

Curriculum design

CRE Grade Two

Essence Statement

This learning area builds on the competencies introduced at pre-primary level concerning God's self-revelation to man through Jesus Christ. The learners will be equipped with moral values, life skills and attitudes that assist them to live with self and others peacefully. This will be guided by the greatest and the most important commandment in Mathew 22:37, which states, 'Love the Lord your God with all your heart, with all your soul, and with all your mind. The secondmost important commandment in Mathew 22:39 states, 'Love your neighbour as you love yourself.'

The curriculum will therefore, inculcate values and attitudes which the learner needs to uphold in daily life based on the teachings of the Holy Bible. These values include obedience, sharing, responsibility, honesty and respect for self and others to mention but a few. These values will foster harmonious living and formation of healthy relationships amongst the learners and their communities

The learner will also acquire basic principles for Christian living through the Holy Bible. In line with constructivist theory, some of the essential principles include making links between learners' own experiences, needs, interests, questions and beliefs. Hence the life approach method will be used this implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him/her to discover the religious significance of his/her experiences in relation to the Christian faith.

General Learning Outcomes

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

- a) Demonstrate an awareness of the love of God as their sole creator and heavenly father
- b) Appreciate the Holy Bible as the word of God and apply it in their daily life for holistic living
- c) Appreciate the life of Jesus Christ by applying His teachings in their relationships with others
- d) Apply Christian values in their interaction with others from diverse backgrounds to form healthy relationships
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner.

Strand 1.0	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Creation	1.1 Self-Awareness 4 lessons	By the end of the Sub strand, the learner should be able to: a) state what they like about themselves as God's creation b) appreciate their physical appearance as uniquely created by God c) state different chores they do at home as service to God d) appreciate their worth as part of God's creation	<ul style="list-style-type: none"> ● Learners to recite Psalms 139:13 ● In pairs learners to mention what they like about themselves ● In pairs learners to observe and state in front of the class their similarities and differences, Genesis 1:27 ● Learners to be ordered from the shortest to the tallest and play games that give an advantage to both ● Learners to role play different chores they do at home ● Learners to sing a song about their physical appearance, <i>'Mwili wangu niwa ajabu sana nani aliyeniumba mimi nashangaa...?'</i> 	<ol style="list-style-type: none"> 1. Why are you special before God? 2. What do you like about yourself? 3. Which chores do you perform at home?
Core Competences to be developed : Learning to learn as they mention their different roles, imagination and creativity as they play games and sing, self-efficacy as they mention what they like about themselves				
Link to PCIs: Life skills; self-awareness, self-esteem, critical thinking, assertiveness, effective communication, Citizenship; Human Rights, ESD; gender awareness			Link to Values: Responsibility, love, cooperation	
Link to other learning activity areas: Language Activities as they learn new vocabularies, Movement and Creative Activities as they role play			Suggested Community Service Learning activities: Visit a senior citizen to talk about different gender roles in the community, participate in family chores	
Suggested Non formal Activity to support learning: Debate on gender roles, participate in health club activities			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and consistently appreciates self and others and participates in different chores	Correctly appreciates self and others and participates in different chores	Occasionally respects self and others and sometimes participates in different chores	hardly respects self or others

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.2 My Family 4 lessons	By the end of the sub strand, the learner should be able to: a) identify members of the extended family to enhance a sense of belonging b) appreciate members of the extended family for harmonious living c) state items shared at home for family unity d) state items that should not be shared at home for healthy living	<ul style="list-style-type: none"> ● Learners to read Acts 10:2 ● Learners to name members of their extended family ● Learners to draw and colour members of their extended family ● Learners to sort photographs of members of the extended family ● Learners to discuss how to relate with members of the extended family ● Learners to mention items they share at home ● Learners to list items that should not be shared at home 	<ol style="list-style-type: none"> 1. Who are your relatives? 2. What should you share at home? 3. What should you not share at home?
Core competences to be developed : Imagination and creativity as they colour and draw, critical thinking as they sort pictures, learning to learn as they discuss how to relate with family members				
Link to PCIs: Health education; personal hygiene, Citizenship; patriotism, Life-skills; assertiveness, decision making			Link to Values: Responsibility, respect, love	
Link to other learning activity areas: Health and Nutrition on things they should not share, Environmental Activities; introduce the aspect of communicable diseases, Language Activities; new vocabulary			Suggested Community Service Learning Activities: The learners to participate in family gatherings, learners to enquire from their parents, names of members of their extended family	

