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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGNS

HINDU RELIGIOUS EDUCATION

GRADE 4

First Published 2017

Revised 2024

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FOREWORD

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

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

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

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

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

Thank you.



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PREFACE

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

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School 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 Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Hindu Religious Education encompasses four faiths, namely, Sanatan/Vedic, Sikhism, Jainism and Buddhism. It is an important area of study enriched with religious content, knowledge, skills and attitudes to facilitate holistic development of learners. This learning area builds on the competencies that have been introduced in Early Years Education. It enhances the learner's self-awareness and the recognition and preservation of nature.

To achieve this, the learner will be guided to apply knowledge, skills, attitudes and values in real-life experiences as well as solving the day-to-day challenges. Practical activities in the real-life situation will be used as teaching methods to enable the learners make appropriate choices and decisions in life. Hindu Religious Education provides interactive, collaborative and problem-solving learning experiences that endeavour to develop values and skills for harmonious living within the society.

GENERAL LEARNING OUTCOMES FOR HINDU RELIGIOUS EDUCATION

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

- a) Read and recite the selected *surahs* to enhance interaction with the Qur'an as a primary source of guidance.
- b) Deduce lessons from selected *surahs* and apply them in daily life.
- c) Appreciate and emulate the practices of the Prophet as a role model.
- d) Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
- e) Demonstrate interest in and positive attitude towards performance of acts of *Ibadah* (worship).
- f) Acquire Islamic values to grow as a responsible and ethical citizen
- g) Apply Islamic teachings to guide individuals to make positive contribution to social and economic developments in the society.
- h) Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence.

SUMMARY OF STRANDS AND SUBSTRANDS

STRANDS	SUBSTRANDS	NUMBER OF LESSONS
1.0. Creation	1.1. Panch Mahabhoot	10
2.0. Manifestations of Paramatma	2.1. Enlightened Beings	10
3.0. Scriptures	3.1. Essence of Scriptures	10
4.0. Worship	4.1. Dainik Prarthana (Daily Prayers)	10
5.0. Sadachaar	5.1. Aspects of Integrity.	10
6.0. Yoga	6.1. Pranayam and asanas	10
7.0. Principles of Dharma	7.1. Virtues of Righteousness.	10
8.0. Utsav (Social festivals)	8.1. Social and National festivals	10
	8.2. Indian Traditional Calender	10

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	<p>1.1Panch-mahabhoot</p> <p>(10 lessons)</p> <ul style="list-style-type: none"> ● <i>Jal</i>(water) ● Sacred Rivers ● <i>River Ganga, Beas, Rujubalika</i> ● Sacred Trees. <i>Tulsi, Beri & Boddhi tree.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) state water bodies that are considered sacred as mentioned in the Scriptures to strengthen faith, b) identify the role of water in our daily lives, c) appreciate the importance of <i>jal</i> (water) used for religious activities in different faiths for its sacredness. d) name plants that are considered sacred for familiarisation, e) specify the roles of 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● explain the uses of <i>jal</i> (water) in different religious activities. ● demonstrate the importance of water by planting seeds/plants, one in dry condition and another in wet conditions. ● list the ways to conserve water within the community and create awareness through digital devices for water conservation, ● share information by locating selected rivers using digital devices, ● participate in a religious activity along with a resource person using water as sacred according to four faiths, ● collect pictures of trees that are of religious importance and 	<ol style="list-style-type: none"> 1. Why is water important in our life? 2. Why are some of the rivers considered sacred in the Scriptures? 3. What makes the sacred plants important in our life?

		<p>plants that are considered sacred in each faith for religious activities,</p> <p>f) nurture plants for conservation of environment.</p>	<p>create a photo montage using digital devices,</p> <ul style="list-style-type: none"> ● watch a lesson showing the different stages of growth of plants using digital material, like KICD education TV, ● use digital materials to learn the interdependence between plants and human beings, ● assist peers with special needs as per their abilities to participate in tree planting activity carried out in the school compound/community centre, ● collect the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment Day. 	
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Core Competencies to be developed:

- Learning to learn: Learner acquires self-discipline when watching a lesson showing the different stages of growth of plant using digital material like KICD education TV.
- Digital Literacy: Learner interacts with digital technology when listing the ways to conserve water within the community and creates awareness through digital devices for water conservation.

