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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGNS

HINDU RELIGIOUS EDUCATION

GRADE 6

First Published 2017

Revised 2024

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ISBN:978-9914-724-81-3

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

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

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

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

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

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

Thank you.



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PREFACE

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

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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 EDUCATION

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

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

ESSENCE STATEMENT

The teaching of Hindu Religious Education (HRE) at Upper Primary in **Grade six** aims at nurturing and developing the learner's knowledge and understanding of religion, religious beliefs, practices, values and traditions and their influence on individuals, communities, societies and cultures. It enables the learner deepen faith in Paramatma, the teachings of Enlightened Beings and commonalities in the four faiths Sanatan/Vadic, Jainism, Buddhism and Sikhism to be at peace with God, self, others and the environment for harmonious living.

It motivates the learner to embrace values taught by Enlightened Beings through the Scriptures and live by them. Yoga contributes towards the holistic development of the learner therefore fostering a well-balanced individual who can live harmoniously in the diverse global village.

In addition the course enables the learner to recognize and appreciate beliefs and practices of other World Religions and develop skills for living in an increasingly diverse world. HRE further enables the learner to develop attitudes of care and empathy for others and the environment for harmonious living.

Integration of theoretical approaches in HRE promotes the acquisition of basic core competencies. These competencies can be acquired through constructive contributions both by the teacher and the learner using appropriate platforms of teaching/learning. Thus, it provides an opportunity to the learner to become an ethical, engaged and empowered citizen.

GENERAL LEARNING OUTCOMES FOR HINDU RELIGIOUS EDUCATION

By the end of Upper Primary the learner should be able to:

1. understand creation as taught in the four faiths and develop a sense of belonging to a common humanity,
2. develop desired knowledge, skills, attitudes and values to acknowledge and care for people, environment, animals, birds and adopt sustainable consumption habits for harmonious living,
3. develop and apply spiritual and moral values in daily life and follow the teachings of Enlightened Beings for righteous living and appreciate the teachings of Scriptures for spiritual growth,
4. recognize and embrace key features in places of worship, their importance for understanding and exhibit responsible participation in the celebration of Utsav (festivals) for righteous living,
5. apply and practice Yoga for fitness and good character building for self-fulfilment and social harmony,
6. explore opportunities for social entrepreneurship and manage natural, man-made and financial resources appropriately for posterity of life,
7. demonstrate respect for diversity and cultivate positive relationships with people from different religions for harmonious Living,
8. demonstrate netiquette and apply digital technology in appropriate ways in research for personal development, social interactions spiritual knowledge growth.

SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub-Strands	Number of Lessons
1.0. Creation	1.1. Creation as per Buddh and Sikh faiths.	8
	1.2. Gifts of Nature.	8
2.0. Manifestations of Paramatma	2.1. Enlightened Beings and Social Welfare	8
3.0. Scriptures	3.1. Scriptures and Moral Values.	8
4.0. Worship	4.1. Basic chants and mantras in Buddh faith	8
	4.2. Buddhist Vihaars in Africa	8
5.0. Sadachaar (Social Ethics)	5.1. Managing Resources.	9
6.0. Yoga (Holistic Wellness)	6.1. Asanas	8
	6.2. Communal Aspect of Yoga.	9
7.0. Principles of Dharma	7.1. Virtues & Principles of Dharma in Buddhist faith.	8
8.0. Utsav (Social festivals)	8.1. Utsavs from other faiths	8
	TOTAL NUMBER OF LESSONS	90
<p>NOTE: The suggested number of lessons per sub strand may be less or more depending on the context.</p>		

STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1. 1 Creation in Buddh and Sikh faiths (8 lessons) <ul style="list-style-type: none"> • Scriptural stories 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the concepts of creation from Buddh and Sikhi faiths for familiarisation, b) display concepts of creation for deeper understanding, c) appreciate different concepts of creation for social awareness. 	The learner is guided to: <ul style="list-style-type: none"> • mention the concept of creation from Buddhism and Sikhism, • discuss with peers the different creation concepts, • watch a video on discourse by a spiritual teacher, • ask their elders/parents questions on the different concepts of creation, • prepare a skit from a Scriptural story and perform as a group activity, • visit places of worship accompanied by parents/guardian/teacher, • inquire more about the concepts of creation in Buddh and Sikh faiths, • search and report on different creation concepts using search engines /Scriptures/library/resource person. 	<ol style="list-style-type: none"> 1. Why is it important to know creation concepts in Buddh and Sikh faiths? 2. How does the concept of creation help one appreciate Paramatma?

Core Competencies to be developed:

- Learning to Learn: Learner acquires self-discipline when working collaboratively and preparing a skit from a Scriptural story and performing it as a group activity.
- Digital Literacy: Learner interacts with technology when searching and reporting on different creation concepts using search engines /Scriptures/library/resource person.

Values:

Respect: Learner acquires virtue of acceptance when visiting places of worship accompanied by parents/guardian/teacher to inquire more about the concepts of creation in Buddh and Sikh faiths.

Pertinent and Contemporary Issues:

Citizenship: Learner develops social cohesion when visiting different places of worship accompanied by parents/guardian/teacher to inquire more about the concepts of creation in Buddh and Sikh faiths.

Links to other Learning Areas:

The learner relates the skills of using digital devices while watching a video on discourse by a spiritual teacher to the skills of using digital devices learnt in Creative Arts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.2 Gifts of Nature (8 lessons) <ul style="list-style-type: none"> • <i>cow</i> • <i>peacock</i> • <i>horse</i> • <i>elephant</i> • <i>hawk</i> • <i>Garur</i> • <i>Lion</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the selected seven birds and animals used in the four faiths, b) match birds and animals in the four faiths with their importance, c) appreciate the importance of specific birds and animals according to the four faiths. 	The learner is guided to: <ul style="list-style-type: none"> • give names of selected birds and animals from the four faiths, • discuss with peers the religious importance of selected animals and birds, • prepare a skit from a Scriptural story and perform it as a group activity, • draw animals and birds of religious importance using digital devices, • take videos and photos of birds and animals and identify the ones of religious importance, • listen to radio lessons and stories related to birds and animals of religious importance/watch videos, • participate in a charity walk to raise funds to preserve the environment, • visit the temple/museum to observe pictures/murals/sculptures of birds and animals, • assist learners with special needs as per their abilities through peer teaching importance of birds and animals that are considered sacred, 	<ol style="list-style-type: none"> 1. How do specific birds and animals give symbolic significance in different faiths? 2. How do Scriptural stories show interdependence of nature and humans?

			<ul style="list-style-type: none"> engage in discussions with peers to highlight symbolic significance of birds and animals of religious importance as related to Enlightened Beings. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn: Learner becomes self-disciplined when discussing with peers to highlight symbolic significance of birds and animals of religious importance as related to Enlightened Beings. Digital Literacy: Learner interacts with technology while taking videos and photos of birds and animals and identifying the ones of religious importance. 				
<p>Values: Love: Learner develops virtue of peace when visiting the temple/museum to observe pictures/murals/sculptures of birds and animals.</p>				
<p>Pertinent and Contemporary Issues: Citizenship: Learner enhances social cohesions when participating in charity walks to raise funds to preserve the environment.</p>				
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> Learner is able to relate to the skills of classifying and giving names of birds and animals in their four faiths to the skills of giving names to birds and animals learnt in Agriculture & Nutrition. Learner is able to relate to the skills of using digital devices and drawing animals and birds of religious importance to the skills of drawing learnt in Creative Arts. 				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the concepts of creation from Buddhism and Sikhism.	The learner identifies the concepts of creation from Buddhism and Sikhism correctly, giving their meanings.	The learner identifies the concepts of creation from Buddhism and Sikhism correctly.	The learner identifies the concepts of creation from Buddhism and Sikhism when prompted.	The learner has challenges identifying the concepts of creation from Buddhism and Sikhism even when prompted.
Ability to identify the selected seven birds and animals used in the four faiths.	The learner identifies all the selected seven birds and animals used in the four faiths and explains their significance.	The learner identifies all the selected seven birds and animals used in the four faiths.	The learner identifies four to six of the selected birds and animals used in the four faiths.	The learner identifies less than four of the selected birds and animals used in the four faiths.
Ability to match birds and animals in the four faiths with their importance.	The learner matches all the selected seven birds and animals in the four faiths with their importance with an explanation.	The learner matches all the selected seven birds and animals in the four faiths with their importance.	The learner matches four to six of the selected birds and animals in the four faiths with their importance.	The learner matches less than four of the selected birds and animals in four faiths with their importance.

