



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

PRE PRIMARY II

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TABLE OF CONTENTS

FOREWORD.....	Error! Bookmark not defined.
PREFACE	Error! Bookmark not defined.
ACKNOWLEDGEMENT.....	Error! Bookmark not defined.
TABLE OF CONTENTS	iii
LESSON ALLOCATION FOR PRE-PRIMARY	iv
NATIONAL GOALS OF EDUCATION	v
LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION	vii
ESSENCE STATEMENT.....	viii
SUBJECT GENERAL LEARNING OUTCOMES	ix
STRAND: 1.0 CREATION.....	1
STRAND: 2.0 THE HOLY BIBLE	6
STRAND: 3.0 THE LIFE OF JESUS CHRIST.....	12
STRAND: 4.0 CHRISTIAN VALUES.....	17
STRAND: 5.0 THE CHURCH	22
APPENDICES.....	27
APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3).....	27
APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS, ASSESSMENT TOOLS AND NON FORMAL PROGRAMMES	29

LESSON ALLOCATION FOR PRE-PRIMARY

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

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.

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Christian Religious Education (CRE) at the Pre-primary level is an activity area that explores the concepts of God and the Christian way of life, based on teachings from the Bible. The activity area emphasizes the acquisition of living values such as love, sharing, honesty, respect, and responsibility, contributing to the development of balanced individuals and a humane society. This aligns with the National Goal of Education No. 4, which aims to foster the development of sound moral values and the growth of self-disciplined, self-reliant, and integrated citizens. Implementing CRE activities at the Pre-primary level utilizes the life approach incorporating play-based learning and experiential learning. The competencies acquired in CRE at Pre-primary 2 will lay the foundation for learning CRE in Grade 1.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) demonstrate God's love through all creation in his or her life,
- b) demonstrate understanding of the word of God through prayer, saying simple memory verses and singing Christian songs for his or her spiritual growth,
- c) demonstrate understanding of the person of Jesus Christ and emulate Him in his or her daily life,
- d) apply Christian values in his or her interaction with others from diverse cultural backgrounds for harmonious co-existence,
- e) appreciate the church as a house of God for their spiritual nourishment.

STRAND: 1.0 CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
1.0 Creation	1.1 God the Creator (9 lessons)	By the end of the sub strand, the learner should be able to: a) observe things created by God in the environment, b) name the things created by God in the environment, c) appreciate things created by God in our environment.	The learner is guided to: <ul style="list-style-type: none"> • take a nature walk to observe the weather, plants and animals in their school environment, • take pictures of things created by God in the environment, • manipulate ICT devices to watch a video on God's creation, • take turns talking about things created by God, • listen to the story of creation from the children's Bible as portrayed in Genesis 1:3-25, • share materials to draw and colour the sun, moon, stars, plants and animals as things created by God, • recite a memory verse Genesis 1:25, • model things created by God, • sing songs on creation in groups, • say simple prayers to God to thank Him for his creation. 	Why did God create the things in our environment?
Core Competencies to be developed: Digital literacy: The learner adopts new digital technology. Uses new digital technology to accomplish his or her tasks as he or she manipulates ICT devices to watch a video on God's creation.				

Creativity and imagination: Communication and self-expression: The learner undertakes tasks that encourage the artistic expression of ideas as he or she draws and colours the sun, moon, stars, plants and animals as things created by God.

Values:

Social justice: Cooperation: Share materials to draw and colour the sun, moon, stars, plants and animals as things created by God.

Unity: Cooperation: The learner strives to achieve a common goal as he or she collaborates with other learners to take pictures of things created by God in the environment.

Link to Pertinent Contemporary Issues (PCIs):

Environmental Education: Environmental Awareness: The learner identifies things in their environment that were created by God.