Suggested Non formal Activity to support learning: Participate in health club activities	Suggested assessment: Oral questions, portfolios, observation, written quizzes, reciting, drawing
---	--

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies relatives and consistently lists items they should not share	Clearly identifies relatives and lists items they should not share	Identifies some relatives, and lists some of the items they should not share	Rarely identifies relatives nor lists items they should not share

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.3 Creation of the sky, sun, moon and stars 4 lessons	By the end of the Sub strand, the learner should be able to: a) recognise God as the creator of the sky, sun, moon and stars and revere Him b) draw the sun, moon and stars to appreciate God's creation	<ul style="list-style-type: none"> Learners to read Genesis 1:14-19 Learners to observe the sky Learners to draw and colour the sun, moon and stars Learners to cut and mount pictures of the sun, moon and stars on a chart Learners to sing about the sky, sun, moon and stars as God's creation, '<i>Bwana Mungu nashangaa kabisa.....</i>' Learners to recite Genesis 1:16 	<ol style="list-style-type: none"> How does the sky look like? How does the moon look like? How do the stars look like? Who created the sky, sun, moon and stars?
	Core Competences to be developed : Learning to learn as they observe the sky, imagination and creativity by modeling, cutting and mounting			
	Link to PCIs: Life skills; critical thinking, self-awareness, ESD; environmental awareness		Link to Values: Cooperation, sharing, responsibility, love,	
	Link to other learning activity areas: Movement and Creative Activities as they cut and mount picture of the sun, moon and stars		Suggested Community Service Learning activities: Involve parents to help learners observe the stars and the moon at night	
	Suggested Non formal Activity to support learning: Participate in movement and creative activities by drawing and singing about the sun, moon and stars		Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently understands that God created the sky, sun, moon and stars	Correctly understands that God created the sky, sun, moon and stars	Minimal understanding that God created the sky, sun, moon and stars	Does not have any idea that God created the sky, sun, moon and stars

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
2.0 The Holy Bible	2.1The Holy Bible as a guide in daily lives 3 lessons	By the end of the Sub strand, the learner should be able to: a) identify reasons for reading the Bible to strengthen their faith in God b) state how often they read the Bible as a family to seek God's guidance c) appreciate the Bible as a guide to Christian living	<ul style="list-style-type: none"> • In groups, learners to list the importance of reading the Bible • Learners to record the number of times they read the Bible as a family • Learners to watch a video clip of children reading the Bible • Learners to sing a song about the Bible, 'My Bible and I, ooh.....' • Learners to read and recite Psalms 119:105 	<ol style="list-style-type: none"> 1. Why do you read the Bible? 2. How regularly do you read the Bible?

Core Competences to be developed: Communication and collaboration as they discuss importance of reading the Bible, learning to learn as they learn about the Bible

Link to PCIs: Learner support programme; guidance and counselling Life-skills; decision making, effective communication

Link to Values: Respect, responsibility

Link to other learning activity areas: Mathematical Activities as they record the number of times they read the Bible,

Suggested community Service Learning activities: With the help of parents, keep a record of the number of times they read the Bible as a family

Movement and Creative Activities as they sing	
Suggested Non formal Activity to support learning: Take part in Bible study activities, sing songs	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces, puzzles

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Effectively and regularly reads the Bible	Regularly reads the Bible	Once in a while reads the Bible	Hardly reads the Bible