STRAND 2.0: MANIFESTATIONS OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings and Social Welfare (8 lessons) <ul style="list-style-type: none"> • <i>Raja Ram Mohan Rai</i> • <i>Atma Ram Ji Sarriputa</i> • <i>Sri Guru Hargobind Sahib ji</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify key events from the lives of the selected Enlightened beings for social welfare, b) classify the contributions of the Enlightened Beings for inspiration, c) appreciate the teachings of the Enlightened Beings to enhance social harmony. 	The learner is guided to: <ul style="list-style-type: none"> • read the life histories of the selected Enlightened Beings using digital devices, resource persons and other relevant sources, • discuss with parents/guardian/teacher to gain knowledge on Enlightened Beings, • listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device, • research and write essays on the lives of Enlightened Beings, • role-play/perform skits based on the key events from the lives of Enlightened Beings, • assist learners with special needs as per their abilities, • draw sketches of Enlightened Beings using digital devices/drawing books, • watch animated films on Enlightened Beings using digital devices. 	How does the teaching of the Enlightened Beings contribute to social welfare?

Core Competencies to be developed:

Digital Literacy: Learner enhances digital skills when listening to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device.

Values:

Unity: Learner enhances cooperation when role playing/performing skits based on the key events from the lives of Enlightened Beings.

Pertinent and Contemporary Issues:

Life skills, moral and human sexuality education: Learner enhances developmental perspective when reading the life histories of the listed Enlightened Beings using relevant resources.

Links to other Learning Areas:

- Learner can relate the skills of using digital devices/drawing books draws sketches of Enlightened Beings to the skills of using digital devices and drawing sketches of Enlightened beings learnt in Creative Arts.
- Learner can relate to the skills of using digital devices to watch animated films on Enlightened Beings to the skills of using digital devices learnt in Science and Technology.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify key events from the lives of Enlightened Beings for social welfare.	The learner identifies key events from the lives of all the four selected Enlightened Beings for social welfare correctly and elaborately.	The learner identifies key events from the lives of all the four selected Enlightened Beings correctly.	The learner identifies key events from the lives of two to three of the selected Enlightened Beings.	The learner identifies key events from the lives of less than two of the selected Enlightened Beings
Ability to classify the contributions of Enlightened Beings.	The learner classifies the contributions of all the four selected Enlightened Beings and models them.	The learner classifies the contributions of all the four selected Enlightened Beings.	The learner classifies the contributions of two to three of the selected Enlightened Beings.	The learner classifies the contributions of less than two of the selected Enlightened Beings.

STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Scriptures	3.1 Scriptures and Moral values (8 lessons) <ul style="list-style-type: none"> • <i>Bhagwad Gita,</i> • <i>Uttradhayaan (Ch. 13-18),</i> • <i>Sutta Pitaka, 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) identify the teachings of Scriptures that enhance moral values for familiarisation, b) interpret the teachings of Scriptures to foster social harmony, c) appreciate teaching of scriptures for enhancing moral values. 	The learner is guided to: <ul style="list-style-type: none"> • read scriptures that enhance moral values, in groups, • listen to stories/resource persons/audio-visual devices to know about the role of the Scriptures, • share stories from Scriptures that explain their roles as carriers of moral values, • recite mantras from Scriptures based on their roles to instil moral values, • use search engines to identify the Scriptural stories that enhance moral values in the community, • hold discussions on the role of Scriptures, • assist learners with special needs as per their abilities through peer teaching lessons drawn from the Scriptural stories. 	<ol style="list-style-type: none"> 1. How do Scriptural stories contribute to instilling moral values? 2. How can we apply teachings of scriptures to instilling moral values?

Core Competencies to be developed:

- Digital Literacy: Learner enhances digital skills when using search engines to identify the Scriptural stories that enhance moral values in the community.
- Learning to learn: Learner organises their own learning when listening to stories/resource person/audio-visual device to know about the role of the Scriptures.

Values:

Respect: Learner develops a sense of open-mindedness when reciting mantras from Scriptures based upon their roles to instil moral values.

Pertinent and Contemporary Issues:

Life skills. Moral and human sexuality education: Learner develops life skills when using search engines to identify the Scriptural stories that enhance moral values in the community.

Links to other Learning Areas:

- Learner can relate the skills of socialising and sharing stories from Scriptures that explain their roles as carriers of moral values to the skills learnt in Social Studies.
- Learner can relate the skills of using /audio-visual devices to listen to stories/resource persons to know about the role of the Scriptures to the skills of using audio-visual devices learnt in Creative arts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the teachings of Scriptures that enhance moral values	The learner identifies the teachings of all the four selected Scriptures that enhance moral values correctly, giving details.	The learner identifies the teachings of all the four selected Scriptures that enhance moral values correctly.	The learner identifies the teachings of the three of the selected Scriptures that enhance moral values.	The learner identifies the teachings of less than two of the selected Scriptures that enhance moral values.
Ability to interpret the teachings of Scriptures	The learner interprets the teachings of Scriptures correctly, with details and examples.	The learner interprets the teachings of Scriptures correctly.	The learner interprets the teachings of Scriptures with assistance.	The learner has challenges interpreting the teachings of Scriptures even with assistance.

STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Worship	4.1 Basic chants/mantras as per Buddhism (8 lessons) <ul style="list-style-type: none"> • Paying homage • <i>tisarana</i> • <i>pancha sila</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify basic chants/the mantras of paying homage to the Buddha for spiritual nourishment, b) describe the importance of <i>tisarana</i> (taking refuge in triple gem) for spiritual growth, c) appreciate <i>pancha sila</i> (five precepts) for moral development. 	The learner is guided to: <ul style="list-style-type: none"> • mention basic chants/mantras according to the Buddha faith, • discuss with peers how chanting these mantras helps one develop moral values and spiritual growth, • recite the 3 basic chants of Buddhist practice with aid of digital devices, • watch animated short story on importance of <i>tisarana</i> using digital devices, • listen to a resource person to guide in moral education through <i>pancha sila</i> mantra, • visit a Buddhist <i>vihaar</i> to understand the application of these mantras in real life, • assist learners with special needs as per their abilities through peer teaching the religious practices carried out in a place of worship, • write a composition on how to apply <i>pancha sila</i> in real life. 	How is recitation of chants/ mantras important in Buddhist occasions?

Core Competencies to be developed:

- Communication and collaboration: Learner enhances speaking skills when reciting the 3 basic chants of Buddhist practice with aid of digital devices.
- Digital Literacy: Learner interacts with technology when watching animated short stories on importance of *tisarana* using digital devices.

Values:

Respect: Learner exhibits patience when listening to a resource person to guide in moral education through the *pancha sila* mantra.

Pertinent and Contemporary Issues:

Life skills, Morals: Learner enhances morals when discussing with peers how chanting these mantras helps one develop moral values and spiritual growth.

