



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES

GRADE 3

First Published in 2017

Revised 2024

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ISBN: 978-9914-43-059-2

Published and printed by Kenya Institute of Curriculum Development

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.

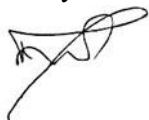
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* 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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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 3

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced at pre-primary level. Christian Religious Education aims to equip the learner with moral values, life skills and attitudes that assist them to overcome challenges in day-to-day life. 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 to be developed in this activity area include, praying, reciting, interpreting 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 guiding 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 Lower Primary, 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) Utilise the moral values, life skills and attitudes acquired to overcome the challenges they face in day-to-day life.
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strand	Suggested number of lessons
1.0 Creation	1.1 Self awareness	5
	1.2 My Family	3
	1.3 Adam and Eve	4
2.0 The Bible	2.1 The Bible as the Word of God	4
	2.2 Moses and the Burning Bush	4
	2.3 The big fish swallows Jonah	4
	2.4 Naaman is Healed	4
	2.5 The Three Hebrew Men	4
	2.6 Elisha and the Boys	4
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	3
	3.2 The Good Samaritan	5
	3.3 The Little boy with five loaves and two fish	5
	3.4 Jesus Christ Walks on Water	3
	3.5 Raising of Jairus Daughter	5
	3.6 Easter	4

4.0 Christian Values	4.1 Honesty	5
	4.2 Thankfulness	3
	4.3 Forgiveness	4
	4.4 Trust	4
	4.5 Responsibility	4
5.0 The Church	5.1 Prayer	5
	5.2 The Holy Spirit	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"> identify themselves as male or female according to Genesis 1:27, describe how they cope with happy or sad feelings, make the right choices guided by the word of God, appreciate his or her gender as guided by the scriptures. 	The learner is guided to: <ul style="list-style-type: none"> read Genesis 1:27 and state their gender, list different activities done by boys and girls, write Psalms 139:13 on flashcards and read aloud, draw and colour faces depicting various emotions, in groups list good thoughts and feelings e.g. loving others, loving God, having joy, forgiving others, sing a song ‘I’m happy today so happy in Jesus name I’m happy...’, avoid bad thoughts which can lead to bad behaviour, such as fights, stealing, hating others, abusing others, and talking about other people behind their back, list results of making bad choices and share in class. 	Why is it important to appreciate your gender?

Core competencies to be developed:

Self-efficacy: the skill of knowing self is demonstrated as the learner appreciates and states their gender.

Link to PCIs:

Gender Awareness is reinforced as learners list activities done by boys and those done by girls.

Link to Values:

Integrity is demonstrated as learners choose to do the right thing by avoiding bad thoughts and feelings.

Links to other Activity Areas:

Creative Activities: learners sing, dance, draw, and colour faces depicting various emotions.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 My Family (3 lessons)	By the end of the sub-strand, the learner should be able to: a) name family members in the nuclear and extended family, b) draw the family tree to understand family relationships, c) desire to respect family members for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> • name members of their family, • tell how they relate with family members, • draw and colour the family tree, • compose a poem to appreciate members of their families. 	Why should you respect family members?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of knowing their family is enhanced as learners name members of their family. • Citizenship: the skill of active family life is developed as learners tell how they relate with family members. 				
<p>Pertinent and Contemporary Issues: Social Cohesion is enhanced as they learn how to relate with family members.</p>				
<p>Link to Values: Love is nurtured as they compose a poem to appreciate members of their families.</p>				
<p>Links to other Learning Activity Areas: Environmental Activities: learners draw the family tree to understand family relationships.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 Adam and Eve (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise God as the creator of Adam and Eve, b) describe how Adam and Eve disobeyed God, c) state four results of Adam’s disobedience, d) desire to exercise obedience in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Genesis 2:7, 21, • picture-read Genesis 2:16-17, • tell how man disobeyed God in Genesis 3:6-7, • mention the result of man’s disobedience; Genesis 3:17, 19 & 23, • compose a poem on the importance of obeying parents. 	<ol style="list-style-type: none"> 1. How did Adam and Eve disobey God? 2. Why should you obey your parents?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of originality is exhibited as learners compose a poem on the importance of obeying parents.</p>				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is enhanced as learners compose a poem on the importance of obeying parents.</p>				
<p>Link to Values: Patriotism is developed as learners obey laws and regulations while performing different tasks in class.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: learners speak clearly and effectively as they read and recite poems, • Creative Activities: learners sing, dance, and compose poems. 				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe how they cope with happy or sad feelings.	Learner describes how they cope with happy or sad feelings in details.	Learner describes how they cope with happy or sad feelings.	Learner describes how they cope with happy or sad feelings but omit minor details.	Learner describes how they cope with happy or sad feelings but omit major details.
Ability to make the right choices guided by the word of God.	Learner makes the right choices guided by the word of God and encourages peers to do so.	Learner makes the right choices guided by the word of God.	Learner attempts to make the right choices guided by the word of God.	Learner makes the right choices guided by the word of God with consistent guidance.
Ability to name family members in the nuclear and extended family.	Learner names family members in the nuclear and extended family exhaustively.	Learner names family members in the nuclear and extended family.	Learner names some family members in the nuclear and extended family.	Learner names family members in the nuclear and extended family with assistance.
Ability to recognise God as the creator of Adam and Eve.	Learner constantly recognises God as the creator of Adam and Eve.	Learner recognises God as the creator of Adam and Eve.	Learner makes effort to recognise God as the creator of Adam and Eve.	Learner with prompts recognises God as the creator of Adam and Eve.
Ability to state four results of Adam's disobedience.	Learner states four results of Adam's disobedience and cites relevant examples.	Learner states four results of Adam's disobedience.	Learner states three results of Adam's disobedience.	Learner states one to two results of Adam's disobedience.

