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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 6

First Published in 2021

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.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
1.	English	5
2.	Kiswahili/Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science and Technology	4
6.	Agriculture & Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Programme of Pastoral Instruction	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

Grade Six is the final grade of the Primary Education level of the Competency Based Curriculum (CBC). Christian Religious Education (CRE) at this level builds on the competencies covered in the Early Years Education (EYE) and the first two grades of Upper Primary.

The Life Approach method will be used to enable the learner to apply the knowledge, skills, values and attitudes acquired, into his or her life experiences. The strands and sub-strands have been tailored to equip the learner with requisite competencies to deal with day-to-day challenges and make appropriate moral decisions and choices. This is in line with the Constructivist theory which focuses on making links between the learner's own experiences, needs, interests, questions and beliefs. Christian Religious Education provides interactive, collaborative and problem solving learning experiences. It also endeavours to help transition all round learners to Junior School, who can distinguish between right and wrong, be God fearing and ethical.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of God as a loving father and sole Creator by following His teachings.
- b) Recognize the Bible as a Holy Book by respecting it and living by its teachings.
- c) Apply the teachings of Jesus Christ in his or her interaction with others to form harmonious relationships.
- d) Utilise Christian values and principles to make informed moral decisions in day-to-day life.
- e) Recognise the role of the church in transforming the lives of both young and old people in the society.
- f) Utilise digital devices and social media platforms appropriately for responsible living.
- g) Desire to be God fearing Christians who are spiritually, intellectually and morally sound.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub strands	Suggested Number of Lessons
1.0 Creation	1.1 My purpose	5
	1.2 Marriage and Family	4
	1.3 Leisure	4
2.0 The Bible	2.1 The Inspired Word of God	4
	2.2 The Ten Commandments	4
	2.3 Samson defeats the Philistines	4
	2.4 Faith in God (Elisha)	4
	2.5 Jacob wrestles an Angel	5
3.0 The Life of Jesus Christ	3.1 The call of the Disciples	5
	3.2 The Temptations of Jesus Christ	5
	3.3 Miracles of Jesus Christ (The Roman Officer's Servant)	5
	3.4 Faith in God	4
	3.5 Lazarus is raised from Dead	4
	3.6 The Hidden Treasure	5
	3.7 The Rich Man and Lazarus	4
4.0 The Church	4.1 The Apostles' Creed	4
	4.2 Standing Firm in Faith	4

	4.3 Church Unity	5
5.0 Christian Living Today	5.1 Friendship Formation	6
	5.2 Human Sexuality	7
	5.3 Sanctity of Life	4
	5.4 Alcohol, drug and Substance Abuse	4
Total Number of Lessons		90

Note: The suggested number of lessons per sub strand may be less or more depending on the context

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation <i>Talents and Abilities</i>	1.1 My Purpose (4 lessons)	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) discuss how they use their God-given talents and abilities, b) explain biblical teachings on the use of talents and abilities, c) identify values required to nurture talents and abilities, d) utilise God-given talents and abilities to serve others. 	The learner is guided to: <ul style="list-style-type: none"> • list the different talents and abilities they possess, • discuss how they use their God-given talents and abilities, • participate in different activities to nurture their talents and abilities, • in turns, read Exodus 31:3 and share what they have learnt, • read Romans 12:4 and discuss lessons learnt, • list values that can help them develop and sustain their God-given talents and abilities, • use their God-given talents and abilities to serve others, • compose a poem on <i>'how I use my talents and abilities'</i>. 	How do you use your God-given talents and abilities?

Core Competences to be developed:

- **Communication and collaboration:** the skill of speaking clearly and effectively is portrayed as learners discuss how they use their talents and abilities.
- **Creativity and imagination:** the skill of originality is enhanced as learners role-play the use of different talents and abilities in serving others.

Values:

- **Responsibility:** is nurtured as learners take up assigned roles and duties to serve others.
- **Unity:** is enhanced as learners discuss, in pairs, how they use their talents and abilities.

Pertinent and Contemporary Issues:

- Social cohesion is portrayed as learners role-play use of different talents and abilities in serving others.

Links to other Learning Areas:

- **English:** communication skills are enhanced as learners read and participate in class discussions.
- **Creative Arts:** creative skills are applied as learners compose a poem on '*how I use my talents and abilities*'.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 Marriage and Family (4 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) explain the biblical teachings on marriage and family b) discuss the negative results of early marriage, c) identify values needed to avoid early marriage, d) desire to uphold Christian values to avoid early marriage. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of the word, ‘marriage’, • share experiences of how they relate with other members of their families, • use a digital device or a chart to write messages on how families should relate with each other, • in groups, role-play how a Christian family should relate with each other, • in pairs, read Genesis 2:21-24 and discuss what the Bible teaches about marriage, • discuss, collaboratively, why early marriages should be discouraged in society today, • list values that young people should uphold to avoid early marriage, • develop posters with messages discouraging early marriage. 	Why is marriage an important institution?

Core Competences to be developed:

- Communication and collaboration: the skill of teamwork is enhanced as learners work collaboratively to write messages discouraging early marriage.
- Digital literacy: the skill of connecting and using technology is exhibited as learners use digital devices to write messages on how families should relate with each other.

Pertinent and Contemporary Issues:

- Social cohesion: living together in harmony is enhanced as learners brainstorm on the meaning of marriage.
- Children rights and Human Sexuality: human rights/children rights are enhanced as learners recognise that early marriage is an abuse of human rights.

Values:

Unity is nurtured as learners discuss, in small groups, why early marriage should be discouraged in the society today.