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.2 Divisions of the Bible 4 lessons	By the end of the Sub strand, the learner should be able to: a) state the number of books in the Old Testament and develop interest in reading the Bible b) identify the first two books in the Old Testament to be familiar with the Bible c) appreciate the Bible as the word of God by reading it always	<ul style="list-style-type: none"> Learners to state the number of books in the Old Testament Learners to use flashcards and write the first two books of the Old Testament Learners to compose a song on the first two books of the Old Testament Learners to read and sing a common Psalms e.g. Psalms 100:4, <i>'I will enter His gates with thanksgiving in my heart.....'</i> In pairs, learners to play a game on the number of books in the Old Testament 	<ol style="list-style-type: none"> How many books are in the Old Testament? Which are the first two Books in the Old Testament?
Core Competencies: Learning to learn: As they state number of books in the Bible, communication and collaboration as they play the game on number of books in the Old Testament				
Link to PCIs: Life Skills: Assertiveness ESD: Security: avoiding radicalization			Link to Values: Respect ,love ,responsibility, faith	

<p>Links to other learning activity areas: Movement and Creative Activities as they compose songs</p> <p>Mathematical Activities: as they count the books</p> <p>Language Activities: as they read the Bible</p>	<p>Suggested Community Service Learning activities: Visit a church leader for guidance on the number of books in the Old Testament</p>
<p>Non formal Activity to support learning: Bible reading during assemblies, participate in memorization of Bible verses competition, participate in a singing game on the number of books in the Old Testament</p>	<p>Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles</p>

Assessment Rubric

Exceeding expectations	Meeting Expectations	Approaching expectations	Below expectations
Consistently states the number of books in the Old Testament and mentions the first two books in the Old Testament	States the number of books in the Old Testament and mentions the first two books in the Old Testament	Sometimes states the number of books in the Old Testament and mentions one book in the Old Testament	Hardly states the number of books in the Old Testament and does not mention the first two books in the Old Testament

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p>2.3 The Bible Story: The Call of Samuel</p> <p>3 lessons</p>	<p>By the end of the Sub strand, the learners should be able to:</p> <p>a) describe the call of Samuel and relate it to their lives by obeying God</p> <p>b) desire to respond appropriately to God by obeying His word</p>	<ul style="list-style-type: none"> ● Learners to read 1Samuel 3:3-10 ● Learners to sing a simple song about the call of Samuel, '<i>Alisikia saut iikimwita Samueli Samueli.....</i>' ● Learners to watch a video on the call of Samuel ● Learners to role play in small groups the call of Samuel ● Learners to recite 1Samuel 3:10 	<ol style="list-style-type: none"> 1. Who called Samuel? 2. How many times did God call Samuel? 3. How did Samuel respond when he was called?
<p>Core competencies: Communication and collaboration as they role play, imagination and creativity as they sing, self-efficacy as they make decisions, digital literacy as they watch videos</p>				

<p>Link to PCIs: Life skills; assertiveness and decision making, effective communication, interpersonal relationships</p> <p>Parental engagement and empowerment; guidance from parents</p> <p>Citizenship; leadership, mentorship</p>	<p>Link to Values: Obedience, respect, responsibility, love</p>
<p>Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they sing, Mathematical Activities as they state the number of times Samuel was called</p>	<p>Suggested Community Service Learning activities: Visit a church elder and listen to the Bible story on the call of Samuel</p>
<p>Non formal Activity to support learning: Take part in choosing the class governor, role play the call of Samuel in Bible Club</p>	<p>Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles</p>

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently narrates the call of Samuel and applies the values acquired in their lives	Accurately narrates the call of Samuel and applies the values acquired in their lives	Occasionally narrates and applies the values acquired from the call of Samuel in their lives	Barely narrates nor applies the values acquired from the call of Samuel in their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p>2.4 Bible Story: Noah and the Ark</p> <p>4 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) state the reasons why God chose Noah to build the Ark and live a life that is pleasing to God</p> <p>b) narrate the story of Noah and the Ark and relate it to their lives by obeying God and their parents</p> <p>c) desire to obey God and parents in</p>	<ul style="list-style-type: none"> ● Learners to read Gen 6: 9-10;7:1-5 ● Learners to discuss in groups why they should obey God ● Learners to discuss the importance of obeying parents ● Learners to role play the story of Noah and the Ark ● Learners to sing a song, "<i>The animals went in two by two.....</i>" 	<ol style="list-style-type: none"> 1. Who built the Ark? 2. Why did God choose Noah to build the Ark? 3. How did Noah respond to God?