Values:

- Responsibility: Learner develops self-drive when collecting the leaves of plants considered sacred with the guidance of parents to create a card for the annual Environment Day.
- Respect: Learner cultivates religious acceptance when participating in a religious activity along with a resource person using water as sacred according to four faiths.

Pertinent and Contemporary Issues (PCIs):

Education for Sustainable Development (ESD): Learner lists the ways to conserve water within the community and creates awareness through digital devices for water conservation, uses digital materials to learn the inter-dependency between plants and human beings.

Link to other Learning Areas:

- The learner is able to link the skills of planting trees learnt during the tree planting activity to the skills of planting crops in Agriculture.
- The learner is able to link the skills of creating a card for the annual Environment Day and collecting the leaves of plants considered sacred with the guidance of parents to the creative skills learnt in Creative Arts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state water bodies that are considered sacred as mentioned in the Scriptures	The learner states water bodies that are considered sacred as mentioned in the Scriptures correctly, with examples.	The learner states water bodies that are considered sacred as mentioned in the Scriptures correctly.	The learner states water bodies that are considered sacred as mentioned in the Scriptures with minor omissions.	The learner states water bodies that are considered sacred as mentioned in the Scriptures with major omissions.
Ability to identify the role of water in our daily lives.	The learner identifies the role of water in our daily lives, stating sources.	The learner identifies the role of water in our daily lives.	The learner identifies the role of water in our daily lives with prompts.	The learner has difficulty identifying the role of water in our daily lives even with prompts.
Ability to specify the roles of plants that are considered sacred in each faith.	The learner specifies the roles of all plants that are considered sacred in each faith correctly and explicitly.	The learner specifies the roles of plants that are considered sacred in each faith correctly.	The learner specifies the roles of some plants that are considered sacred in each faith.	The learner has difficulty specifying the roles of plants that are considered sacred in each faith.

STRAND 2.0: MANIFESTATIONS OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Manifestations of Paramatma</p>	<p>2.1 Enlightened Beings (10 lessons)</p> <ul style="list-style-type: none"> ● <i>Narsimha Avtar</i> ● <i>Parshavnath</i> ● <i>Lord Buddha- His childhood</i> ● <i>Sri Guru Ram Das ji</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the contributions of Enlightened Beings for inspiration,</p> <p>b) implement teachings of Enlightened Beings for righteous living,</p> <p>c) appreciate the teachings of Enlightened Beings for spiritual and moral growth.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read the short stories about the lives of Enlightened Beings, ● listen to stories of Enlightened Beings from a resource person/parent or using an audio device, ● perform skits based on the reforms done by Enlightened Beings, ● participate in quiz competitions based on questions related to reforms done by Enlightened Beings, ● Participate in short essay writing competition on Enlightened Beings, ● Assist learners with special needs as per their abilities to match the Enlightened Beings with the reforms done by each, ● watch animated films on Enlightened Beings using digital devices, 	<ol style="list-style-type: none"> 1. Why are Enlightened Beings considered Divine? 2. What do we learn from the life of Prince Siddhartha? 3. How are the teachings of Sri Guru Ram Das Ji applicable in modern society?

			<ul style="list-style-type: none"> ● Discuss the stories and watch relevant videos using digital devices. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learner interacts with digital literacy when matching the Enlightened Beings with the reforms done by each (through dragging and dropping on digital device). ● Learning to learn: Learner learns independently when participating in short essay writing competition on Enlightened Beings. 				
<p>Values:</p> <p>Respect: Learner enhances open-mindedness when performing skits based on the reforms done by Enlightened Beings.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship: Learner is sensitised on human rights and responsibilities while matching the Enlightened Beings with the reforms done by each.</p>				
<p>Link to other Learning Areas:</p> <p>Learner is able to link the skills of performing skits based on the reforms done by Enlightened Beings to the creative skills learnt in Creative Arts.</p>				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the contributions of Enlightened Beings.	The learner identifies all the contributions of Enlightened Beings correctly, giving examples.	The learner identifies the contributions of Enlightened Beings correctly.	The learner identifies some of the contributions of Enlightened Beings with minor mix-ups.	The learner identifies some of the contributions of Enlightened Beings with major mix ups.
Ability to implement teachings of Enlightened Beings.	The learner implements teachings of Enlightened Beings consistently.	The learner implements teachings of Enlightened Beings.	The learner implements teachings of Enlightened Beings with prompts.	The learner has challenges implementing teachings of the Enlightened Beings even with prompts.

STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Scriptures	3.1 Essence of Scriptures (10 lessons) <ul style="list-style-type: none"> • <i>Ramayan</i>. (Early chapters of all Scriptures) <i>Bal kaand, Ayodhya kaand, in Ramayan</i>) • <i>Kalpasutra, Uttradhyana</i> • <i>Dhammapada, Sigalovaada sutra</i> • <i>Sri Guru Granth Sahib ji</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) explain the lessons learnt from the Scriptures for inspiration, b) apply the teachings of the Scriptures for righteous living, c) appreciate the Scriptures for spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> • read the lessons drawn from the Scriptures, • listen to stories from a resource person/an audio device to learn more about the essence of the Scriptures, • discuss with peers the essence of the Scriptures, • visit a temple/community centre/library to learn more about the essence of Scriptures, • watch a documentary video on the compilation of the listed Scriptures, • use search engines for more information on the essence of Scriptures, • assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts of Scriptures in their class. 	Why is the message learnt from the Scriptures important in our life?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: Learner develops social and civic skills when listening to stories from a resource person/an audio device to learn 				

more about the essence of the Scriptures.

- Digital Literacy: Learner interacts with technology by using search engines for more information on the essence of Scriptures.

Values:

- Love: Learner inculcates compassion when reading the lessons drawn from the Scriptures.
- Unity: Learner embraces equality when reading the lessons drawn from the Scriptures.

Pertinent and Contemporary Issues (PCIs):

Life skills, Values: Learner acquires values when listening to stories from a resource person/and audio device to learn more about the essence of the Scriptures.

Link to other Learning Areas:

Learner is able to link the skills of speaking and listening while discussing with peers the essence of the Scriptures to the speaking and listening skills learnt in English.

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the lessons learnt from the Scriptures.	The learner explains the lessons learnt from the Scriptures comprehensively.	The learner explains the lessons learnt from the Scriptures.	The learner explains the lessons learnt from the Scriptures leaving out some details.	The learner has difficulty explaining the lessons of the Scriptures.
Ability to apply the teachings of the Scriptures	The learner applies the teachings of the Scriptures consistently.	The learner applies the teachings of the Scriptures.	The learner applies the teachings of the Scriptures with prompts.	The learner has difficulty applying the teachings of the Scriptures even with prompts.

STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Worship	4.1 Dainik Prarthana (Daily prayers) (10 lessons) <ul style="list-style-type: none"> • <i>Gayatri Mantra</i> • <i>Twamev Mata cha Pita Twamev</i> • <i>Saraswati Vandana</i> <i>Sanatan/Hindu</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the three selected prayers performed for different occasions for familiarisation, b) recite the three selected prayers for understanding the meanings to deepen the faith, c) appreciate the importance of prayers in daily life for spiritual development, d) identify the Hindu places of worship in their locality for familiarisation, e) map the Hindu Mandir (temples) in Kenya for exact location, f) observe rites and rituals while visiting Sanatan/Hindu Mandir 	The learner is guided to: <ul style="list-style-type: none"> • learn from a resource person prayer for different occasions, • practise reciting prayers with peers, • recite prayers during school assembly, • listen to the audio of prayers for correct intonation. • make a collage of pictures of temples in their locality, • use digital devices to map the Sanatan/Hindu Mandir (temple) in Kenya. • draw and colour the Sanatan/Hindu Mandir (temple), • visit Sanatan/Hindu Mandir (temple) to witness the rites and rituals, architecture and important features of the Sanatan/Hindu Mandir (temple), • use search engines for 	<ol style="list-style-type: none"> 1. Why are prayers important in our daily life? 2. What is the significance of reciting prayers at different times? 3. Why are rites and rituals observed in a Sanatan/Hindu Mandir?