Links to other Learning Areas:

- English: reading skills are enhanced as learners read, discuss and write messages discouraging early marriage today.
- Science and Technology: learners use digital devices to write messages on how families should relate with each other.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 Leisure (4 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the biblical teaching on God’s rest, b) explain biblical teachings on good use of leisure, c) describe how youths misuse leisure time today, d) identify values needed for appropriate use of leisure time, e) desire to use leisure time responsibly.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of the word, ‘leisure’, • share with a classmate how they use their leisure time, • list different activities they do during their leisure time, • read Genesis 2:1-3 and state why God rested, • read 1Timothy 5:13 and state the importance of leisure time, • list ways in which youths misuse leisure time today, • list values which can help youths to use leisure time well, • write a reflection journal on positive ways of spending leisure time. 	How can youths avoid misuse of leisure time?

Core Competencies to be developed:

- **Learning to learn:** the skill of reflection on own learning is enhanced as learners write a reflection journal on positive ways of spending leisure time.
- **Communication and collaboration:** the skill of speaking clearly and effectively is enhanced as learners discuss values needed to use leisure time appropriately.

Pertinent and Contemporary Issues:

Human rights and responsibility: is portrayed as learners outline biblical teachings on good use of leisure time.

Link to Values:

- **Patriotism:** learners dedicate their leisure time to carry out positive activities in the society.
- **Integrity:** learners display honesty as one of the values which can help them use leisure time appropriately.

Links to other Learning Areas:

- **English:** reading skills are enhanced as learners read the Bible and outline the importance of leisure time.

ASSESSMENT RUBRIC

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain the teachings of the Bible on the use of talents/abilities	Explains the teachings of the Bible on the use of talents and abilities and cites relevant examples	Explains the teachings of the Bible on the use of talents and abilities	Explains the teachings of the Bible on the use of talents and abilities with assistance	Has challenges explaining the teachings of the Bible on the use of talents and abilities even with assistance
Ability to discuss reasons for discouraging early marriage in society today	Discusses reasons for discouraging early marriage in society today in details	Discusses reasons for discouraging early marriage in society today	Discusses some reasons for discouraging early marriage in the society today	Has challenges discussing reasons for discouraging early marriage in the society today
Ability to explain biblical teachings on good use of leisure	Explains biblical teachings on good use of leisure citing relevant examples	Explains biblical teachings on good use of leisure	Explains biblical teachings on good use of leisure when prompted	Has challenges explaining biblical teachings on good use of leisure even when prompted

STRAND 2.0: THE BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.1 Inspired Word of God <i>(4 Lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain why the Bible is the inspired word of God, b) name three authors who wrote the Bible, c) discuss reasons that led to translation of the Bible into local languages, d) outline the advantages of translating the Bible into local languages, e) read the Bible always to get spiritual nourishment. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of ‘<i>Bible is the inspired Word of God</i>’, • compose and sing a song on ‘<i>the Bible as an inspired Word of God</i>’, • read 2 Timothy 3:16-17 and explain the meaning of the text, • name authors who were inspired to write the Old and New Testament, • use digital devices to search for reasons that led to translation of the Bible into local languages, • identify the advantages of translating the Bible into local languages. 	Why is the Bible different from other books?

Core Competencies to be developed:

- Communication and collaboration: the skill of teamwork is enhanced as learners, in groups, identify the advantages of translating the Bible into local languages.
- Imagination and creativity: the skill of originality is enhanced as learners compose and sing a song on, '*The Bible as an inspired Word of God*'.
- Digital literacy: the skill of interacting with digital technology is enhanced as learners use digital devices to perform various tasks.

Pertinent and Contemporary Issues:

Social cohesion is portrayed as learners identify the advantages of translating the Bible into local languages.

Values:

Respect: learners accept and appreciate the opinions of others as they discuss, in groups, the advantages of translating the Bible into local languages .

Link to other Learning Areas:

- Creative Arts: creative skills are applied as learners compose and sing a song on, '*The Bible as an inspired Word of God*.'
- Science and Technology skills are applied as learners use digital devices to search for reasons that led to translation of the Bible into local languages.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.2 The Ten Commandments <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) outline the Ten Commandments and their importance, b) identify values and life skills in the Ten Commandments, c) outline lessons learnt from the Ten Commandments, d) appreciate the importance of obeying the Ten Commandments.	The learner is guided to: <ul style="list-style-type: none"> • team up to brainstorm on the meaning of the word, ‘Commandment’ • read Exodus 20:3-17 and list the Ten Commandments, • discuss how the Ten Commandments help Christians live well with God and others, • discuss with peers the values and life skills found in the Ten Commandments, • discuss lessons learnt from the Ten Commandments, • design a poster or a chart and write the Ten Commandments, display the chart at the CRE learning corner. • watch a video clip of Moses and the Ten Commandments. 	Why should you obey the Ten Commandments?

Core Competencies to be developed:

- Critical thinking and problem solving: the skill of active listening and communication is enhanced as learners follow simple instructions in class.
- Creativity and imagination: the skill of originality is enhanced as learners design a poster/ chart on the Ten Commandments and display it in class.
- Digital literacy: the skill of digital citizenship is enhanced as learners watch a video clip on Moses and the Ten Commandments.

Pertinent and Contemporary Issues:

- Social cohesion: is nurtured as learners learn to live together in harmony as outlined in the Ten Commandments.
- Human rights and responsibilities: is enhanced as learners learn to respect the rights of others.

Values:

- Peace: learners learn to live in harmony with others as guided by the Ten Commandments.
- Love: learners learn to love God, self and neighbour.
- Respect: learners learn how to honour God by obeying His commandments.