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 Bible as the Word of God (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> differentiate the Bible from other books as guided in 2 Timothy 3:16A, state the number of books in the New Testament, name the four Gospel books in the New Testament, appreciate the Bible as a guide in their daily life. 	The learner is guided to: <ul style="list-style-type: none"> in pairs, tell the difference between the Bible and other books, in groups, draw and colour the Holy Bible, sing the song “<i>My Bible and I.....</i>”, in groups read 2 Timothy 3:16A and say why they should respect the Holy Bible, state the number of books in the New Testament, name the four Gospel books, tell the importance of reading the Bible always recite Psalms 119:105. 	Why is the Bible a Holy book?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Imagination and Creativity: the skill of communicating ideas with confidence is portrayed as learners tell the difference between the Bible and other Books. Learning to Learn: the skill of creating learning experiences is developed as learners discuss the importance of reading the Bible always. 				

Link to PCIs:

Social Cohesion is nurtured as learners respect diversity and sing songs using different languages.

Link to Values:

Unity is nurtured as learners work in groups to sing, dance, draw, and colour the Bible.

Link to other Activity Areas:

- Mathematical Activities: learners count the number of books in the New Testament.
- Language Activities: learners read the Bible fluently and express ideas confidently.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.2 Bible Story: <i>Moses and the Burning Bush</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Moses and the burning bush, b) mention three lessons learnt from the story, c) desire to obey God in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • in turns read Exodus 3:1-6, • watch a video clip of Moses and the burning bush, • in pairs state how Moses obeyed God, • mention three lessons learnt from the story of Moses and the burning bush, • sing a song about Moses and the burning bush, • draw and colour Moses and the burning bush, • in pairs share experiences of how they obey their parents. 	How did Moses express obedience to God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of self-expression is exhibited as learners’ role-play the story of Moses and the burning bush. • Digital Literacy: the skill of interacting with digital devices is exhibited as learners watch a video clip on Moses and the burning bush. 				

Pertinent and Contemporary Issues:

Social Cohesion: the importance of having guiding values in life is portrayed as learners share experiences of how they obey their parents.

Link to Values:

Unity is portrayed as learners work in pairs and groups and respect each other's opinions.

Link to other Activity Areas:

Language Activities: learners read fluently and express themselves confidently.

Creative Activities: learners draw and role-play the story of Moses and the burning bush.

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 big fish</i> <i>Swallows</i> <i>Jonah</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> narrate the story of Jonah and the big fish, list the results of Jonah’s disobedience, desire to obey God in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> read the story of Jonah 1:1-4,15,17; 2:10, watch a video on the story of Jonah, draw and colour the big fish, mention what happened to Jonah after he disobeyed God, state why they should be obedient to God and others, sing a song, “<i>The big fish swallows Jonah.....</i>”. 	Why is it important to obey God?

Core Competencies to be developed:

Communication and Collaboration: learners speak clearly and effectively as they state why they should be obedient to God and others.