	<i>Mandirs in Kenya</i>	(temple), g) appreciate the architecture of the place of worship for developing a sense of aesthetics.	enhancing information about Sanatan/Hindu Mandir, ● engage and encourage peers with special needs to recite simple morning prayers.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: Learner develops speaking skills during practice of reciting prayers with peers. ● Digital Literacy: Learner interacts with technology by using search engines for enhancing information about Sanatan/Hindu Mandir. 				
<p>Values:</p> <p>Respect: Learner inculcates humility during practice of reciting prayers with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship: Learner enhances social cohesion when visiting Sanatan/Hindu Mandir (temple) to witness the rites and rituals, architecture and important features of the Sanatan/Hindu Mandir (temple).</p>				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● Learner is able to link the skill of applying geographical knowledge and using digital devices to map the Sanatan/Hindu Mandir (temple) in Kenya to skills learnt in Social Studies. ● Learner is able to link skills of making collage of pictures of temples in their locality a draw and colour the Sanatan/Hindu Mandir (temple) to the creative skills learnt in Creative Arts. 				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite prayers.	The learner recites all the four selected prayers with correct intonations.	The learner recites all the four prayers correctly.	The learner recites three of the four selected prayers.	The learner recites less than three selected prayers.
Ability to identify prayers performed for different occasions.	The learner identifies all prayers performed for different occasions, giving examples.	The learner identifies prayers performed for different occasions.	The learner identifies the prayers performed for different occasions with prompts.	The learner has difficulty identifying prayers performed for different occasions even with prompts.

STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar	5.1 Aspects of integrity (10 lessons) <ul style="list-style-type: none"> • <i>Parables from the four faiths. (Moral stories from the four faiths)</i> • <i>Practices of a passenger</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state the importance of integrity in their daily life for righteous living, b) identify elements of integrity among peers and society for inspiration, c) model elements of integrity for self-efficacy, d) State ideal practices of a passenger during boarding and alighting for safety, e) appreciate the value of integrity by living an exemplary life in class, 	The learner is guided to: <ul style="list-style-type: none"> • perform skits from the parables depicting the value of integrity, • share their personal experiences on integrity, • discuss the value of integrity in handling money, • write/type essays on integrity, • practise integrity through games/physical and health activities, • demonstrate the value of integrity in using technology responsibly, • create a lost and found corner for recovered items, • prepare a list of ideal practices of a passenger observing all safety measures in a vehicle, • assist learners with special needs as per their abilities through peer 	<ol style="list-style-type: none"> 1. Why should you practise integrity in life? 2. Which actions do you associate with integrity? 3. How can you use the internet responsibly?

		school and community for harmony.	teaching to make them understand the lessons drawn from the parables.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy: learner enhances effective communication skills when sharing, in groups, their personal experiences on integrity and performing skits from the parables depicting the value of integrity. ● Digital Literacy: Learner develops digital citizenship skills when demonstrating the value of integrity in using technology responsibly. 				
Values:				
Integrity: Learner inculcates honesty when demonstrating the value of integrity in using technology responsibly.				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Life skills, Values: Learner develops values while creating a lost and found corner for recovered items. ● Education for sustainable development (ESD): Learner enhances financial literacy while discussing the value of integrity in handling money. 				
Link to other Learning Areas:				
Learner is able to link the value of integrity in handling money to the skills learnt in Mathematics.				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state the importance of integrity in their daily lives.	The learner states the importance of integrity in their daily lives, giving examples on how it is applied.	The learner states the importance of integrity in their daily lives.	The learner states the importance of integrity in their daily lives when prompted.	The learner has challenges stating the importance of integrity in their daily lives even when prompted.
Ability to identify elements of integrity among peers and in society.	The learner identifies elements of integrity among peers and in society, giving examples.	The learner identifies elements of integrity among peers and in society.	The learner identifies some elements of integrity among peers and in society.	The learner has challenges identifying elements of integrity among peers and in society.
Ability to state all ideal practices of a passenger during boarding and alighting for safety	The learner states all ideal practices of a passenger during boarding and alighting for safety correctly and their significance.	The learner states all ideal practices of a passenger during boarding and alighting for safety correctly.	The learner states all ideal practices of a passenger during boarding and alighting for safety with guidance.	The learner has challenges stating all ideal practices of a passenger during boarding and alighting for safety even with guidance.