Link to other Activity Areas:

Environmental activities: The concept of God as the creator of plants and animals relates to the concept of plants and animals in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creation	1.2 Caring for God's Creation (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell ways of caring for God's creation in the environment, b) care for self and others at home and school, c) care for plants and animals at home and school, d) desire to care for God's creation in the environment.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about ways of caring for self and others, • demonstrate how to care for plants, • observe pictures on caring for animals, • take turns talking about ways of caring for animals, • take turns talking about safe ways of handling plants and animals, • demonstrate how to care for self by carrying out basic hygiene practices, • demonstrate how to care for others, • recite the Bible verse Genesis 2:15, • manipulate ICT devices to watch videos of children caring for one another, • sing songs on caring for God's creation in groups, • recite poems on caring for God's creation in groups. 	<ol style="list-style-type: none"> 1. Why should you take care of God's creation? 2. How do you take care of self and others?
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learning independently: The learner recreates learning experiences as they demonstrate how to care for self.</p> <p>Communication and collaboration: Speaking engagingly: The learner can reason and show own opinion as he or she talks about ways of caring for self and others.</p>				

Values: Integrity: Accountability: The learner demonstrates care for self, others, plants and animals within his or her environment. Love: Caring: The learner portrays a caring attitude as he or she demonstrates how to care for others.
Link to Pertinent Contemporary Issues (PCIs): Environmental Issues: Environmental conservation: The learner acquires skills of taking care of plants and animals in his or her environment. Disaster Risk Reduction: Safety: The learner is made aware of safe ways to handle plants and animals in their environment.
Link to other Activity Areas: Environmental activities: The concept of caring for plants and animals as God’s creation relates to the concept of plants and animals in Environmental activities. The concept of caring for self as God’s creation relates to the concept of health practices in Environmental activities.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify things created by God in the environment.	Visually observes and identifies more than 5 things created by God in the environment.	Visually observes and identifies at least 5 things created by God in the environment.	Visually observes and identifies at least 3 things created by God in the environment.	Visually observes or identifies 1 or none of the things created by God in the environment.
Ability to care for God’s creation. • Caring for self	• Demonstrates self-care skills through	• Demonstrates self-care skills through	• Demonstrates some basic hygiene practices.	• Struggles to demonstrate some

<ul style="list-style-type: none"> • Caring for others • Caring for Plants • Caring for animals 	<p>basic hygiene practices.</p> <ul style="list-style-type: none"> • Displays care for others by sharing, showing kindness and being helpful to others. • Provides for the needs of different animals and plants. Handles plants and animals safely and gently. • Always aware of the welfare of animals and takes the initiative to seek help if necessary. 	<p>most of the basic hygiene practices.</p> <ul style="list-style-type: none"> • displays care for others by sharing, showing kindness and being helpful to others. • Provides for the needs of different animals and plants. Handles plants and animals safely and gently with little assistance. • Aware of the welfare of animals and takes the initiative to seek help if necessary. 	<ul style="list-style-type: none"> • Requires occasional reminders to share with others, show kindness and help others. • Needs frequent reminders to provide for the needs of different animals and plants. May not always show respect and kindness towards animals and may handle them roughly. • Occasionally aware of the welfare of animals and seeks help if necessary. 	<p>basic hygiene practices.</p> <ul style="list-style-type: none"> • Resists sharing with others, is hesitant to show kindness and helps others when prompted. • Frequently forgets to provide for the needs of different animals and plants. • May show disrespect and unkindness towards animals and handle them roughly. • Rarely aware of the welfare of animals.
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STRAND: 2.0 THE HOLY BIBLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 The Holy Bible	2.1 Bible as a Holy Book (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell appropriate ways of handling the Bible as a holy book, b) handle the Bible with care and respect, c) appreciate the Bible as a Holy book.	The learner is guided to: <ul style="list-style-type: none"> • say the do's and don'ts when handling the holy Bible, • share experiences on how the holy Bible is handled at home and in the church, • demonstrate how to open the holy Bible from right to left, • manipulate ICT devices to watch proper ways of handling the holy Bible, • recite simple Bible verses in groups, • draw and colour the holy Bible, • tell areas where the holy Bible is kept at home and at school, • identify proper ways and areas to keep the holy Bible, • demonstrate proper ways of keeping the holy Bible in appropriate places at home and school. 	<ol style="list-style-type: none"> 1. How should you handle the Holy Bible? 2. Why should you respect the holy Bible?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Speaking engagingly: The learner can reason and show his or her own opinion as he or she shares experiences on how the holy Bible is handled at home and in the church. • Creativity and Imagination: Communication and self-expression: The learner undertakes tasks that encourage the artistic expression of ideas as he or she draws and colours the holy Bible. 				