Link to Pertinent and Contemporary Issues:

Environmental Awareness: learners draw and colour the big fish.

Link to Values:

Obedience is inculcated as they learn the importance of obeying instructions.

Link to other Activity Areas:

- Creative Activities: learners sing songs, they also draw and colour the big fish
- Language Activities: learners read and discuss reasons why they should be obedient to God and others.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.4 Bible Story; <i>Naaman is Healed</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> retell the healing of Naaman the Syrian commander, mention three lessons learnt from the story of Naaman, appreciate God as the healer of all diseases. 	The learner is guided to: <ul style="list-style-type: none"> know what is leprosy and how it is spread from one person to the other, picture-read the healing of Naaman in 2 Kings 5:1-14, watch a video clip on Naaman’s healing, dramatise the story of Naaman, list three lessons learnt from the healing of Naaman, 	How was Naaman healed?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: the skill of communicating clearly and effectively is enhanced as learners retell the story of Naaman, Imagination and Creativity: the skill of exchanging new ideas and creative thinking is exhibited as learners dramatise the story of Naaman. 				
Link to Pertinent and Contemporary Issues: Health Education: communicable diseases; learners are taught the meaning of leprosy and how it is spread.				
Link to Values Respect: learners take turns reading the Bible texts and respect each other’s opinions as they share their ideas.				
Link to other learning activity areas: <ul style="list-style-type: none"> Creative Activities: learners dramatise the story of Naaman. Environmental Activities: learners mention the disease Naaman was suffering from. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.5 Bible Story: <i>The three Hebrew men</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of the three Hebrew men, b) list three lessons learnt from the story, c) desire to depend on God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Daniel 3:15-16, 18, 23-30, • watch a video on the story, • tell why the three men were thrown into the fire, • draw and colour the three Hebrew men and the fourth person who rescued them, • mention lessons learnt from the story, • dramatise how the three Hebrew men were rescued, • sing a song based on the story. 	How were the three Hebrew men rescued from the fire?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of connecting with technology is enhanced as learners watch a video on the story. • Imagination and Creativity: the skill of originality is enhanced as learners dramatise the three Hebrew men being rescued. 				
<p>Link to Pertinent and Contemporary Issues: Human Rights and Responsibilities: freedom of worship, learners are aware of their right to worship.</p>				
<p>Link to Values: Responsibility: learners become responsible as they learn about patience in the face of difficulties.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: reading skills; learners read the story of the three Hebrew men. • Creative Activities: learners dramatise and sing a song based on the story. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.6 Bible Story; <i>Elisha and the Boys</i> (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of Elisha and the boys, b) mention four lessons learnt from the story of Elisha and the boys, c) desire to respect the elderly in the community.	The learner is guided to: <ul style="list-style-type: none"> • read 2 Kings 2: 23-24 and retell the story of Elisha and the boys, • mention the number of boys in the story, • draw, colour, and display pictures of the two bears, • in pairs tell why they should respect the elderly, • say why they should not join their friends to do mischief, • role-play the story of Elisha and the boys, • compose a poem on how to respect the elderly in society. 	How did Elisha respond to the boys who insulted him?
<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 developed as learners role play, draw, and colour the two bears. • Learning to Learn: the skill of developing relationships is enhanced as learners compose a poem on how to respect the elderly in the society. 				

Pertinent and Contemporary Issues:

Social Cohesion is enhanced as they learn the guiding principles of relationships; such as respecting others.

Values:

Respect is enhanced as learners display positive regard for self and others by respecting the elderly.

Link to other activity areas:

- Language Activities: learners compose a poem, recite it, and read the Bible fluently.
- Creative Activities: learners role-play, draw, colour, and display pictures of the two bears.
- Mathematical Activities: learners list the number of boys and bears in the story.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to state the number of books in the New Testament.	Learner states the number of books in the New Testament with ease.	Learner states the number of books in the New Testament.	Learner makes an effort to state the number of books in the New Testament.	Learner with assistance states the number of books in the New Testament.
Ability to name the four Gospel books in the New Testament.	Learner sequentially names the four Gospel books in the New Testament.	Learner names the four Gospel books in the New Testament.	Learner names three Gospel books in the New Testament.	Learner names one to two Gospel books in the New Testament.
Ability to retell Bible stories as guided by the scriptures.	Learner retells Bible stories in details as guided by the scriptures.	Learner retells Bible stories as guided by the scriptures.	Learner retells Bible stories as guided by the scriptures but omits minor details.	Learner retells Bible stories as guided by the scriptures but omits major details.
Ability to outline the moral lessons learnt from the Bible stories.	Learner outlines moral lessons learnt from the Bible stories in details.	Learner outlines moral lessons learnt from the Bible stories.	Learner outlines moral lessons learnt from the Bible stories but omits minor details.	Learner outlines moral lessons learnt from the Bible stories but omits major details.
Ability to apply moral lessons learnt from the Bible stories in daily life.	Learner applies moral lessons learnt from the Bible stories in daily life and encourages peers to do so.	Learner applies moral lessons learnt from the Bible stories in daily life.	Learner makes an effort to apply moral lessons learnt from the Bible stories in daily life.	Learner applies moral lessons learnt from the Bible stories in daily life with guidance.