		their daily lives	<ul style="list-style-type: none"> Learners to draw and colour a boat floating on water 	
Core Competences: Imagination and creativity as they role play, drawing and colouring, communication and collaboration as they discuss				
Link to PCIs: Life skills; effective communication, decision making, self-awareness, creative thinking, critical thinking ,problem solving, ESD; environmental awareness care and sustainability, Animal welfare; care for animals Citizenship; social cohesion			Link to Values: Obedience, respect, responsibility, care, love	
Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they role play, draw and colour			Suggested Community Service Learning Activities: Visit a church leader and learn more about Noah and the ark	
Suggested Non formal activity to support learning: Sing a song on Noah and the ark, make boats using pieces of paper, rewarding well behaved learners			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces, puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and sequentially narrates and applies the values acquired from the Bible story in their daily lives	Accurately narrates and applies the values acquired from the Bible story in their daily lives.	Occasionally narrates and applies the values acquired from the Bible story in their daily lives	Hardly narrates nor applies the values acquired from the Bible story in their daily lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.5 The Bible Story: Daniel is rescued from the den of lions 4lessons	By the end of the Sub strand, the learner should be able to: a) mention the number of times Daniel prayed to God and relate it to their lives b) acquire the skill of assertiveness by emulating Daniel in their lives	<ul style="list-style-type: none"> Learners to read the story of Daniel in the den of lions, Daniel 6:10-12, 19-22 Learners to watch a video on the story of Daniel in the den of lions Learners to role play Daniel in the den of lions and how he is rescued Learners to sing the song, 'Trust and 	<ol style="list-style-type: none"> How many times did Daniel pray in a day? Why was Daniel thrown in the den of lions? Who rescued Daniel from the den of

	c) appreciate God as the protector by trusting in Him	obey for there is no other way.....?	lions?
Core Competences to be developed: Digital literacy as they watch a video, communication and collaboration as they role play			
Link to PCIs: Life skill; assertiveness and decision making ,self-awareness and self-esteem, effective communication		Link to Values: Faith ,Patience, courage, trust	
Link to other learning activity areas: Environmental activities as they view the animals in nature or animal orphanage Mathematical Activities as they record the number of times Daniel prayed Language Activities as they read the Bible		Suggested Community Service Learning activities: Participate in church activities that will strengthen their trust in God	
Suggested Non formal Activity to support learning: Sing, model a lion, participate in Bible clubs and read about the story		Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and sequentially narrates the Bible story and applies the values acquired in their daily lives	Accurately narrates the Bible story and applies the values acquired in their daily lives.	Occasionally narrates the Bible story and sometimes applies the values acquired in their daily lives	Hardly narrates the Bible story nor applies the values acquired in their daily lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.6 The Bible Story: The Widow of Zarephath 4 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of the widow of Zarephath and trust in God for their needs b) appreciate God in the miracle of multiplication of flour and oil and	<ul style="list-style-type: none"> ● Learners to read 1 Kings 17:7-16 ● Learners to narrate the story of the widow of Zarephath ● Learners to role play the story of Elijah and the widow of Zarephath ● Learners to draw and colour bread ● Learners to sing a song on trusting God 	<ol style="list-style-type: none"> 1. Why did Elijah go to Zarephath? 2. Who fed Elijah while at Zarephath? 3. How did the widow get enough flour