Links to other Learning Areas:

- Learner can relate to the skills of writing a composition on how to apply *pancha sila* in real life to the skills of writing composition learnt in English.
- Learner can relate the skills of using digital devices to recite the 3 basic chants of Buddhists to the skills of using digital devices to recite basic chants learnt in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Worship	4.2 Buddhist Vihaar in Africa (8 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the practices and ceremonies held in Buddhist Vihaar for social awareness, b) distinguish the significance of the features in a Buddhist Vihaar from other symbols for familiarisation, c) appreciate the value of Buddhist Vihaar in Africa for moral and spiritual wellness. 	The learner is guided to: <ul style="list-style-type: none"> • name practices and ceremonies held in a Buddhist Vihaar, • collect pictures of Buddhist Vihaar in Africa from magazines/newspapers/digital devices, • discuss with peers the different features of Buddhist Vihaar, • create a montage using photos from the places of worship, • visit places of worship to witness activities carried out at different times, • use digital devices to locate the Buddhist Vihaar in Kenya, • assist learners with special needs as per their abilities through peer teaching draw and colour the Buddhist Vihaar, • visit a Buddhist Vihaar to witness ceremonies, architecture and other important features. 	<ol style="list-style-type: none"> 1. Why is it important to visit a place of worship? 2. What is the importance of the features found in a Buddhist temple?

Core Competencies to be developed:

- Digital Literacy: Learner interacts with technology when using digital devices to locate the Buddhist Vihaar in Kenya.
- Self-Efficacy: Learner gains confidence when creating a montage using photos from the places of worship.

Values:

Unity: Learner enhances cooperation when collecting pictures of Buddhist Vihaar in Africa.

Pertinent and Contemporary Issues:

Citizenship: Learner enhances social cohesion when visiting places of worship to witness activities carried out at different times.

Links to other Learning Areas:

Social Studies:

- Learner can relate the skills of creating a montage using photos from the places of worship, draw and colour the Buddhist Vihaar to the skills of creating a montage learnt in Creative Arts.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify basic chants/the mantras of paying homage to the Buddha	The learner identifies basic chants/the mantras of paying homage to the Buddha correctly and recites them.	The learner identifies basic chants/the mantras of paying homage to the Buddha correctly.	The learner identifies some basic chants/the mantras of paying homage to the Buddha when prompted.	The learner struggles to identify basic chants/the mantras of paying homage to the Buddha even when prompted
Ability to describe the importance of <i>tisarana</i> (taking refuge in triple gem.)	The learner describes the importance of <i>tisarana</i> (taking refuge in triple gem) giving examples.	The learner describes the importance of <i>tisarana</i> (taking refuge in triple gem).	The learner describes the importance of <i>tisarana</i> (taking refuge in triple gem) with minor omissions.	The learner describes the importance of <i>tisarana</i> (taking refuge in triple gem) with major omissions.
Ability to identify the practices and ceremonies held in Buddhist Vihaar.	The learner identifies the practices and ceremonies held in Buddhist Vihaar correctly with examples.	The learner identifies the practices and ceremonies held in Buddhist Vihaar correctly.	The learner identifies the practices and ceremonies held in Buddhist Vihaar when prompted.	The learner struggles to identify the practices and ceremonies held in Buddhist Vihaar even when prompted.

STRAND 5.0: SADACHAAR (SOCIAL ETHICS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar (Social Ethics)	5.1 Managing Resources: (9 lessons) Natural, <ul style="list-style-type: none"> • financial, • man-made • time 	By the end of the sub-strand the learner should be able to: a) classify the types of resources relevant in their life for harmonious living, b) explain correct uses of various resources for better living, c) demonstrate appropriate use of resources for sustainable development, d) develop a desire to use and manage resources prudently for	The learner is guided to: <ul style="list-style-type: none"> • name different types of resources, • research and classify different types of commonly used resources, • compare and adopt various strategies from other countries to manage resources, • discuss with peers appropriate use of resources, • plan for and share resources with the less fortunate in society, • download and use time management applications from digital devices, • initiate campaign with peers to motivate peers to be punctual in all school activities, • create a hypothetical budget with priority items to be purchased within the available funds, • design posters indicating switching off the electric appliances/turning off the taps after use at school/home/community centres, 	<ol style="list-style-type: none"> 1. How can we take care of resources in school and community? 2. Why is it important for an individual to take care of resources? 3. How is technology useful in managing resources prudently?