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 (3 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the wise men, b) name the hometown of Jesus Christ, c) desire to be led by God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Matt 2:1-2, • watch a video clip on the wise men from the East, • in groups role-play the story of the wise men, • draw stars and colour them, • in pairs mention their home towns, • say what they like about their hometowns, • name the town where Jesus grew up; Luke 2: 39-40, • compose simple poems about their hometowns. 	Why is the birth of Jesus Christ important to us?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork is enhanced as learners retell the story of the wise men. • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video clip about the wise men. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: nationhood and nationalism are developed as learners say what they like about their hometown.</p>				
<p>Values: Unity is demonstrated as learners work together in groups and role-play the story of the wise men.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw stars and colour them.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.2 The Good Samaritan (5 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of the Good Samaritan, b) list four lessons learnt from the story of the Good Samaritan, c) desire to show kindness to people in need.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 10:30-37 in turns, • watch a video on the story of the Good Samaritan, • role-play the story of the Good Samaritan, • mention lessons learnt from the story of the Good Samaritan, • tell how they help people in need, • sing a song about the Good Samaritan. 	How did the Good Samaritan show kindness?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of reflection on own learning is portrayed as learners tell how they help people in need. • Digital Literacy: the skill of interacting with digital technology is enhanced as learners watch a video on the story of the Good Samaritan. 				
<p>Link to Pertinent and Contemporary Issues: Health Education is enhanced as learners learn how the Good Samaritan applied treatment and managed the injuries of the man who was attacked by robbers.</p>				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Love is nurtured as they learn how the Good Samaritan took care of the injured man. • Social Justice is developed as they learn to help other people without discrimination. 				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are nurtured as learners sing a song about the Good Samaritan. • Language Activities: learners learn new words. • Environmental Activities: the Good Samaritan applied oil on the wounds of the injured man. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3 The Little Boy with five loaves and two fish (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) retell the miracle of the five loaves and two fish, b) state lessons learnt from the miracle of five loaves and two fish, c) desire to show kindness to those in need. 	The learner is guided to: <ul style="list-style-type: none"> • picture-read John 6:1-14, • watch a video of the little boy with five loaves and two fish, • narrate the story of the little boy with five loaves and two fish, • role-play the miracle, • tell how they keep the environment clean, • share experiences; on how they show kindness to others, • tell how many baskets remained after feeding the people, • draw the two fish and five loaves of bread, • compose a poem on how to avoid food wastage, • sing a song about the five loaves and two fish. 	Why is the story of the little boy important to Christians today?

Core Competencies to be developed:

- Citizenship: learners acquire the skill of information and communication as they tell how to keep the environment clean.
- Learning to Learn: the skill of managing waste responsibly is developed as learners avoid wastage.

Link to Pertinent and Contemporary Issues:

Environmental awareness is developed as they learn how to manage waste responsibly.

Values:

Unity: is exhibited as they learn how to share resources amicably.