	have faith in Him as the provider		and oil?
Core Competences: Imagination and creativity as they draw, colour and role play, communication and collaboration as they role play, self-efficacy; the widow expressed herself therefore they learn assertiveness			
Link to PCIs : Life skills; effective communication, self-esteem, self-awareness ,problem solving, friendship formation, interpersonal relationship, coping with emotions ESD; food security Health education; nutrition and hygiene		Link to Values: Sharing, faith, respect, concern, love	
Link to other learning activity areas: Language Activities as they read, narrate and practice sharing Movement and Creative Activities as they sing, draw and colour		Suggested Community Service Learning activities : Visit families around their homes or school in the company of parents and share with the less fortunate	
Non formal Activity to support learning: Sing and dance, share sports materials e.g. balls, swings, bean bags, participate in Pastoral programmes		Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently narrates the Bible story and applies the values acquired in their daily lives	Accurately narrates the story and applies the values acquired in their daily lives	Occasionally narrates and applies the values acquired from the story in their lives	Hardly narrates nor applies the values acquired from the Bible story in their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The early Life of Jesus Christ	3.1 Kindness of the Wise Men 4 lessons	By the end of the Sub strand, the learner should be able to: a) list the gifts given to baby Jesus and develop the value of sharing	<ul style="list-style-type: none"> ● Learners to read Mathew 2:11 ● Learners to name gifts that were brought to baby Jesus by the three wise men. ● Learners to draw and colour gifts given to baby Jesus ● Learners to use flash cards to role play exchange of 	<ol style="list-style-type: none"> 1. What did the wise men bring to baby Jesus? 2. What should you do when your family members bring gifts to you?

	b) acquire the skill of assertiveness by refusing gifts from strangers c) appreciate Jesus as a gift from God in their lives	gifts <ul style="list-style-type: none"> • Learners to role play saying, 'thank you' after receiving gifts from friends and family members • Learners to avoid receiving gifts from strangers • Learners to list in groups the negative results of receiving gifts from strangers • Learners to sing a gratitude song about Jesus love, 'Jesus love is very very wonderful.....' 	3. What should you do when given gifts by strangers? 4. Who was given to you as a gift by God?
Core Competences to be developed: Citizenship; through sharing, learners develop concern for others which is essential for harmonious and peaceful co-existence, imagination and creativity through role play			
Link to PCIs: ESD; safety and security Life skill; assertiveness, self-esteem, decision making ,critical thinking		Link to Values: Sharing, responsibility, kindness, self-control, obedience, faith, love ,unity	
Link to other learning activity areas: Movement and Creative Activities as they role play and draw, Language Activities as they read the Bible		Suggested Community Service Learning activities: Participate in community activities e.g. Christmas where people share meals and give gifts to the less fortunate	
Non formal Activity to support learning: Role play, share, participate in Bible clubs and Pastoral programmes		Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately lists the gifts brought by the wise men to Baby Jesus	Adequately lists the gifts brought by the wise men to Baby Jesus	Sometimes lists gifts brought by the wise men to Baby Jesus	Seldom lists gifts brought by the wise men to Baby Jesus

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Early life of Jesus Christ	3.2 Jesus Christ worked 4 lessons	By the end of the Sub strand, the learner should be able to: a) develop responsibility by doing simple chores at home , school and the church b) appreciate work by emulating Jesus Christ and assisting their parents at home	<ul style="list-style-type: none"> ● Learners to discuss the type of work Joseph, the father of Jesus did ● Learners to list in groups how Jesus helped His father ● Learners to list the activities they do at home ● Learners to write a poem on “Jesus worked” ● Learners to keep their home, class and compound clean 	<ol style="list-style-type: none"> 1. What type of work did Jesus’ father do? 2. How did Jesus help His father? 3. What do you do during the school holidays?
Core Competences to be developed: Learning to learn the learner will assist their parents with simple chores at home ,the community and the church, communication and collaboration through group discussions				
Link to PCIs: Life skill; responsibility acquired through performing simple chores Parental engagement; Jesus helped His parents Citizenship; human rights and responsibility, Leadership; mentorship			Link to Values: Trust , responsibility, love obedience, humility, respect	
Link to other learning activity areas: Environmental Activities by learning different types of work performed, keeping the compound clean Language Activities as they write a poem on work			Suggested Community Service Learning activities: Learner will participate in different activities or work in the community thus interacting and learning from the community.	
Suggested Non formal activity to support learning: Participate in cleaning the school, get involved in environmental club activities, for example, tree planting			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces ,puzzles, projects	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of Jesus’ work and applies it in their daily lives by	Good understanding of Jesus’ work and applies it in their	Some understanding of Jesus’ work and sometimes applies it in their daily lives	Hardly understands Jesus’ work and seldom performs simple chores