Links to other Learning Areas:

- English: communication skills are enhanced as learners compose and recite poems about the Ten Commandments.
- Social Studies skills are enhanced through the concept of human rights and good neighbourliness.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.3 Bible Stories <i>Samson defeats the Philistines 4 lessons</i>	By the end of the sub strand, the learner should be able to: a) retell the story of Samson as guided by the scriptures, b) outline ways Christians depend on God to overcome challenges in life, c) list lessons learnt from the story of Samson, d) depend on God in day-to-day life.	The learner is guided to: • team up to read Judges 15:14-17 and retell the story, • retell how God gave Samson power to defeat his enemies, • list ways Christians depend on God’s power to overcome daily challenges, • work with peers to list lessons learnt from the story of Samson, • compose a poem on the importance of depending on God.	Why should you depend on God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss how Christians depend on God’s power. • Learning to learn: the skill of self-discipline is enhanced as learners work collaboratively to read the scriptures. • Creativity and imagination: the skill of communication and self-expression is enhanced as learners creatively express their ideas by composing a poem on the importance of depending on God’s power. 				
<p>Pertinent and Contemporary Issues: Safety and security: is enhanced as learners become aware of their safety and learn how to depend on God for protection.</p>				
<p>Values: Unity: learners cooperate and take turns during discussions.</p>				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • English: reading skills are enhanced as learners read and retell the story of Samson. • Creative Arts: creative skills are applied as learners compose a poem on the importance of depending on God’s power. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.4 Faith in God <i>Elisha</i> (4 lessons)	By the end of the substrand, the learner should be able to: a) describe how Elisha recovered the axe head, b) exercise faith in God to overcome challenges in life, c) trust in God's power when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • in pairs, brainstorm on challenges they experience in life and how they deal with them, • read 2 Kings 6:1-7 and retell the story, • use a digital device to watch a video clip about the story, • discuss ways they exercise faith in God to overcome challenges in life. 	How did Elisha recover the axe head?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own learning is enhanced as learners brainstorm on challenges they experience in life and how they deal with them • Digital literacy: the skill of interacting with digital technology is enhanced as learners use digital devices to watch a video clip based on the story. 				
<p>Pertinent and Contemporary Issues: Empathy: is enhanced as learners learn how Elisha helped the prophet to retrieve the axe head from water.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: learners cooperate as they discuss and participate in various tasks. • Love: learners learn to portray a caring attitude towards others just like what Elisha did by retrieving the axe head. 				
<p>Links to other Learning Areas: Science and Technology skills are applied as learners use digital devices to perform tasks.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.5 Jacob Wrestles an Angel <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Jacob as guided by the scriptures, b) outline lessons learnt from the story of Jacob, c) identify values learnt from the story of Jacob, d) emulate Jacob by being persistent in prayer. 	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Genesis 32:22-30 and retell the story, • watch a video clip of Jacob wrestling with God, • role-play the story of Jacob wrestling with God, • brainstorm on the meaning of ‘persistence in prayer.’ • discuss lessons learnt from the story, • discuss how they apply lessons learnt in their lives • compose and say a prayer to God. 	Why is it good to pray always?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners role-play the story of Jacob wrestling with God. • Creativity and imagination: the skill of originality is enhanced as learners compose and sing a song on persistence in prayer. • Digital literacy: the skill of digital citizenship is enhanced as learners use digital devices to watch a video clip about Jacob wrestling with God. 				

Pertinent and Contemporary Issues:

Social cohesion: is enhanced as they learn the importance of having guiding values in life as they discuss the story of Jacob.

Values

- Responsibility: learners learn to be persistent in prayer as portrayed by Jacob.
- Unity: unity is enhanced as learners role-play the story of Jacob wrestling with God.

Links to other Learning Areas:

- Creative Arts: creative skills are exhibited as learners compose and sing a song on persistence in prayers.
- Science and Technology skills are applied as learners watch a video clip on Jacob wrestling with God.
- English: reading skills are enhanced as learners take turns to read the Bible.

Suggested Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to name three authors who wrote the Bible.	Identifies more than three authors who wrote the Bible.	Identifies three authors who wrote the Bible.	Identifies two authors who wrote the Bible.	Identifies one author who wrote the Bible.
Ability to list the Ten Commandments and their importance.	Lists the Ten Commandments and their importance, giving details.	Lists the Ten Commandments and their importance.	Lists the Ten Commandments and their importance with assistance.	Has challenges listing the Ten Commandments and their importance even with assistance.
Ability to outline lessons learnt from the Bible stories.	Outlines lessons learnt from the Bible stories, giving details.	Outlines lessons learnt from the Bible stories.	Outlines lessons learnt from the Bible stories with assistance.	Has challenges outlining lessons learnt from the Bible stories even with assistance.
Ability to identify values learnt from the Bible stories.	Identifies values learnt from the Bible stories, giving details.	Identifies values learnt from the Bible stories.	Identifies values learnt from the Bible stories when prompted.	Has challenges identifying values learnt from the Bible stories even when prompted.

STRAND 3.0: THE LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning e Experiences	Suggested Key Inquiry Question(s)
<p>3.0 The Life of Jesus Christ</p>	<p>3.1 The Call of Disciples <i>(4 lessons)</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) retell the call of the first disciples as guided by the scriptures,</p> <p>b) state how different people are called to serve God today,</p> <p>c) serve God in his or her daily life to grow spiritually.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • discuss, in small groups, different roles they play in church and share in class • in turns, read Mark 1:16- 20 and retell the call of the first disciples, • watch a video clip on the call of the first disciples • role-play the call of the first disciples, • compose and sing a song on the call of the first four disciples, • say how people are called to serve God today, • share with peers activities they do in church as service to God 	<p>How did the disciples respond to the call of Jesus Christ?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the skill of digital citizenship is enhanced as learners watch a video clip on the call of the first disciples. • Critical thinking and problem solving: active listening and communication skills are enhanced as learners follow simple instructions. • Self-efficacy: the skill of knowing self is enhanced as learners share with others the different activities they perform in church. 				