STRAND 6.0: YOGA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Yoga	<p>6.1 Pranayam (Breathing exercises) (10 lessons)</p> <ul style="list-style-type: none"> • <i>Bhastrika</i> • <i>Kapaal Bhaati</i> <p><i>Asanas</i></p> <ul style="list-style-type: none"> • <i>Vajra sana (ankle pose),</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) name the types of Pranayam for familiarisation, b) practise Pranayam for physical wellbeing, c) Show Pranayam to bring yoga awareness in society, d) appreciate the practice of Pranayam for a healthy body, e) list different postures for familiarisation, f) adopt simple physical postures for discipline in daily life, g) display simple body postures for physical fitness, h) appreciate the importance 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify Pranayam using digital device, • perform under the supervision of an able resource person, • participate in the celebration of International Yoga Day and take photos/videos, • collect pictures from magazines/newspapers/digital devices to create a chart, • practise asanas, in pairs or groups, to encourage each other, • create a Yoga guidance video using digital devices, • Assist learners with special needs as per their abilities through peer teaching to make them understand basic Pranayam and asanas in 	<ol style="list-style-type: none"> 1. How does performing Pranayam help in correct breathing? 2. Why is it important to perform asanas in the presence of an expert?

	<i>Sasankasana (crescent moon posture)</i>	of asanas for healthy living.	Yoga.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Self-efficacy: Learner develops effective communication skills when practising asanas, in pairs or groups, to encourage each other. ● Digital Literacy: Learner interacts with technology when participating in the celebration of International Yoga Day and takes photos/videos. 				
Values:				
Responsibility: Learner practises diligence when collecting pictures from magazines/newspapers/digital devices to create a chart.				
Pertinent and Contemporary Issues (PCIs):				
Life skills: Learner develops self-management skills when creating a Yoga guidance video using digital devices.				
Link to other Learning Areas:				
Learner is able to link to the skills of creating a chart and Yoga guidance video using digital devices and collecting pictures from magazines/newspapers/digital devices to the creative skills learnt in Creative Arts.				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the types of Pranayam.	The learner names the types of Pranayam with illustrations.	The learner names the types of Pranayam.	The learner names the types of Pranayam with minor mix-ups.	The learner names the types of Pranayam with major mix-ups.
Ability to display simple body postures.	The learner displays simple body postures with precision.	The learner displays simple body postures.	The learner displays some simple body postures with prompts.	The learner has difficulty displaying simple body postures even with prompts.

STRAND 7.0: PRINCIPLES OF DHARMA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Principles of Dharma	7.1 Virtues for righteousness (10 lessons) Sanatan/Vedic based on moral stories. <ul style="list-style-type: none"> • <i>Paramatma</i> • <i>Purushartha</i> • <i>Pranidaya</i> • <i>Punarjanam</i> • <i>Prarthana</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify five selected Principles of Dharma according to Sanatan/Vedic for familiarisation, b) apply the five selected Principles of Dharma in daily life for harmonious living, c) appreciate the Principles of Dharma in building up one's character. 	The learner is guided to: <ul style="list-style-type: none"> • narrate stories on Principles of Dharma according to Sanatan/Vedic, • perform skits depicting Principles of Dharma, • download and read the Principles of Dharma using digital devices, • visit Sanatan/Hindu temple to learn more about Principles of Dharma and share their knowledge in class, • observe and practise the Principles of Dharma depicted in stories from Scriptures, • assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the short stories. 	How do the Principles of Dharma relate to your daily life?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learner develops independent learning when visiting Sanatan/Hindu temple to learn more about the Principles of Dharma and sharing their knowledge in class. • Digital Literacy: Learner enhances interacting with digital technology when downloading and reading the Principles of Dharma using digital devices. 				

<p>Values:</p> <p>Peace: Learner inculcates compassion and responsibility when narrating stories on the Principles of Dharma according to Sanatan/Vedic.</p>
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Learner Support Programmes (LSPs): Learner develops positive discipline when observing and practising the Principles of Dharma depicted in stories from Scriptures.</p>
<p>Links to other Learning Areas:</p> <p>Learner is able to link the skills of performing skits depicting Principles of Dharma to the creative skills learnt in Creative Arts.</p>

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Principles of Dharma according to Sanatan/Vedic.	The learner identifies all the five selected Principles of Dharma according to Sanatan/Vedic with examples	The learner identifies all the five selected Principles of Dharma according to Sanatan/Vedic.	The learner identifies three to four selected Principles of Dharma according to Sanatan/Vedic.	The learner identifies less than three Principles of Dharma according to Sanatan/Vedic.