performing simple chores at home		daily lives by performing simple chores at home	by performing simple chores at home	at home
Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 Jesus calms the Storm 3 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the miracle of calming the storm and relate it to their daily lives by having faith in God b) appreciate the miracle of calming the storm by trusting God when faced with challenges	<ul style="list-style-type: none"> • The learners to read Matthew 8:23-27 • Learners to watch a video on the miracle of calming the storm • Learners to discuss in pairs what they do when they face difficulties • Learners to role play the miracle of calming the storm • Learners to draw and colour a boat • Learners to sing a song about calming the storm 	<ol style="list-style-type: none"> 1. How did Jesus calm the storm? 2. What should you do when you face difficulties?
Core Competences to be developed: Learning to learn as they read the Bible, digital literacy as they watch the video, imagination and creativity as they role play, draw and colour the boat				
Link to PCIs: Life skills; decision making coping with emotions, assertiveness, problem solving ESD; environmental awareness(Jesus calmed the storm), Safety and security learn; from family members home safety measures			Link to Values: Trust, faith ,obedience, care, responsibility, love	
Link to other learning activity areas: Environmental Activities calming the storm (weather) Movement and Creative Activities as they sing, role play and draw Language Activities as they read the Bible			Suggested Community Service learning activities: Learners to pray with family members	
Suggested Non formal Activity to support learning: Participate in prayer during Bible club sessions			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent understanding of how Jesus calmed the storm and always relates it to their daily experiences	Good understanding of how Jesus calmed the storm and is able to relate it to their daily experiences	Some understanding of how Jesus calmed the storm but cannot relate the event to their daily experiences	Barely understands calming the storm neither relates it to their daily lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.4 Miraculous catch of Fish 4 lessons	By the end of the Sub strand, the learner should be able to: a) explain how Jesus solved the problem of the fishermen and relate it to their lives by trusting in God b) appreciate the response of the fishermen by obeying God	<ul style="list-style-type: none"> ● Learners to read Luke 5:3-9 ● Learners to watch a video on the miraculous catch of fish ● Learners to role play the miraculous catch of fish ● Learners to sing the song '<i>I will make you fishers of men.....</i>' ● Learners to draw and colour a fish 	<ol style="list-style-type: none"> 1. How did Jesus help the fishermen? 2. What was the result of their obedience?
Core Competences to be developed: Communication and collaboration through role playing the miraculous catch of fish, imagination and creativity as they draw and colour the fish, learning to learn as they read the Bible, digital literacy as they watch the video				
Link to PCIs: Life skills; coping with emotions and stress ,decision making, effective communication, Citizenship; social cohesion ESD; food security, environmental awareness Health Education; nutrition and hygiene			Link to Values: Faith, obedience, hard work, cooperation ,responsibility, love, trust	
Link to other learning activity areas: Environment Activities ; observe a fish pond in the school compound in the company of a teacher or teachers Movement and Creative Activities through role play and singing Language Activities as they read the Bible			Suggested Community Service Learning activities: Learners can take a nature walk and visit a fish pond in the company of parents/guardian	
Suggested Non formal Activity to support learning: Singing, initiate a			Suggested assessment: Oral questions, portfolios, observation, written	

project of a miniature fish pond at school, participate in environmental club activities	quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles
--	---

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Clearly and correctly explains the miraculous catch of fish	Correctly explains the miraculous catch of fish	Occasionally explains the miraculous catch of fish	Hardly explains the miraculous catch of fish