Values:

- Responsibility: Accountability: The learner cares for his or her property and others' property by demonstrating how to handle the Holy Bible.
- Respect: Acceptance: The learner appreciates diverse opinions as they share experiences on how the Holy Bible is handled at home and in the Church.

Link to Pertinent Contemporary Issues (PCIs):

Citizenship: Integrity: The learner develops responsibility when he or she develops skills of handling the holy Bible appropriately.

Link to other Activity Areas:

Language Activities: The concept of handling the Bible relates to the concept of book handling in Language activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 The Holy Bible	2.2 Bible Story (Noah and the Ark) (9 lessons)	By the end of the lesson, the learner should be able to: a) tell reasons he or she obeys God, b) narrate the story of Noah and the Ark, c) show obedience to God in his or her life.	The learner is guided to: <ul style="list-style-type: none"> • share experiences on when he or she obeys his parents and teachers, • take turns talking about why he or she should be obedient, • picture-read the story of Noah and the Ark from picture books, • listen to the story of Noah and Ark from the children's Bible as portrayed in Genesis 6:14-22, • retell the story of Noah and the Ark, • name some of the animals that went into the Ark, • sing songs about Noah and the Ark in groups, • match pictures of animals found in the environment, • trace pictures of animals in their environment from picture cut-outs. 	<ol style="list-style-type: none"> 1. How did Noah obey God? 2. Why did Noah build the Ark?
Core Competencies to be developed: Self-efficacy: Self-confidence: The demonstrates confidence in expressing self as he or she talks about obedience. Critical thinking and Problem-solving: Active listening and communication skills: The learner follows simple instructions to complete tasks as he or she Picture-reads the story of Noah and the Ark from picture books.				
Value: Peace: Responsibility: The learner has respect for self and others as he or she awaits turn when talking about why he or she should be obedient.				

Link to PCIs:

Environmental issues: Environmental education: The learner is familiarised with animals in their environment.

Link to other Activity Areas:

Language Activities: The concept of listening to Bible stories relates to the concept of storytelling in Language activities.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to tell appropriate ways of handling the Holy Bible. <ul style="list-style-type: none">• Keep drinks and food away from the Bible.• Open from right to left.• Turn pages of the Bible gently.• Use clean hands to hold the Bible.• Close the Bible after reading.	Tells more than 5 ways of handling the Bible appropriately.	Tells 5 ways of handling the Bible appropriately.	Tells 2 to 4 ways of handling the Bible appropriately.	Tells 1 or none of the ways of handling the Bible appropriately.