STRAND 8.0: UTSAV (FESTIVALS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Utsav (Festivals)	8.1 Social and National Festivals (10 lessons) <ul style="list-style-type: none"> • <i>Maha Shivratri (Hinduism)</i> • <i>Paryushan Parva (Jainism)</i> • <i>Madaraka Day</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) explain the significance of celebrating the three selected festivals for social cohesion, b) identify the rites and rituals during the celebration of different festivals, c) appreciate the significance of celebrating social and national festivals for patriotism. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories/narrate stories about the significance of celebrating festivals, • watch videos on how festivals are celebrated, • actively participate in the celebration of festivals, • write/type simple compositions on the festivals, • visit temples/community hall/ national stadium/National Museum/archives and take photos, • sing the National Anthem and respect the National flag. • do charity works for inclusive celebrations, • sing and dance during celebration of festivals, • sensitise their peers with special needs about the safety measures to be observed during celebration of festivals. 	<ol style="list-style-type: none"> 1. Why do we celebrate festivals? 2. How are rites and rituals an important component during celebration of festivals?
Core Competencies to be developed:				

- Citizenship: Learner develops social and civic skills when actively participating in the celebration of festivals.
- Creativity and Imagination: Learner develops communication and self-expression skills when writing/typing simple compositions on the festivals.

Values:

- Unity: Learner enhances non-discrimination while doing charity work for inclusive celebrations.
- Patriotism: Learner practises loyalty as they sing the National Anthem and respect the National flag.

Pertinent and Contemporary Issues (PCIs):

Service learning: Learner embraces community service learning while doing charity work for inclusive celebrations.

Link to other Learning Areas:

Learner is able to link to the skills of writing when writing/typing a simple composition on the festivals to the writing skills learnt in English Language.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.0 Utsav (Festivals)	8.2 Indian Traditional Calendar (10 lessons) <i>Days of the week in relation to planets.</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> name the days of the week according to Indian traditional calendar, relate the days of the week with the corresponding planets for preservation of tradition, appreciate Indian traditional calendar for its uniqueness. 	The learner is guided to: <ul style="list-style-type: none"> download the Indian traditional calendar and form a weekly plan, create and decorate the calendar using digital devices wherever possible, match the days with the corresponding planets, make greeting cards as per the Indian traditional calendar to share among peers and family, compose a song in praise of the Indian traditional calendar. 	How are the days of the week related to the solar system?
<p>Core Competencies to be developed:</p> <p>Learning to learn: Learner develops independent learning while making greeting cards as per the Indian traditional calendar to share among peers and family.</p>				

Values:

Responsibility: Learner enhances self-drive when creating and decorating the calendar using digital devices wherever possible.

Pertinent and Contemporary Issues (PCIs):

Life skills: Learner develops analytical thinking skills when creating and decorating the calendar using digital devices wherever possible.

Link to other Learning Areas:

Learner is able to relate to the skills of making greeting cards as per the Indian traditional calendar to share among peers and family to the creative skills learnt in Creative Arts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the rites and rituals during the celebration of different festivals.	The learner identifies the rites and rituals appropriately.	The learner identifies the rites and rituals.	The learner identifies some of the rites and rituals with prompts.	The learner struggles to identify the rites and rituals even with prompts.
Ability to relate the days of the week with the corresponding planets.	The learner relates the days of the week with the corresponding planets accurately with illustrations.	The learner relates the days of the week with the corresponding planets accurately.	The learner relates the days of the week with some of the corresponding planets with minor mix-ups.	The learner relates the days of the week with some of the corresponding planets with major mix-ups.

CSL AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of the CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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

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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Creation	Panchmahabhoot	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork 	<ul style="list-style-type: none"> • Digital resources (authenticated online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with community service activities • Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork 	<ul style="list-style-type: none"> • Digital resources (authenticated online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with community service activities • Role play

Scriptures	Essence of Scriptures	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork • Audio//Vvdeo recordings' presentation 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Magazines • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances
Worship	Sanatan Prayers	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation

Sadachaar	Moral stories	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation
Yoga	Pranayams and Asanas	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation
Principles of Dharma	Principles of Sanatan/Vedic Dharma	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation

Utsav (Festivals)	Religious and Social festivals	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations • Written work • Quiz • Presentation of tabulated work • Photograph presentations • Self and peer review 	<ul style="list-style-type: none"> • Digital devices • Resource persons • Library • Tactile illustrations • Magazines 	<ul style="list-style-type: none"> • Visiting places of worship • Photographing • Recording videos
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