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Healing of the Man with a Withered Hand 4 lessons	By the end of the Sub strand, the learner should be able to: a) describe the healing of the man with a withered hand and relate it to their lives by trusting God for healing b) appreciate Jesus' compassion by expressing kindness to others	<ul style="list-style-type: none"> ● Learners to read Matthew 12:9-13 ● Learners to draw in pairs a withered hand ● learners to watch a video of healing the man with a withered hand ● Learners to role play the healing of the man with a withered hand ● Learners to write Mathew 12:13 on flash cards and recite it aloud in front of the class 	<ol style="list-style-type: none"> 1. Who healed the man with a withered hand? 2. What do you learn from this work?
Core Competences to be developed: Communication and collaboration through role play, imagination and creativity through drawing, digital literacy by watching a video				
Link to PCIs: Life skills; critical thinking, self-awareness ,effective communication, assertiveness ,problem solving, self esteem Health Education; non-communicable diseases-healing of the withered hand			Links to Values: Compassion, love, faith, social justice, trust	
Link to other learning activity areas: Movement and Creative Activities through role play Language Activities through reading			Suggested Community Service Learning activities: Visit the physically challenged in the company of their parents, pray with them and help them with household chores	
Suggested Non formal Activity to support learning: Assist learners who are sick and the physically challenged			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Clearly and adequately explains the healing of the man with a withered hand	Adequately explains the healing of the man with a withered hand	Sometimes explains the healing of the man with a withered hand	Hardly explains the healing of the man with a withered hand

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.6 Easter 3 lessons	By the end of the Sub strand, the learner should be able to:	<ul style="list-style-type: none"> ● Learners to write I Cor 15:3-4 on flash cards and recite the verse in turns ● Learners to mention what happened on Good Friday ● Learners to view a picture of Jesus nailed on the cross ● Learners to mention what took place on Easter Monday, as they read Mark 16:5-6 ● Learners to view a picture of three women who visited an empty grave ● Learners to be guided to draw an empty cross 	<ol style="list-style-type: none"> 1. Who died for your sins? 2. Why is Jesus' death important to Christians? 3. Which day did Jesus resurrect?
		<ol style="list-style-type: none"> a) discuss the death of Jesus as a sign of total love for humankind and desire to love others b) appreciate Jesus Christ death and resurrection as the way to salvation 		
Core Competences to be developed: Critical thinking and problem solving as they discuss, imagination and creativity as they sing and draw, digital literacy as they watch a video				
Link to PCIs: Life skills; problem solving, friendship formation			Link to Values: Compassion, love, care, sharing, faith, social justice, courage	
Link to other learning activity areas: Language Activities as they recite Bible verses Movement and Creative Activities through singing, role play and drawing			Suggested Community Service Learning activities: Children accompany their parents to church for Good Friday and Easter festivities	
Suggested Non formal Activity to support learning: Singing			Suggested assessment: Oral questions, portfolios, observation, written	

.dramatization, Participate in Bible club activities,	quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles
---	--

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very clear understanding of Jesus' death on the cross and relates it to their lives by loving others	Clear understanding of Jesus' death on the cross and relates it to their lives by loving others	Some understanding of Jesus' death on the cross and sometimes relates it to their lives by loving others	Rarely understands Jesus' death on the cross and does not relate it to their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.1 Sharing 2 lessons	By the end of the Sub strand, the learner should be able to: a) identify items shared at school to promote harmonious living b) identify occasions when they share to show kindness	<ul style="list-style-type: none"> ● Learners to identify various items that can be shared at school ● In pairs, learners to list the importance of sharing with others ● In groups, learners to role play sharing in class ● Learners to sing a song on sharing ● Learners to recite Hebrews 13:16 	<ol style="list-style-type: none"> 1. Which items can be shared at school? 2. Why is it important to share with others? 3. Whom do you share with?
Core Competences to be developed: Collaboration and communication as they discuss in groups, imagination and creativity as they role play and sing, self-efficacy as they share with others				
Link to PCIs: Citizenship; inclusion and equity Life skills: empathy, effective communication, interpersonal relationship, friendship formation and maintenance, decision making Health Education; sharing			Link to Values: Respect, responsibility, sharing, unity	
Link to other learning activity areas: Mathematical Activities as they share, Language Activities as they read			Suggested Community Service Learning activities: Share with neighbours, visit the sick and share with them, invite others to celebrate their birthdays	