		sustainable development.	<ul style="list-style-type: none"> • watch videos on managing resources in an appropriate manner, • model the managing of resources prudently for sustainable development, • visit a home for the less fortunate to appreciate the value of responsible use of food. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Learner develops a sense of initiative and entrepreneurship skill when creating a hypothetical budget with priority items to be purchased with the available funds. • Creativity: Learner enhances decision making skills when modelling the managing of resources prudently for sustainable development. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner practices self-drive when initiating a campaign with peers to motivate peers to be punctual in all school activities. • Love: Learner extends love by sharing when visiting a Home for the less fortunate to appreciate the value of responsible use of food. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Community service learning: Learner engages in community service when visiting a Home for the less fortunate to appreciate the value of responsible use of food. • Education for Sustainable Development (ESD): Learner enhances financial literacy when creating a hypothetical budget with priority items to be purchased with the available funds. 				
<p>Links to other Learning Areas:</p> <p>Learner can relate the skills of designing posters indicating switching off the electric appliances/turning off the taps after use at school/home/community centres to the skills of designing posters learnt in Creative Arts.</p>				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate appropriate use of resources.	The learner demonstrates appropriate use of resources for sustainable development and encourages peers to use resources appropriately.	The learner demonstrates appropriate use of resources for sustainable development.	The learner demonstrates appropriate use of resources for sustainable development when motivated.	The learner has challenges demonstrating appropriate use of resources for sustainable development even when motivated.
Ability to classify the types of resources relevant in their life.	The learner classifies all the four types of resources relevant in their life, giving details.	The learner classifies all the four types of resources relevant in their life.	The learner classifies three of the types of resources relevant in their life.	The learner classifies not more than two of the types of resources relevant in their life.

STRAND 6.0: YOGA (HOLISTIC WELLNESS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Yoga (Holistic wellness)	6.1 Asanas (Physical postures) (8 lessons) <ul style="list-style-type: none"> • <i>Pranaayam (Breathing exercises)</i> • <i>Bhramari (humming bee breath),</i> • <i>Sheetali Pranaayam (cooling breath),</i> • <i>Sheet kari Paranaayam (hissing breath</i> • <i>Dhanur Asan</i> • <i>Vajra asan</i> • <i>Chakra chalan asan</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the types of Pranayam and Asanas for familiarisation, b) practise Pranayam and Asanas for physical wellbeing, c) acknowledge the importance of Pranayam and Asanas for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm about the different types of Pranayams and Asanas, • collect pictures from magazines, newspapers/digital platforms on Pranayams and Asanas, • visit and participate in the celebration of International Yoga Day, • practise the Asanas with peers under the supervision of a resource person, • practice the breathing exercises of Pranaayam using digital device, • perform Pranayams correctly under the supervision of a resource person, • make a journal to record their Yoga practice and changes observed in themselves, • create a Yoga guidance video using digital devices, • demonstrate correct postures of Asanas. 	<ol style="list-style-type: none"> 1. Why are Asanas important in Yoga? 2. What is the importance of Pranayam in life?

Core Competencies to be developed:

- Creativity: Learners enhance creativity when making a journal to record their Yoga practice and changes observed in themselves.
- Citizenship: Learner develops national and cultural identity when visiting and participating in the celebration of International Yoga Day.

Values:

Responsibility: Learner acquires excellence when performing Pranayams correctly under the supervision of a resource person.

Pertinent and Contemporary Issues:

Life skills: Learner enhances self-management skills when performing Pranayams correctly under the supervision of a resource person.