Link to other Activity Areas:

- Environmental Activities: learners keep the environment clean.
- Mathematical Activities: learners count the baskets left after feeding the people.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.4 Jesus Christ walks on water (3 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the miracle of Jesus Christ walking on water, b) list lessons learnt from the miracle, c) appreciate Jesus' power over nature.	The learner is guided to: <ul style="list-style-type: none"> • picture-read Mathew 14:22-33, • discuss why the disciples were frightened (Mathew 14:26) in groups, • watch a video on Jesus walking on water, • draw a picture of Jesus walking on water in groups, • sing a song about Jesus walking on water. 	How does this miracle portray God's Power over nature?
<p>Core Competencies to be developed: Communication and Collaboration: the skill of communicating clearly and effectively is enhanced as learners work in pairs.</p>				
<p>Link to PCIs: Social Cohesion is exhibited as learners show cooperation by working in groups.</p>				
<p>Link to Values: Unity is portrayed as learners respect each other's ideas and take turns to air their views during group discussions.</p>				
<p>Link to other Activity Areas: Creative Activities: learners sing a song about Jesus walking on water.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.5 Raising of Jairus' Daughter (5 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> retell the miracle of raising Jairus' daughter, list four lessons learnt from the miracle of healing Jairus' daughter, recognise Jesus Christ's power over life and death. 	Learners are guided to: <ul style="list-style-type: none"> read Mark 5:35-43 in turns, retell the story of raising Jairus' daughter, write Mark 5:41 on a speech bubble and display it in the CRE learning corner, watch a video clip on the raising of Jairus' daughter, sing a song on the raising of Jairus' daughter. 	How did Jairus portray faith in God?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video clip on raising Jairus' daughter. Learning to Learn: the skill of working collaboratively is demonstrated as learners work in groups. 				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Social Cohesion: is nurtured as they learn the importance of living together by showing love, care, concern, and praying for each other.</p>				
<p>Link to Values:</p> <p>Love is nurtured as they learn to have a caring attitude towards others.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> Language Activities: reading skills are applied as learners read the Bible. Creative Activities skills are reinforced as they sing and compose a poem. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.6 Easter (4 lessons)	By the end of the sub-strand, the learner should be able to: a) mention the importance of celebrating Easter, b) identify the events that take place during Easter celebrations, c) appreciate Jesus Christ's resurrection by taking part in Easter celebrations.	The learner is guided to: <ul style="list-style-type: none"> • share experiences of how they celebrate Easter, • list in groups the importance of celebrating Easter, • list the activities that take place during Easter celebrations, • picture-read Mathew 28:1-6 in pairs, • write Matthew 28:6 on flashcards and read aloud, • sing songs about the resurrection of Jesus Christ. 	Why do Christians celebrate Easter?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of developing relationships is enhanced as learners participate in Easter celebrations. • Communication and collaboration: the skill of teamwork is nurtured as learners work together in groups. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is exhibited as learners sing songs in different languages.</p>				
<p>Link to Values: Responsibility is portrayed as learners take part in Easter Celebrations.</p>				
<p>Link to other activity areas: Language Activities: learners read and recite Bible verses.</p>				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to retell the story of the wise men.	Learner retells the story of the wise men in details.	Learner retells the story of the wise men.	Learner retells the story of the wise men but omits minor details.	Learner retells the story of the wise men but omits major details.
Ability to narrate the story of the good Samaritan.	Learner illustratively narrates the story of the good Samaritan.	Learner narrates the story of the good Samaritan.	Learner partly narrates the story of the good Samaritan.	Learner makes an effort to narrate the story of the good Samaritan.
Ability to list four lessons learnt from the story of the good Samaritan.	Learner lists four lessons learnt from the story of the good Samaritan and cites relevant examples.	Learner lists four lessons learnt from the story of the good Samaritan.	Learner lists three lessons learnt from the story of the good Samaritan.	Learner lists one to two lessons learnt from the story of the good Samaritan.
Ability to retell the miracles of Jesus Christ.	Learner retells the miracles of Jesus Christ in details.	Learner retells the miracles of Jesus Christ.	Learner retells the miracle of Jesus Christ but omits minor details.	Learner retells the miracle of Jesus Christ but omits major details.

Ability to state lessons learnt from the miracles of Jesus Christ.	Learner states lessons learnt from the miracles of Jesus Christ and cites relevant examples.	Learner states lessons learnt from the miracles of Jesus Christ.	Learner states some lessons learnt from the miracles of Jesus Christ.	Learner attempts to state some lessons learnt from the miracles of Jesus Christ.
Ability to mention the importance of Easter in the life of a Christian.	Learner mentions the importance of Easter in the life of a Christian illustratively.	Learner mentions the importance of Easter in the life of a Christian.	Learner partially mentions the importance of Easter in the life of a Christian.	Learner mentions the importance of Easter in the life of a Christian with support.
Ability to identify the events that take place during Easter celebrations.	Learner sequentially identifies the events that take place during Easter celebrations.	Learner identifies the events that take place during Easter celebrations.	Learner identifies events that take place during Easter celebrations but leaves out a few steps.	Learner identifies the events that take place during Easter celebrations but leaves out many steps.