<ul style="list-style-type: none"> Keep the Bible at the appropriate place. 				
Ability to handle the Holy Bible.	Displays a lot of care and respect when handling the Bible; always holds the Bible gently with clean hands and uses both hands to turn the pages. Keeps the Holy Bible in appropriate areas at home and school at all times.	Displays care and respect when handling the Bible; usually holds the Bible gently with clean hands and uses both hands to turn the pages. Keeps the Holy Bible in appropriate areas at home and school most of the time.	Displays minimal care and respect when handling the Bible; sometimes holds the book too tightly or turns the pages too quickly. Occasionally keeps the Holy Bible in appropriate areas at home and school.	Displays little to no care and respect when handling the Bible; May throw the Bible, rip the pages, or treat it like any other book. Hardly keeps the Holy Bible in appropriate areas at home and school and requires frequent reminders to do so.
Ability to interact with the Bible. <ul style="list-style-type: none"> Bible story Bible verses 	Observes and relates all pictures with the Bible story with ease. Listens attentively to the Bible story and contributes to the story. Narrates the Bible story eloquently; provides vivid details and demonstrates creativity in his or her narration.	Observes and relates all pictures with the Bible story. Listens attentively to the Bible story. Narrates the Bible story; provides details and demonstrates creativity in his or her narration.	Observes and relates some pictures with the Bible story. Pays little attention when listening to the Bible story. Narrates the Bible story with	Observes and relates some pictures with the Bible story with prompts. Inattentive to the Bible story. Struggles to narrate the Bible story; provides sketchy details with little evidence of

	<p>Recites the Bible verses with a high level of coherence. Tells multiple lessons learnt from the Bible story.</p>	<p>Recites the Bible verses coherently. Tells lessons learnt from the Bible story.</p>	<p>moderate level of fluency; provides some details and demonstrates some creativity in his or her narration. Recites the Bible verse with a moderate level of coherence. Tells a few lessons learnt from the Bible story.</p>	<p>creativity in his or her narration. Recites the Bible verse incoherently. Unable to tell lessons learnt from the Bible story.</p>
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STRAND: 3.0 THE LIFE OF JESUS CHRIST

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 The Life of Jesus Christ	3.1 Birth of Jesus Christ (9 lessons)	By the end of the lesson, the learner should be able to: a) narrate the story of the birth of Jesus, b) tell the importance of the birth of Jesus in his or her life, c) appreciate the birth of Jesus as the son of God.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about events that happen in his or her community when a baby is born, • listen to the story of the birth of Jesus from the children's bible as portrayed in Luke 2: 1-7, • take turns narrating the story of the birth of Jesus. • sing songs about the birth of Jesus in groups, • role-play the events that took place during the birth of Jesus in groups, • look at pictures showing the birth of Jesus, • take turns talking about why the birth of Jesus is important to him or her. • manipulate ICT devices to watch a video on the birth of Jesus. • share materials to draw and colour pictures showing the birth of Jesus. 	<ol style="list-style-type: none"> 1. Why is the birth of Jesus important to you? 2. What took place during the birth of Jesus?
<p>Core Competencies to be developed:</p> <p>Citizenship: Information and Communication skills: The learner brings together information as he or she shares information on what takes place in his or her community when a baby is born.</p> <p>Creativity and imagination: Self-expression: The learner undertakes tasks that encourage artistic expression of ideas as they draw and colour pictures showing the birth of Jesus.</p>				

Value:

Unity: Cooperation: The learner shares materials with others amicably to draw and colour pictures showing the birth of Jesus.

Link to Pertinent Contemporary Issues (PCIs):

Citizenship: Integrity: The learner demonstrates integrity by sharing materials with other learners to draw and colour pictures showing the birth of Jesus.

Link to other Activity Areas:

Environmental Activities: The concept of the birth of Jesus relates to the concept of family in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 The Life of Jesus Christ	3.2 Celebrating the Birth of Jesus (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell ways he or she celebrates the birth of Jesus, b) identify the events that marked the celebration of the birth of Jesus, c) create messages on the birth of Jesus, d) appreciate the birth of Jesus in his or her life as a Christian.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about how he or she should celebrate the birth of Jesus, • observe pictures of the events of celebrating the birth of Jesus, • Take turns talking about the events that marked the celebration of the birth of Jesus. • share experiences on how he or she celebrates his or her own birthday and others' birthdays, • create improvised cards with Bible messages on the birth of Jesus to be displayed to other learners, teachers and parents, • sing songs about celebrating the birth of Jesus in groups, • share materials to colour pictures of wise men giving gifts to Jesus, • video record each other reciting a poem about celebrating the birth of Jesus. 	<ol style="list-style-type: none"> 1. How was the birth of Jesus celebrated in the Bible? 2. How should you celebrate the birth of Jesus?
Core Competence to be developed: Communication and Collaboration: Teamwork: The learner recognizes the value of others' ideas and contributes to group tasks as he or she participates in talking about how the birth of Jesus should be celebrated.				

