questions, Portfolio Observation schedules Written Quizzes	The Children's Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others
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