Pertinent and Contemporary Issues:

Human rights and responsibilities: is enhanced as learners participate in different activities at home, school and in church.

Values:

- Responsibility: learners work diligently in assigned roles and duties in church.
- Unity: learners display team spirit as they role-play the call of the first disciples.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as learners compose and sing a song on the call of the first disciples.
- English: speaking skills are enhanced as learners retell the call of the first disciples.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.2 The Temptations of Jesus Christ <i>(5 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate how Jesus Christ was tempted in the wilderness, b) identify temptations they face as young people today, c) desire to overcome temptations in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs, brainstorm on the temptations they face in their daily lives, • read Luke 4:1-13 and describe temptations faced by Jesus Christ, • discuss how Jesus Christ overcame the temptations He faced in the wilderness, • watch a video clip on how Jesus Christ was tempted in the wilderness, • in pairs, list the temptations they are likely to face as young people today, • team up to discuss how they overcome temptations and share experiences in class. 	<ol style="list-style-type: none"> 1. How did Jesus Christ overcome the temptations He faced in the wilderness? 2. How do you overcome temptations as a young person?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own learning is enhanced as learners brainstorm, in pairs, on the temptations they face in day-to-day life. • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss, in small groups, how Jesus Christ responded to the temptations He faced in the wilderness. 				

Pertinent and Contemporary Issues:

Safety and security: is enhanced as learners become aware of their safety and that of their family members.

Values:

- Responsibility: learners learn to be resilient as they proactively overcome temptations.
- Unity: learners cooperate with others as they discuss, in small groups, how Jesus Christ overcame temptations.

Links to other Learning Areas:

- Science and Technology skills are applied as learners watch a video clip about Jesus Christ's temptations in the wilderness.
- English: reading skills are enhanced as learners read Luke 4:1-13 and retell the story.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3 Miracles of Jesus Christ <i>(The Roman Officer's servant)</i> <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the healing of the Roman officer's servant, b) discuss lessons learnt from the healing of the Roman officer's servant, c) emulate Jesus Christ's example by praying for the sick . 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the importance of praying for the sick, • read Matthew 8:5-13 and narrate the miracle, • list lessons learnt from the healing of the Roman officer's servant, • watch a video clip on the healing of the Roman officer's servant, • role play the healing of the Roman officer's servant, • share experiences on how they prayed for a sick person. 	How did the Roman officer demonstrate faith in God?
Core Competencies <ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners role-play the miracle of healing the Roman Officer's servant. • Learning to learn: the skill of developing relationships is enhanced as learners share what they learnt from the healing of the Roman officer's servant. 				

Pertinent and Contemporary Issues:

- Health promotion issues: is enhanced as learners learn about the healing of the Roman officer's servant.

Values

- Social justice: learners portray equity as they foster inclusivity and non-discrimination as shown by the Roman officer.
- Love: is acquired as learners learn about care and concern for others as portrayed by the Roman officer.

Link to other Learning Areas:

- English: Communication skills are enhanced as learners discuss and read Bible verses.
- Creative Arts: creative skills are applied as learners role-play the healing of the Roman officer's servant.
- Science and Technology skills are applied as learners use digital devices to watch a video clip on the healing of the Roman officer's servant.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.4 Miracle of Healing <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the miracle of healing the bleeding woman, b) identify different ways the church and government help the sick in society, c) outline lessons learnt from the miracle of healing the bleeding woman, d) appreciate the healing power of Jesus Christ in their lives.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on what they do when they are sick, • in turns, read Luke 8:43-48 and retell the miracle, • discuss different ways the church and government are helping the sick and share in class, • discuss lessons learnt from the healing of the bleeding woman, • compose and sing a song about God's healing power. 	How did the bleeding woman portray faith in God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners discuss ways the church and government are helping the sick in the society. • Creativity and imagination: the skill of originality is enhanced as learners compose and sing a song about God's healing power. 				

Pertinent and Contemporary Issues:

Health promotion issues are enhanced as they learn the importance of being in good health.

Values:

- Integrity: learners display honesty as learnt from the healing of the bleeding woman.
- Love: learners demonstrate a caring attitude towards sick people in society as demonstrated by Jesus Christ.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as learners compose and sing songs.
- English: communication skills are enhanced as learners read Luke 8:43-48 and retell the miracle.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.5 Raising Lazarus from the Dead <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the miracle of raising Lazarus from the dead, b) outline lessons learnt from the miracle of raising Lazarus from the dead, c) appreciate God’s power over sickness and death. 	The learner is guided to: <ul style="list-style-type: none"> • share how they show empathy to those who have lost family members or friends, • discuss how they cope with grief if they lose a close family member or a relative, • in pairs, read John 11:32-45 and retell the miracle of raising Lazarus from the dead, • outline lessons learnt from raising Lazarus from the dead, • compose a poem on ‘<i>God’s power over sickness and death</i>’. 	Why did Jesus say that Lazarus was only asleep?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of reflection on own learning is enhanced as learners share experiences of how they show empathy to others. • Creativity and imagination: the skill of originality is enhanced as learners compose a poem on ‘<i>God’s power over sickness and death</i>’. 				

Pertinent and Contemporary Issues:

Social cohesion: is enhanced as learners show empathy to those who have lost their loved ones.

Values:

- Love is portrayed as they learn to grieve with those who have lost loved ones.
- Respect is inculcated as they learn to value human dignity as portrayed by Jesus Christ when He raised Lazarus from the dead.