Value: Responsibility: Self-drive: The learner engages in assigned duties as he or she creates improvised cards and bookmarks with Bible messages on the birth of Jesus.
Link to Pertinent Contemporary Issues (PCIs): Education for Sustainable Development (ESD): Digital literacy: The learner digital literacy skills necessary to shape a sustainable future as they video record each other reciting a poem about celebrating the birth of Jesus.
Link to other Activity Areas: Environmental Activities: The concept of celebrating the birth of Jesus relates to the concept of family in Environmental activities.

Assessment Rubric

<div>Level</div> <div>Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability of the learner to demonstrate knowledge of the birth of Jesus.	Narrates the story of the birth of Jesus eloquently; provides vivid details and demonstrates creativity in his or her narration. Tells the importance of the birth of Jesus in his or her life	Narrates the story of the birth of Jesus; provides details and demonstrates creativity in his or her narration. Tells the importance of the birth of Jesus in his or her life.	Narrates the story of the birth of Jesus with a moderate level of fluency; provides some details and demonstrates some creativity in his or her narration. Tells the importance of the birth of Jesus in	Struggles to narrate the story of the birth of Jesus; provides sketchy details with little evidence of creativity in his or her narration. Attempts but fails to tell the importance of the birth of Jesus in his or

	giving many details and with ease.		his or her life with a few prompts.	her life or provides incorrect information.
<p>Ability of the learner to tell the events during the celebration of the Birth of Jesus.</p> <ul style="list-style-type: none"> • The joy of the shepherds • Angels' song • The wise men 	Tells all the three events that marked the celebration of the birth of Jesus with all the accurate details and provides additional information for each.	Tells all the three events that marked the celebration of the birth of Jesus with all accurate details.	Tells two of the events that marked the celebration of the birth of Jesus with few accurate details.	Tells one or none of the events that marked the celebration of the birth of Jesus with little to no accuracy.
Ability to create messages on the birth of Jesus.	Displays complex creative skills in creating the messages. Follows the instructions accurately and produces well-designed cards.	Displays simple creative skills in creating messages. Follows the instructions and produces well-designed cards.	Struggles to follow instructions to produce well-designed cards and may need support and guidance to do so.	Attempts but is unable to follow instructions. Needs a lot of support and guidance to produce well-designed cards.

STRAND: 4.0 CHRISTIAN VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.1 Respect for Self and Others (9 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways of respecting self and others at home and school, b) recite a memory verse on respecting parents, c) show respect to people at home and school.	The learner is guided to: <ul style="list-style-type: none"> • identify people that he or she should respect at home and school, • demonstrate ways of showing respect to self and others such as <i>using polite words, greeting elders, showing acceptable behaviour and obeying rules at home and school,</i> • recite a Bible verse on respecting parents, Ephesians 6: 1-2 in groups, • sing songs about respect in groups, • role play on basic rules of respect, • manipulate ICT devices to watch videos of children showing respect to teachers and parents, • take turns talking about why he or she should respect parents and teachers. 	<ol style="list-style-type: none"> 1. Who should you respect? 2. Why should you respect parents and teachers?
Core Competencies to be developed: Citizenship: Values for self and others: The learner demonstrates ways of showing respect to self and others. Communication and Collaboration: Teamwork: Contributes to the group by participating actively in role-playing on basic rules of respect.				
Value: Respect: Etiquette: The learner displays positive regard for self and others by demonstrating ways of showing respect to self and others.				