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 Honesty (5 lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the story of Ananias and Sapphira, b) practise honesty by taking offerings given by parents to church, c) explain the importance of respecting other people's property, d) desire to exercise honesty in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture-read the story of Ananias and Sapphira in Acts 5:1-11, • watch a video clip about Ananias and Sapphira, • mention lessons learnt from the story of Ananias and Sapphira, • in groups sing a song on honesty, • say why they should not use church offerings for other purposes, • in groups, role-play ways of respecting other people's properties. 	<ol style="list-style-type: none"> 1. Why should you practise honesty as a Christian? 2. Why should you respect other people's property?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork is exhibited as learners discuss in groups and pairs. • Citizenship: the skill of showing integrity is nurtured as learners say why they should not use church offerings for other purposes. 				
<p>Pertinent and Contemporary Issues: Social Cohesion the importance of having guiding principles in life is exhibited as learners practise honesty in day-to-day life.</p>				
<p>Link to Values: Integrity is inculcated as learners say why they should not use church offerings for other purposes.</p>				
<p>Link to other Activity Areas: Creative Activities: learners sing and role-play ways of respecting other people's property in groups.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.2 Thankfulness (3 lessons)	By the end of the sub-strand, the learner should be able to: a) list ways they thank God in day-to-day life, b) state five reasons for thanking God for their family, friends, and teachers, c) desire to thank God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • write Psalms 136:1 on flashcards and read it aloud in class, • in pairs tell why they should thank God, • write on flashcards reasons for thanking God, family, friends, and teachers, • make cards to thank God and mount them at the CRE learning corner, • role-play in groups various ways of thanking God for family, friends, and teachers, • participate in singing games with a theme, ‘thank you God’, • say a simple, ‘Thank you’ prayer to God. 	Why should you thank God for your family, friends and teachers?
Core Competencies to be developed:				
Imagination and Creativity: the skill of originality is nurtured as learners make cards with messages to thank God.				
Link to PCIs:				
Social Cohesion is nurtured as learners write reasons for thanking God, friends, teachers, and family members on flashcards.				
Values:				
Unity is inculcated as learners role-play and sing in groups.				
Link to other Activity Areas:				
Creative Activities: learners sing, dance, and role play.				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.3 Forgiveness (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the story of the unforgiving servant, b) dramatise the story of the unforgiving servant, c) desire to forgive others in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> • observe and read pictures of the unforgiving servant (Matthew 18:21-31), • watch a video on the unforgiving servant, • role-play the story of the unforgiving servant, • always say, ‘Sorry’ when they wrong others, • write Colossians 3:13 on flashcards and read aloud in turns, • say what to do when wronged by others; Colossians 3:13, • play a game on forgiveness. 	Why should you forgive others?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch a video on the unforgiving servant. • Learning to Learn: the skill of self-discipline is nurtured as learners learn how to forgive others. 				
<p>Pertinent and Contemporary Issues: Peace Education: reconciliation and forgiveness is nurtured as they learn to always say, ‘Sorry’ when they wrong others.</p>				
<p>Values: Love is inculcated as learners forgive others when wronged.</p>				
<p>Link to other Activity Areas: Creative Activities: learners role-play the story of the unforgiving servant.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.4 Trust (4 lessons)	By the end of the sub-strand, the learner should be able to: a) identify people they can trust for their own safety, b) mention three people to report to when molested or touched inappropriately, c) stay safe by reporting people who molest them.	The learner is guided to: <ul style="list-style-type: none"> • list people they can trust for their own safety, • mention the people to report to in case they are molested or touched inappropriately, • role-play how to behave when confronted by a stranger, • sing the song, “<i>Trust and obey.....</i>”, • read and recite Proverbs 11:13. 	How do you ensure personal safety?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of saying their needs to get help is inculcated as learners mention the people to report to in case they are molested or touched inappropriately. • Communication and Collaboration: the skill of speaking clearly and effectively is enhanced as learners list people they can trust for their own safety. 				
<p>Link to Pertinent and Contemporary Issues: Safety and Security: situation awareness; the safety of learners is enhanced as they know whom to trust and where to report cases of molestation.</p>				
<p>Values: Responsibility: learners observe safety precautions by knowing whom to trust and how to behave when confronted by a stranger.</p>				
<p>Link to Environmental Activities: learners mention the people to report to, in case they are molested or touched inappropriately.</p>				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.5 Responsibility (4 lessons)	By the end of the sub-strand, the learner should be able to: a) practise cleanliness at home and school, b) demonstrate responsibility by correcting those in the wrong, c) carry out chores at home without expecting a reward, d) desire to be responsible in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • mention the importance of personal hygiene and good grooming, • report students who play mischief, • mention chores they do at home, • say why they should not expect rewards after doing chores at home, • recite Philippians 2:4. 	<ol style="list-style-type: none"> 1. Why is personal hygiene important? 2. How do show responsibility at home?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Citizenship: the skill of active family life is exhibited as learners participate in family activities by doing chores at home. • Self-efficacy: the skill of knowing who I ‘am is developed as learners practise good grooming and cleanliness. 				
Link to Pertinent and Contemporary Issues:				
Health Promotion is inculcated as learners talk about personal hygiene and good grooming.				
Values:				
Responsibility is enhanced as learners engage in chores at home and ensure that they maintain personal hygiene and practise good grooming.				
Link to other Activity Areas:				
Environmental Activities: learners observe personal hygiene and cleanliness.				