Links to other Learning Areas:

Learner can relate the skills of using digital devices to make a journal to record their Yoga practice and changes observed in themselves and create a Yoga guidance video and demonstrate correct postures of Asanas to the skills of using digital devices learnt in Creative Arts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Yoga	6.2 Communal aspects of Yoga (9 lessons) <ul style="list-style-type: none"> • Enhanced wellness • Harmonious living • Environmental protection 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) explain the benefits of environmental protection for communal wellness, b) assess improvements they observed in themselves over a specific period for self-evaluation, c) illustrate ways of protecting the environment for sustainable development, d) embrace Yoga for harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> • research with the aid of a digital device/resource person, case studies of communities that have benefited from environmental conservation, • participate in cleaning the school compound campaign, • organise a tree planting drive in school, • make posters on how to conserve the environment and display in the school compound and in the community centres, • sensitise the school community on negative effects of noise and air pollution, • participate in communal Yoga to practise meditation and exercises, • compose/sing/recite songs/poems on peace, in groups, • work with the guidance and counselling teacher in school to address some critical issues encountered by learners, • Assist learners with special needs as per their abilities through peer teaching basic meditation in Yoga. 	<ol style="list-style-type: none"> 1. How are the different aspects of Yoga beneficial to society? 2. How do Yoga and meditation influence one's life?

Core Competencies to be developed:

- Citizenship: Learner practices social cultural sensitivity and awareness when sensitising the school community on negative effects of noise and air pollution.
- Learning to learn: Learner enhances self-discipline when making posters on how to conserve the environment and display them in the school compound and in the community centres.

Values:

Responsibility: Learner enhances resilience when participating in communal Yoga to practice meditation and exercises.

Pertinent and Contemporary Issues:

Life skills: Learner develops analytical thinking skills when working with the guidance and counselling teacher in school to address some critical issues encountered by learners.

Links to other Learning Areas:

Learner can relate the skills of environmental conservation when organising a tree planting drive in school to the skills of tree planting learnt in Agriculture & Nutrition.

Suggested Assessment Rubric

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the benefits of environmental protection.	The learner explains the benefits of environmental protection with details and examples	The learner explains the benefits of environmental protection.	The learner explains the benefits of environmental protection with minor mix ups	The learner explains the benefits of environmental protection with major mix ups.
Ability to illustrate ways of protecting the environment.	The learner illustrates ways of protecting the environment with examples.	The learner illustrates ways of protecting the environment.	The learner illustrates ways of protecting the environment when prompted.	The learner has challenges illustrating ways of protecting the environment even when prompted.

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 and Principles of Dharma in Buddhism (based on Scriptural stories) (8 lessons)	By the end of the sub-strand the learner should be able to: a) describe the primary virtues from Buddhist stories for righteousness, b) interpret the relevance of key virtues for righteousness from Buddhist stories in their life, c) uphold the Principles of Dharma in building one's character for citizenship.	The learner is guided to: <ul style="list-style-type: none"> • watch discourses and narrate relevant stories on Principles of Dharma in Buddhism, • perform skits based on the narrated stories, • download information on virtues for righteousness using digital devices and discuss in groups, • visit a Buddhist Vihaar accompanied by parents/guardians to learn Principles of Dharma, • implement Principles of Dharma in class during activities appropriately, • dramatise Scriptural stories based on the Principles of Dharma. 	<ol style="list-style-type: none"> 1. Why is it important to observe virtues for righteousness? 2. How can one implement Principles of Dharma in daily life? 3. How can Principles of Dharma be applied in classroom situations?

Core Competencies to be developed:

- Communication and collaboration: Learner develops teamwork skills when dramatising Scriptural stories based on the Principles of Dharma.
- Digital Literacy: Learner interacts with digital technology while downloading information on virtues for righteousness using digital devices and discussing with peers.