Links to other Learning Areas:

Social Studies skills are enhanced as learners discuss how to show empathy to those who have lost loved ones.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.6 The Hidden Treasure <i>(5 lessons)</i>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) retell the parable of the hidden treasure, b) outline lessons learnt from the parable of the hidden treasure, c) be partakers of the Kingdom of God by committing their lives to Christ. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • define the meaning of the word, ‘treasure’, • state what they treasure most in their lives, • brainstorm on the value of the Kingdom of God, ‘Why is it so valuable?’, • read, in pairs, Matthew 13: 44-46 and retell the parable of the hidden treasure, • outline lessons learnt from the parable of the hidden treasure, • role-play the parable of the hidden treasure, • brainstorm on how they can be part of the kingdom of God, • share how they respond to the call of salvation in their lives, • share with peers the value of the Kingdom of God, • compose and sing a song about how valuable the Kingdom of God is. 	<p>Why is the Kingdom of God compared to a hidden treasure?</p>

Core Competencies to be developed:

- Self-efficacy: the skill of knowing self is enhanced as learners, in small groups, share what they value in life.
- Critical thinking and problem solving: the skill of active listening and communication is enhanced as learners follow simple instructions and as they share how they respond to the call of salvation in their lives.

Pertinent and Contemporary Issues:

Social cohesion: is enhanced as learners work together, in groups, and share about the Kingdom of God with peers.

Values:

Unity: learners display team spirit as they perform different tasks, in pairs and groups, and respect each other's opinions.

Link to other Learning Areas:

- English: speaking skills are enhanced as learners brainstorm and discuss, in groups, what they value most in their lives.
- Creative Arts: creative skills are applied as learners compose and sing a song about the value of the Kingdom of God.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.7 The Rich man and Lazarus <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the parable of the rich man and Lazarus, b) discuss lessons learnt from the parable of the rich man and Lazarus, c) live responsibly as God-fearing Christians.	The learner is guided to: <ul style="list-style-type: none"> • in groups, search from the internet, how Christians use their resources to help people in need, • in turns, read Luke 16: 19-31 and retell the parable, • watch a video clip on the rich man and Lazarus, • outline lessons learnt from the parable of the rich man and Lazarus, • role-play the parable of the rich man and Lazarus and summarise key points. 	How should Christians use their wealth?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of developing relations is exhibited as learners, in groups, share what they have learnt from the parable of the rich man and Lazarus. • Digital literacy: the skill of connecting using technology is enhanced as learners connect to and use the internet to search for the necessary information. 				

Pertinent and Contemporary Issues:

Mental health: is enhanced as learners learn how they should relate and cater for the wellbeing of each other.

Values:

- Love: learners share and use their resources to support one another.
- Respect: learners value human dignity as they help those in need.

Link to other Learning Areas:

- Science and Technology skills are applied as learners use digital devices to search for information from the internet.
- Creative Arts: creative skills are applied as learners role-play the parable of the rich man and Lazarus.

Suggested Assessment Rubric

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe the call of the first disciples	Describes the call of the first disciples in details	Describes the call of the first disciples	Describes the call of the first disciples with guidance	Has difficulty describing the call of the first disciples even with guidance
Ability to outline lessons learnt from the Bible stories	Outlines lessons learnt from the Bible stories and cites relevant examples	Outlines lessons learnt from the Bible stories	Outlines lessons learnt from the Bible stories with guidance	Has difficulty outlining lessons learnt from the Bible stories even with guidance
Ability to apply lessons learnt from the Bible stories in day-to-day life	Consistently applies lessons learnt from the Bible stories in day-to-day life	Applies lessons learnt from the Bible stories in day-to-day life	Applies lessons learnt from the Bible stories in day-to-day life when prompted	Has difficulty applying lessons learnt from the Bible stories in day-to-day life even when prompted

STRAND 4.0: THE CHURCH

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.1 Apostles’ Creed (4 lessons)	By the end of the sub-strand, the learner should be able to: a) recite the Apostles’ creed to affirm their faith in Christ, b) outline the teachings outlined in the Apostle’s Creed, c) discuss the importance of the Apostles’ Creed to Christians today, d) list the three persons of the Holy Trinity, e) recognise the value of the Holy Trinity in their lives.	The learner is guided to: <ul style="list-style-type: none"> • recite the Apostle’s Creed, • write the meaning of Apostles’ Creed on charts and display them in the CRE learning corner, • summarise the teachings outlined in the Apostle’s Creed, • state the importance of the Apostles’ Creed to Christians today, • mention the three persons of the Holy Trinity, • compose and sing a song related to Holy Trinity. 	Why is the Apostles’ Creed important in Christianity?

Core Competences to be developed:

- Communication and collaboration: the skill of speaking clearly and effectively is exhibited as learners discuss the teachings found in the Apostles' Creed.
- Learning to learn: the skill of developing relationships is enhanced as learners brainstorm, in pairs, the importance of the Apostles' Creed to Christians today.

Pertinent and Contemporary Issues:

Healthy inter- and intra-personal relationships are nurtured as learners work in pairs and groups.

Values:

Unity is nurtured as learners cooperate during group discussions.

Links to other Learning Areas:

- English Language: communication skills are enhanced as learners recite the Apostles' Creed.
- Creative Arts: creative skills are applied as learners compose and sing a song related to the Holy Trinity.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.2 Standing firm in Faith <i>(Apostle Paul)</i> <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the suffering faced by the Apostles according to 2 Corinthians 6:3-7, b) identify values/virtues in the life of Apostle Paul, c) apply values from the life of Apostle Paul in day-to-day life, d) stand firm in the Christian faith in the face of persecution. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on how Christians are persecuted in the society today, • in turns, read 2 Corinthians 6:3-7 and write down the main points in their exercise books, • outline values/virtues in the life of Apostle Paul, • practise values learnt from the life of Apostle Paul in daily life, • compose and sing relevant songs on standing firm in the Christian faith. 	Why should Christians stand firm in their faith in God?