Link to Pertinent Contemporary Issues (PCIs):

Citizenship: Social Cohesion: The learner enhances positive behaviour guided by values as he or she roles play on basic rules of respect.

Link to other Activity Areas:

Environmental Activities: The concept of respect for parents and teachers relates to the concept of proper behaviour at home and school in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.2 Responsibility to Self and Others (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell his or her responsibilities at home and school, b) carry out activities responsibly at home and school, c) show responsibility at home and school.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about activities given by parents and teachers that he or she does at home and school, • demonstrate activities given by parents and teachers that he or she does at home and school, • recite the Bible verse Ephesians 6:1-2 in groups, • recite poems on responsibility in groups, • manipulate ICT devices to watch videos of children carrying out different activities at home and school, • sing songs about responsibility in groups, • take part in school activities such as collecting litter, sweeping and watering plants, • organise books in class and arrange tables and chairs, • recite a poem on responsibility to self and others in groups. 	<ol style="list-style-type: none"> 1. What do your parents ask you to do at home? 2. Why should you obey your parents and teachers?
Core Competencies to be developed: Citizenship: Active community/family life skills: The learner shows responsibility to family and the school community as he or she demonstrates activities given by parents and teachers at home and at school.				

Value: Patriotism: Dedication: The learner is aware of own responsibilities at home and school as he or she demonstrates activities given by parents and teachers.
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Human Rights and Responsibilities: Responsibility: The learner works for the cohesion of the family as he or she carries out assigned responsibilities at home and school.
Link to other Activity Areas: Environmental activities: The concept of responsibility to self and others relates to the concept of responsibilities at home and school in Environmental activities.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite Bible verses on Christian values.	Recites Bible verses on Christian values eloquently.	Recites Bible verses on Christian values.	Recites Bible verses on Christian values with few errors or hesitations.	Recites Bible verses on Christian values with significant errors or hesitations.
Ability to apply Christian values in daily life. <ul style="list-style-type: none"> Self-respect: The learner talks positively about self and avoids conflicts. 	Demonstrates the criteria consistently and independently in various situations and contexts.	Demonstrates the criteria in various situations and contexts.	Demonstrates the criteria in some situations and contexts.	Demonstrates the criteria in some situations and contexts only when prompted.

<ul style="list-style-type: none"> • Respect for others: The learner displays appropriate behaviour, takes turns, respects opinions, uses appropriate language and cooperates with others. • Responsibility - The learner takes care of their own and others' belongings, follows rules and routines, and completes tasks as an individual and in groups. 				
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STRAND: 5.0 THE CHURCH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.1 The Church as a House of God (9 lessons)	By the end of the sub strand, the learner should be able to: a) identify the church as a house of God, b) recite a simple Bible verse about the church, c) display appropriate behaviour when in church, d) show reverence for the church as a house of God.	In pairs or groups, learners are guided to: <ul style="list-style-type: none"> • observe pictures of churches, • name the days he or she goes to church, • take turns talking about appropriate ways to behave in church, • manipulate ICT devices to watch videos showing appropriate behaviour in Church, • demonstrate the appropriate behaviours to be displayed when in church. • recite Matthew 21:13a. <i>“My house shall be called a house of prayer.”</i> in groups, • sing songs about the church in groups, • recite poems about the church in groups, • share materials to draw and colour the church, • model a church. 	<ol style="list-style-type: none"> 1. Why is the church a Holy place? 2. How do you show respect in the church?
<p>Core Competencies to be developed:</p> <p>Digital Literacy: The learner adopts new digital technology. Uses new digital technology to accomplish own tasks as he or she manipulates ICT devices to watch videos showing appropriate behaviour in church.</p> <p>Creativity and Imagination: Exploration: The learner demonstrates imagination and originality as he or she draws, colours and models the church.</p>				

Value:

Social justice: Cooperation: The learner shares resources equitably with others as he or she shares materials to draw and colour the church.