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to narrate the story of Ananias and Sapphira.	Learner narrates the story of Ananias and Sapphira in details.	Learner narrates the story of Ananias and Sapphira.	Learner narrates the story of Ananias and Sapphira but omits minor details.	Learner narrates the story of Ananias and Sapphira but omits major details.
Ability to practise honesty by taking offerings given by parents to church.	Learner constantly practises honesty by taking offerings given by parents to church.	Learner practises honesty by taking offerings given by parents to church.	Learner sometimes practise honesty by taking offerings given by parents to church.	Learner practises honesty by taking offerings given by parents to church with constant guidance.
Ability to explain the importance of respecting other people's property.	Learner explains the importance of respecting other people's property citing relevant examples.	Learner explains the importance of respecting other people's property.	Learner makes an effort to explain the importance of respecting other people's property.	Learner explains the importance of respecting other people's property with support.
Ability to state five reasons for thanking God for their family, friends, and teachers.	Learner states five reasons for thanking God for their family, friends, and teachers citing relevant examples.	Learner states five reasons for thanking God for their family, friends, and teachers.	Learner states three to four reasons for thanking God for their family, friends, and teachers.	Learner states one to two reasons for thanking God for their family, friends, and teachers.
Ability to dramatise the story of the unforgiving servant.	Learner creatively dramatises the story of the unforgiving servant.	Learner dramatises the story of the unforgiving servant	Learner makes effort to dramatise the story of the unforgiving servant.	Learner dramatises the story of the unforgiving servant with guidance.

Ability to identify people they can trust for their own safety.	Learners identifies people they can trust for their safety and cites relevant examples.	Learner identifies people they can trust for their safety.	Learner makes an effort to identify people they can trust for their safety.	Learner identifies people they can trust for their safety with guidance.
Ability to mention three people to report to when molested or touched inappropriately.	Learner constantly mentions three people to report to when molested or touched inappropriately.	Learner mentions three people to report to when molested or touched inappropriately.	Learner mentions two people to report to when molested or touched inappropriately.	Learner mentions only one person to report to when molested or touched inappropriately.
Ability to practise cleanliness at home and school.	Learner practises cleanliness at home and school and encourages peers to do so.	Learner practises cleanliness at home and school.	Learner practises cleanliness at home and school when prompted.	Learner practises cleanliness at home and school with consistent guidance.
Ability to demonstrate responsibility by correcting those in the wrong.	Learner constantly demonstrates responsibility by correcting those in the wrong.	Learner demonstrates responsibility by correcting those in the wrong.	Learner partly demonstrates responsibility by correcting those in the wrong.	Learner demonstrates responsibility by correcting those in the wrong with prompts.
Ability to perform chores at home without expecting a reward.	Learner performs chores at home without expecting a reward and encourages peers to do so.	Learner performs chores at home without expecting a reward.	Learner makes an effort to perform chores at home without expecting a reward.	Learner performs chores at home without expecting a reward with continuous guidance.