Core Competencies to be developed:

Creativity and imagination: the skill of coming up with unique and new ideas is exhibited as learners compose and sing relevant songs on standing firm in the Christian faith.

Pertinent and Contemporary Issues:

Peace education: is nurtured as learners outline values learnt from the life of Apostle Paul.

Values

Unity: learners cooperate as they discuss, in pairs, values learnt from the teachings of Apostle Paul.

Links to other Learning Areas:

- English: communication skills are enhanced as learners brainstorm on how Christians are persecuted in the society today.
- Creative Arts: creative skills are applied as learners compose and sing relevant songs on standing firm in the Christian faith.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.3 Church Unity <i>(5 lessons)</i>	By the end of the sub-strand, learner should be able to: a) explain the meaning of Church unity, b) explain the biblical teachings on Church unity, c) describe ways in which Church unity fosters harmonious living, d) desire to live harmoniously with each other.	The learner is guided to: <ul style="list-style-type: none"> • in pairs, list the different churches in their communities, • brainstorm, in small groups, the meaning of Church unity and share with the class, • read, in turns; Matthew 16:18, Galatians 3:28 and 1Corinthians 12:12 and note key points on Church unity, • discuss, in small groups, biblical teachings on Christian unity, • discuss, in pairs, how Christian unity is demonstrated at school and in their communities, • identify ways in which different churches work together, • watch a video clip on churches working together, • compose and sing a song on Church unity. 	Why is Church unity important?

Core competences to be developed:

- Digital literacy: the skill of digital citizenship is exhibited as learners watch a video clip on churches working together.
- Communication and collaboration: the skill of teamwork is portrayed as learners discuss how Christian unity is demonstrated at school and in the community.

Pertinent and Contemporary Issues:

Social cohesion: is nurtured as they learn how to live together in harmony.

Values:

Social justice: learners cooperate as they discuss how Christian unity is demonstrated at school and in the community.

Link to other learning areas:

- English: communication skills are enhanced as learners read, brainstorm and discuss various concepts.
- Creative Arts: creative arts skills are applied as learners compose and sing songs related to concepts taught.
- Science and Technology skills are enhanced as learners use digital devices to perform various tasks.

Suggested Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to outline the teachings in the Apostles' Creed	With appropriate examples, outlines the teachings in the Apostles' Creed	Outlines the teachings in the Apostles' Creed	Outlines the teachings in the Apostles' creed with guidance	Has challenges outlining the teachings in the Apostles' Creed even with guidance
Ability to identify the values from the teachings of Apostle Paul	Exhaustively identifies values from the teachings of Apostle Paul	Identifies values from the teachings of Apostle Paul	Identifies values from the teachings of Apostle Paul with guidance	Has challenges identifying values from the teachings of Apostle Paul even with guidance
Ability to describe ways in which Church unity fosters peaceful co-existence	Describes ways in which Church unity fosters peaceful co-existence using illustrations	Describes ways in which Church unity fosters peaceful co-existence	Describes ways in which Church unity fosters peaceful co-existence when prompted	Has challenges describing ways in which Church unity fosters peaceful co-existence when prompted

STRAND 5.0: CHRISTIAN LIVING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.1 Friendship Formation (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the importance of having good friends, b) outline biblical teachings on friendship formation, c) desire to walk with morally upright friends.	The learner is guided to: <ul style="list-style-type: none"> • state qualities to consider in choosing good friends, • buzz on how to avoid bad company and negative peer influence, • brainstorm on how to choose good friends, • discuss the importance of having good friends, • read 1Corinthians 15:33, Proverbs 13:20-21 and Proverbs 16:28-29; discuss lessons learnt and make notes. • brainstorm on the topic; ‘<i>how to avoid negative peer influence</i>’. 	Why is it important to have good friends?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of communicating clearly and effectively is exhibited as learners discuss the importance of having good friends. • Digital literacy: the skill of connecting using technology is enhanced as learners brainstorm on the topic ‘<i>how to avoid negative peer influence</i>’ and make power point presentations. 				

Pertinent and Contemporary Issues:

Social cohesion is nurtured as learners learn to live in harmony with each other by avoiding negative peer influence.

Values:

- Responsibility: learners are responsible for their actions by ensuring they choose their friends wisely.
- Love: learners portray a caring attitude towards their friends.

Link to other Learning Areas:

- English: speaking skills are enhanced as learners read the Bible Texts and compose poems.
- Science and Technology skills are applied as learners use digital devices to make presentation.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.2 Human Sexuality (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe biblical teachings on responsible sexual behaviour, outline the causes of irresponsible sexual behaviour among the youth, identify values and life skills required to avoid irresponsible sexual behaviour, respect his or her body as the temple of the Holy Spirit. 	The learner is guided to: <ul style="list-style-type: none"> in small groups, list physical and emotional changes that boys and girls experience during adolescence, discuss how to cope with the changes in their bodies during adolescence, in turns, read 1 Corinthians, 6: 18-20, 2 Timothy 2: 22, James 1:14-16 and outline lessons learnt, list some irresponsible sexual behaviour that youths engage in and how to avoid them, in small groups. discuss the causes of irresponsible sexual behaviour, discuss values and life skills required to avoid irresponsible sexual behaviour. compose a poem on, <i>'My body is the Temple of the Holy Spirit.'</i> 	How can you avoid irresponsible sexual behaviour?

Core Competences to be developed:

- Learning to learn: the skill of developing relationships is enhanced as learners live responsibly and avoid irresponsible sexual behaviour.
- Self-efficacy: the skill of expressing self is portrayed as learners make a decision to avoid irresponsible sexual behaviour.