Values:

Peace: Learner inculcates compassion when implementing Principles of Dharma in class during activities appropriately.

Pertinent and Contemporary Issues:

Life skills: Learner acquires social awareness skills when visiting Buddhist Vihaar accompanied by parents/guardians to learn Principles of Dharma.

Links to other Learning Areas:

Learner can relate the skills of dramatising Scriptural stories based on the Principles of Dharma to the skills of dramatising learnt in Creative Arts.

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the primary virtues from Buddhist stories.	The learner describes the primary virtues from Buddhist stories correctly with illustrations.	The learner describes the primary virtues from Buddhist stories correctly.	The learner describes the primary virtues from Buddhist stories when prompted.	The learner has challenges describing the primary virtues from Buddhist stories even when prompted.
Ability to interpret the relevance of key virtues for righteousness from Buddhist stories in their life.	The learner interprets the relevance of key virtues correctly, giving examples.	The learner interprets the relevance of key virtues correctly.	The learner interprets the relevance of key virtues when prompted.	The learner has challenges interpreting the relevance of key virtues even when prompted.

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 Utsav from other faiths (8 lessons) <ul style="list-style-type: none"> • <i>Christmas</i> • <i>Eid-ul-fitur</i> <i>Indian traditional calendar</i> <ul style="list-style-type: none"> • <i>Sankranti,</i> • <i>Amavasya (No Moon Day),</i> • <i>Purnima (Full Moon Day) in four faiths</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state the significance of celebrating the festivals for posterity, b) participate in festivals for social cohesion and harmony, c) nurture the value of celebrating festivals towards spiritual growth and social harmony, d) recognise special days of the month as per Indian traditional calendar 	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 religious festivals observed in Christian and Islamic faiths, • take active part in the celebration of festivals and write reports on how the festivals are celebrated, • sing Christmas carols and Surahs in relation to the festivals, • do charity work at homes of children and the elderly, visit schools of children with special needs for inclusive celebrations, • assist learners with special needs to safely participate during group activities, • perform skits based on the festivals, • listen to a resource person on the significance of special days of month as per the four faiths, 	<ol style="list-style-type: none"> 1. Why do we celebrate festivals? 2. How do festivals enhance social harmony? 3. Why are festivals that fall on Purnima and Amavasya considered more auspicious?

		for spirituality and social harmony.	<ul style="list-style-type: none"> • download the Indian traditional calendar to show dates of these special days, • use search engines to understand different phases of the moon. 	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Citizenship: Learner enhances social and cultural identity skills while doing charity work at homes of the children and the elderly, visit schools of children with special needs for inclusive celebrations. • Digital Literacy: Learner interacts with digital technology while downloading the Indian traditional calendar to depict dates of these special days and use search engines to understand different phases of the moon. 				
Values:				
<ul style="list-style-type: none"> • Unity: Learner enhances cooperation when assisting learners with special needs to safely participate during group activities. • Love: Learner enhances selflessness while doing charity work at children’s homes and elderly homes, visiting school of children with special needs for inclusive celebrations. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Community Service Learning: Learner practises community service while doing charity work at homes of the children and the elderly, visiting schools of children with special needs for inclusive celebrations. • Education for Sustainable Development (ESD): Learner addresses safety issues when assisting their peers with special needs to safely participate during group activities. 				
Links to other Learning Areas:				
Learner can relate the skill of singing Christmas carols and Surahs in relation to the festivals to the skills of singing learnt in Creative Arts.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state the significance of celebrating the festivals.	The learner states the significance of celebrating the festivals with examples.	The learner states the significance of celebrating the festivals.	The learner states the significance of celebrating the festivals when motivated.	The learner has challenges stating the significance of celebrating the festivals even when motivated.
Ability to participate in festivals.	The learner participates in festivals and encourages the peers to do it.	The learner participates in festivals.	The learner participates in festivals occasionally.	The learner participates in festivals only when motivated.

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 considered 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//Video 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 • Dramatization
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