STRAND 5.0: THE CHURCH

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.1 Prayer (5 lessons)	By the end of the sub-strand, the learner should be able to: a) recite the Lord's prayer in Mathew 6:9-13, b) use appropriate postures during prayer, c) desire to show respect to God when praying.	The learner is guided to: <ul style="list-style-type: none"> • recite the Lord's prayer, Matthew 6:9-13, • read the Lord's prayer from a chart displayed in class, • role-play ways of showing respect to God during prayers, • say the Lord's prayer at home or in church, • sing songs related to the Lord's prayer. 	<ol style="list-style-type: none"> 1. Why is it important to pray? 2. How do you show respect to God during prayer?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of speaking clearly and effectively is exhibited as learners recite the Lord's Prayer. • Learning to Learn: the skill of recreating learning experiences outside the class is nurtured as learners pray at home and in church. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is developed as learners pray at school, home, and church thus promoting harmonious living.</p>				
<p>Link to Values: Respect is nurtured as learners role-play ways of showing respect to God during prayers.</p>				
<p>Links to other Activity Areas: Creative Activities: learners engage in singing and role-playing.</p>				

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 The Holy Spirit (4 lessons)	By the end of the sub-strand, the learner should be able to: a) retell the coming of the Holy Spirit on the day of Pentecost, b) identify the work of the Holy Spirit in the life of a Christian, c) identify five fruit of the Holy Spirit, d) desire to be led by the Holy Spirit as they make decisions in life.	The learner is guided to: <ul style="list-style-type: none"> • read Acts 2:1-4 in turns, • watch a video clip on the coming of the Holy Spirit, • mention the work of the Holy Spirit in pairs, • read Galatians 5:22 and list the fruit of the Holy Spirit, • draw a tree and write the fruit of the Holy Spirit (love, joy, peace, patience, and kindness), • learners to model and label five fruit of the Holy Spirit (love, joy, peace, patience, and kindness), • sing songs about the fruit of Holy Spirit. 	Why is the Holy Spirit important in the life of a Christian?

Core Competencies to be developed:

- Communication and Collaboration: the skill of teamwork is developed as learners work in pairs and groups.
- Imagination and Creativity: the skill of connecting new ideas is exhibited as learners draw a tree and write the fruit of the Holy Spirit.

Link to Pertinent and Contemporary Issues:

Social Cohesion is nurtured as they learn about having guiding values in life based on the fruit of the Holy Spirit.

Values:

Unity is displayed as learners work in pairs and groups.

Link to other Activity Areas:

- Creative Activities: learners sing and model five fruit of the Holy Spirit.
- Language Activities: learning of a new vocabulary (Pentecost).

LEVEL INDICATOR	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to recite the Lord's prayer according to Mathew 6:9-13.	Learner sequentially recites the Lord's prayer according to Mathew 6:9-13.	Learner recites the Lord's prayer according to Mathew 6:9-13.	Learner recites the Lord's prayer according to Mathew 6:9-13 but omits minor parts.	Learner recites the Lord's prayer according to Mathew 6:9-13 but omits major parts.
Ability to use appropriate postures during prayer.	Learner constantly uses appropriate postures during prayer.	Learner uses appropriate postures during prayer.	Learner sometimes uses appropriate postures during prayer.	Learner uses appropriate postures during prayer with guidance.
Ability to retell the coming of the Holy Spirit on the day of Pentecost.	Learner exhaustively retells the coming of the Holy Spirit on the day of Pentecost.	Learner retells the coming of the Holy Spirit on the day of Pentecost.	Learner briefly retells the coming of the Holy Spirit on the day of Pentecost.	Learner attempts to retell the coming of the Holy Spirit on the day of Pentecost.
Ability to identify the work of the Holy Spirit in the life of a Christian.	Learner identifies the work of the Holy Spirit and cites relevant examples.	Learner identifies the work of the Holy Spirit in the life of a Christian.	Learner attempts to identify the work of the Holy Spirit in the life of a Christian.	Learner identifies the work of the Holy Spirit in the life of a Christian with assistance.
Ability to identify five fruit of the Holy Spirit.	Learner identifies more than five fruit of the Holy Spirit.	Learner identifies five fruit of the Holy Spirit.	Learner identifies three to four fruit of the Holy Spirit.	Learner identifies one to two fruit of the Holy Spirit.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. 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 activities within the school, and
- consider learner safety when selecting the 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 (focusing on locally available materials).
- Stagger the activities across the term (set dates and times).
- Communicate with 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 conducted **annually**. The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the 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 2: 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, <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 in clubs and societies
Christian Values	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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