Pertinent and Contemporary Issues:

Human sexuality –morality: is nurtured as learners discuss values and life skills required to avoid irresponsible sexual behaviour

Values:

- Peace: learners care and respect self and others by not engaging in irresponsible sexual behaviour.
- Unity: learners cooperate with others as they list, in groups, irresponsible sexual behaviours that youths engage in and how to avoid such behaviours.

Links to other Learning Areas:

- English: reading skills are enhanced as learners read the Bible.
- Science and Technology skills are applied as learners use digital devices to search the internet on the causes of irresponsible sexual behaviour.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.3 Sanctity of Life <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify practices that violate the right to life in society today, b) outline the effects of violating the right to life, c) explain Christian teachings on sanctity of life, d) list virtues that young people should practise to protect life, e) acknowledge that life is a gift from God.	The learner is guided to: <ul style="list-style-type: none"> • team up to outline practices which violate the right to life in today’s society, • debate on the topic, ‘The effects of violating the right to life’, • read Exodus 20:13, Matthew 5:21-24 and write lessons learnt in their exercise books, • say why they should observe road safety rules, • role-play observing road safety rules while crossing the road. • discuss, in small groups, virtues required to maintain the sanctity of life, • compose a poem to thank God for the gift of life. 	How can you uphold the sanctity of life?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of speaking engagingly is exhibited as learners debate, in two groups, the ‘effects of violating the right to life.’ • Creativity and imagination: the skill of originality is portrayed as learners compose a poem thanking God for the gift of life. 				

Pertinent and Contemporary Issues:

Human rights and responsibilities: are nurtured as learners discuss, in small groups, practices that violate the right to life and report to the class.

Values:

- Respect is nurtured as learners portray a caring attitude towards self and others.
- Responsibility is exhibited as learners make a decision to uphold the sanctity of life.
- Love is inculcated as learners honour God's commandment to respect the right to life

Links to other Learning Areas:

- English: communication skills are enhanced as learners debate on the topic, '*The effects of violating the right to life*'.
- Social Studies skills are enhanced as learners learn about the right to life.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Christian Living	5.4 Alcohol, Drugs and Substance Abuse <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain Christian teachings on the dangers of alcohol, drugs and substance abuse, b) outline strategies used by Christians to prevent alcohol, drugs and substance abuse, c) analyse the measures taken by government agencies to fight drug trafficking and abuse, d) utilise Christian values and life skills to avoid alcohol, drugs and substance abuse. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm, in groups, tricks used to trap young people into alcohol, drugs and substance abuse, • brainstorm on the dangers of using and abusing alcohol and drugs, • in pairs read Ephesians 5:18, Hosea 4:11 and discuss Christian teachings on the dangers of alcohol, drugs and substance abuse, • discuss strategies used by Christians to prevent alcohol, drugs, and substance abuse, • in pairs discuss measures taken by government agencies to fight drug trafficking and abuse, • discuss values and life skills required to avoid alcohol, drugs and substance abuse. 	<ol style="list-style-type: none"> 1. Why do young people abuse alcohol and drugs? 2. How can you avoid alcohol, drugs and substance abuse?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of exhibiting responsibility is demonstrated as learners choose to do what is right by avoiding alcohol, drugs and substance abuse. • Learning to learn: the skill of sharing what they have learnt is exhibited as they discuss strategies used by Christians to prevent alcohol, drugs and substance abuse. 				

- Communication: the skill of active listening and communication is demonstrated as they discuss values and life skills needed to avoid alcohol, drugs and substance abuse.

Pertinent and Contemporary Issues:

- Safety and security issues: learners ensure safety from harmful effects of drugs, alcohol and substance abuse.
- Alcohol and substance abuse: learners brainstorm, in groups, tricks used to trap young people into alcohol, drugs and substance abuse hence avoid bad friends.

Values:

- Responsibility is nurtured as they say No! to alcohol, drug and substance abuse.
- Integrity is portrayed as they say No!to alcohol, drug and substance abuse.
- Respect is demonstrated as they care for their bodies by avoiding harmful substances.

Links to other Learning Areas:

- English: communication skills are enhanced as learners discuss and debate on various concepts.
- Social Studies skills are enhanced as learners learn about human rights and responsibilities.
- Agriculture skills are enhanced as learners learn the negative effects of abusing alcohol and drugs.

Suggested Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to outline the causes of irresponsible sexual behaviour among the youth	Outlines the causes of irresponsible sexual behaviour among the youth and cites relevant examples	Outlines the causes of irresponsible sexual behaviour among the youth	Outlines the causes of irresponsible sexual behaviour among the youth when prompted	Has challenges outlining the causes of irresponsible sexual behaviour among the youth even when prompted
Ability to discuss appropriate skills required to overcome irresponsible sexual behaviour	Discusses appropriate skills required to overcome irresponsible sexual behavior and cites relevant examples	Discusses appropriate skills required to overcome irresponsible sexual behaviour	Discusses appropriate skills required to overcome irresponsible sexual behaviour with guidance	Has challenges discussing appropriate skills required to overcome irresponsible sexual behaviour even with guidance
Ability to identify practices that violate the right to life	With appropriate examples, identifies practices that violate the right to life	Identifies practices that violate the right to life	Identifies some practices that violate the right to life	Has challenges identifying practices that violate right to life

Ability to outline the effects of violation of the right to life	Outlines the effects of violation of the right to life in details	Outlines the effects of violation of the right to life	Outlines some of the effects of violation of the right to life	Has challenges outlining the effects of violation of the right to life
Ability to explain Christian teachings on the dangers of alcohol, drugs and substance abuse	Explains Christian teachings on the dangers of alcohol, drugs and substance abuse and cites relevant examples	Explains Christian teachings on the dangers of alcohol, drugs and substance abuse	Explains Christian teachings on the dangers of alcohol, drugs and substance abuse with guidance	Has challenges explaining Christian teachings on the dangers of alcohol, drugs and substance abuse even with guidance