Link to Pertinent Contemporary Issues (PCIs):

Citizenship: Social cohesion: The learner demonstrates tolerance of diversity as he or she acknowledges the different days others go to church when naming the days he or she goes to church.

Link to other Activity Areas:

Environmental Activities: The concept of appropriate behaviour in the church as a house of God relates to the concept of proper behaviour at home and school in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.2 Church Activities (10 lessons)	By the end of the sub strand, the learner should be able to: a) tell activities that take place in the church, b) demonstrate service to the church by taking part in the church, c) appreciate activities that take place in the church.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about activities that take place in the church, • look at pictures in a gallery walk on different activities carried out in church, • demonstrate activities carried out in church, • visit the church in their community and participate in church activities, • manipulates ICT devices to watch videos on the activities carried out in the church, • sing songs using musical instruments, on the activities done in the church in groups, • recite a poem on activities done in the church in groups, • take turns talking about why he or she should take part in Church activities. 	<ol style="list-style-type: none"> 1. What do you do in church? 2. Why do you take part in Church activities?
<p>Core Competencies to be developed: Communication and Collaboration: Teamwork: the learner recognises the value of others' ideas as he or she awaits turn to talk about activities that take place in the Church. Self-efficacy: Self-Drive: The learner takes initiative and displays confidence as he or she demonstrates activities carried out in the Church</p>				

Value: Unity: Cooperation: The learner strives to achieve a common goal with others as they sing songs on activities done in the Church.
Link to Pertinent Contemporary Issues (PCIs): Community Service Learning (CSL): The learner is provided opportunities to observe activities taking place in his or her community as he or she is guided to visit a church in their community to observe and take part in church activities.
Link to other Activity Areas: Creative Activities: The concept of activities done in church such as singing and dancing relates to the concept of performing music in Creative activities.

Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Display appropriate behaviour when in Church.	Consistently displays appropriate behavior in church. Actively participates in the service, follows the instructions given, and shows respect for God, the church, and others. Able to sit still and quietly for an appropriate period and	Mostly displays appropriate behavior in church. Participates in the service, follows most of the instructions given and shows respect for God, the church, and others. Can sit still and quietly for most of the time and engages in age-	Displays some appropriate behavior in church, but not consistently. May struggle to participate in the service, follow instructions, or show respect for God, the church, and others. May have difficulty sitting still and quietly	Displays little to no appropriate behavior in church. Frequently disrupt the service, do not follow instructions, and show a lack of respect for God, the church, and others. Unable to sit still and quietly for an appropriate period and may require

	engage in age-appropriate activities without disturbing others.	appropriate activities without disturbing others.	for an appropriate period and may need frequent reminders to engage in age-appropriate activities without disturbing others.	constant supervision to engage in age-appropriate activities without disturbing others.
Take part in Church activities.	Takes part in a variety of Church activities willingly.	Takes part in Church activities willingly.	Takes part in some Church activities with frequent reminders.	Demonstrates little to no willingness to take part in Church activities or may actively resist doing so.

APPENDICES

APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

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

Steps in carrying out the integrated CSL activity
1) Preparation <ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (Set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

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

APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS, ASSESSMENT TOOLS AND NON FORMAL PROGRAMMES

Suggested Resources	Suggested Assessment Methods	Suggested Assessment Tools	Non-Formal Programmes to Support Learning
<ul style="list-style-type: none"> • Good News Bible • Children's Bible • ICT devices • Flashcards • Picture cut-outs • Picture books • Modelling materials (clay, dough, plasticine) • Colouring materials (Coloured pencils/chalk/crayons) • Wallcharts • Musical instruments (e.g. shakers, drums etc) • Improvised costumes and materials for role-play 	<ul style="list-style-type: none"> • Oral questions • Observations • Portfolios 	<ul style="list-style-type: none"> • Checklists • Observation schedules • Anecdotal records • Portfolio 	Pastoral Programmes of Instruction (PPI).

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