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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.	<p>Reflection on the CSL Activity</p> <p>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:</p> <ul style="list-style-type: none"> • what went well and why • what did not go well and why • what can be done differently next time • what they have learnt.
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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 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non – Formal Activities
1.0 Creation	1.1 My purpose Nurturing Talents/Abilities (4 lessons)	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	Good News Bible, flash cards, pictures, songs, digital devices, charts, poems	Participate in career and talent building activities at school, in church and in the community
	1.2 Marriage and Family (4 lessons)	<ul style="list-style-type: none"> • Oral questions • Portfolio • Observation schedule • Written quizzes 	Good News Bible, flash cards, pictures, songs, digital devices, charts	Participate in activities at home by helping with age-appropriate chores
	1.3 Leisure (4 Lessons)	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric 	Good News Bible, flash cards, pictures, songs, digital devices, charts	Participate in leisure activities

2.0 The Holy Bible	2.1 The Bible as the Inspired word of God	<ul style="list-style-type: none"> • Oral questions • Checklists • Anecdotal records 	Good News Bible, hymn books, resource persons, community resources, realia, songs, digital devices, poems	Conduct an online search and write a report on authors who were inspired to write the Bible
	2.2 The Ten Commandments <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions • Observation schedules • Checklists 	Good News Bible, flashcards, pictures, songs, digital devices, charts	Write the Ten commandments on charts and display them at the CRE learning corner
	2.3 Bible Stories: Samson defeats the Philistines <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions • Profiles • Written questions • Assessment rubric 	Good News Bible, hymn books, resource persons, community resources, realia, songs, digital devices, poems	Read and discuss Bible stories with family members
	2.4 Elisha <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions • Checklists • Anecdotal records 	Good News Bible, Bible story books, audio player, picture cards, pencils	Listen to Bible stories from religious leaders
	2.5 Jacob met an Angel <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions • Checklists • Journals 	Good News Bible, Bible story books resource persons, community resources, realia	Listen to Bible stories from religious leaders and make notes

3.0 Life of Jesus Christ	3.1 The Call of the first four Disciples <i>(5 lessons)</i>	<ul style="list-style-type: none"> • Oral questions, • Portfolio, • Observation schedule 	Good News Bible, Flashcards, Pictures, songs, digital devices, charts, realia, videos, posters	Take up leadership roles at home, school and in church.
	3.2 The Temptations of Jesus Christ <i>(5 lessons)</i>	<ul style="list-style-type: none"> • Question and answer • Assessment rubric • Anecdotal records 	Good News Bible, flash cards, songs, digital devices, charts, videos, posters	Role play the temptations of Jesus during clubs and societies
	3.3 Miracles of Jesus <i>Healing the Roman Officer's Servant</i> <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Observation • Written quizzes • Question and answer 	Good News Bible, community resources, realia, videos, charts, posters	Role-play the miracles of Jesus and make a presentation during clubs and societies
	3.4 Faith in God <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, learners' tablets, projectors, radio, smart phone, TV, camera	Organise a fund drive to help the needy, the sick, poor and aged (with the help of the teacher)

3.5 Raising of Lazarus <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions • Observation schedules • Written Quizzes 	Good News Bible, learners' tablets, projectors, radio, smart phone, TV, cameras, songs	Participate in acts of compassion like visiting those who have lost loved ones in the company of parents
3.6 The Hidden Treasure <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions, • Observation schedule • Written Quizzes 	Good News Bible, hymn books, resource persons, community resources, realia, songs, digital devices, poems	Role-play the parable of the hidden treasure
3.7 The rich man and Lazarus <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Oral questions, • Observation schedule • Written quizzes 	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Role-play the parable of the rich young ruler

4.0 The Church	4.1 Apostles' Creed <i>(4 lessons)</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, digital devices e.g. radio, TV, digital content and video clips, songs and poems	Recite the Apostles' Creed in church
	4.2 Apostle Paul <i>(5 lessons)</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Questions and answers 	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Interview learners in the CU/YCS on the challenges/persecutions they face as Christians
	4.3 Church Unity	<ul style="list-style-type: none"> • Oral questions, • Written quizzes, • Question and answer 	Good News Bible, hymnbooks, resource persons, community resources, realia, songs, digital devices, poems	As a class, interview a resource person on how Church unity is achieved in Kenya today

5.0 Christian Living	5.1 Friendship Formation (4 lessons)	<ul style="list-style-type: none"> • Oral questions, • Written quizzes, • Question and answer 	Good News Bible, Bible story books, resource persons	Role-play a situations involving making right choices during Programme of Pastoral Instructions
	5.2 Human Sexuality (5 lessons)	<ul style="list-style-type: none"> • Checklists • Projects, • Anecdotal records 	Good News Bible, Bible story books, resource persons, community resources	Participate in youth seminars and camps which teach and propagate responsible living/moral uprightness
	5.3 Alcohol, drugs and Substance Abuse (4 lessons)	<ul style="list-style-type: none"> • Checklists • Projects, • Anecdotal records 	Good News Bible, Bible story books, resource persons, community resources, realia	Listen to a medical doctor discussing the dangers of alcohol, drugs and substance abuse
	5.4 Sanctity of life (4 lessons)	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer • Checklists • Projects, • Anecdotal records 	Good News Bible, hymn books, resource persons, community resources	Listen to a clergy person or a doctor on the need to uphold sanctity of life