Movement and Creative Activities as they sing	
Suggested Non formal Activity to support learning: Recite poems related to sharing	Suggested assessment: oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles, sorting

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of the value of sharing and often share items with others	Good understanding of the value of sharing and share items with others	Some understanding of the value of sharing and sometimes share items with others	Minimal understanding of the value of sharing and rarely share items with others

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.2 Obedience 3 lessons	By the end of the Sub strand, the learner should be able to: a) obey teachers and children’s government to promote harmony in the school b) discuss reasons for obeying teachers and children’s government	<ul style="list-style-type: none"> • Learners to read Hebrews 13:17 • Learners to discuss why they should obey teachers and children’s government • Learners to compose a poem on the importance of obeying teachers and children’s government • Learners to discuss how disobedience affects them negatively • Learners to sing a song on obedience “<i>trust and obey for there’s no other way.....</i>” 	<ol style="list-style-type: none"> 1. Why should you obey teachers and leaders at school? 2. What are the results of disobedience?

Core Competences to be developed: Communication and collaboration as they discuss in groups, creativity and imaginations they compose a poem, learning to learn through obeying teachers and prefects

Link to PCIs: Learner support programmes; learning to live together, Citizenship; obedience, Parental engagement; children to obey parents, Life skills; critical thinking ,interpersonal relationship, effective communication	Link to Values: Obedience, respect, responsibility, love
--	---

Link to other learning activity areas: Language Activities as they recite poems	Community Service learning activities: Visit a senior citizen and listen to stories on importance of obedience and negative effects of disobedience
--	--

Movement and Creative Activities as they role play and sing	
Suggested Non formal Activity to support learning: Sing songs of obedience in Bible clubs and school assemblies, participate in Pastoral programmes	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, , drawing, filling in blank spaces ,puzzles

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of the value and consistently obey teachers and the children's government	Good understanding of the value and obey teachers and the children's government	Some understanding of the value and sometimes obey teachers and the children's government	Hardly obeys teachers and the children's government

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.3 Honesty 4 lessons	By the end of the Sub strand, the learner should be able to:	<ul style="list-style-type: none"> ● Learners to read in groups Proverbs 12:17,19 ● Learners to say why they should tell the truth always ● In groups, learners to discuss why they should complete their homework on time ● In pairs, learners to list the negative results of copying other pupils work ● In pairs, learners to role play taking lost and found items to the teacher ● Learners to recite Proverbs 12:19 	<ol style="list-style-type: none"> 1. Why should you tell the truth? 2. Why should you be honest? 3. Why is it wrong to copy other learners work?
		<ol style="list-style-type: none"> a) explain reasons for telling the truth in their interaction with others b) demonstrate responsibility by completing their homework c) demonstrate honesty by taking lost and found items to the teacher or parent d) desire to be honest by not copying other pupils' work 		
Core Competences to be developed: Communication and collaboration as learners discuss in groups, self-efficacy as they practice telling the truth always, imagination and creativity as they role play				

Link to PCIs: Life skills ; assertiveness, effective communication, decision making, self-awareness, self-esteem ,Parental engagement, Citizenship	Link to Values: Honesty, trust, responsibility, concern, care, Integrity,
Link to other learning activity areas: Language Activities through reading and recitation, Movement and Creative Activities through composing poems and role play	Suggested Community Service Learning activities: Learners to be given a task of collecting stories on honesty, learners help others in the community to tell the truth
Suggested non formal Activity to support learning: Practice honesty at school and at home, sing songs on honesty	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, filling in blank spaces ,puzzles

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Correctly and habitually tells the truth and completes homework on time	Correctly tells the truth and completes homework on time	Sometimes tells the truth and occasionally completes homework on time	Rarely speaks the truth and seldom completes homework on time

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.4 Thankfulness 3 lessons	By the end of the Sub strand, the learner should be able to: a) identify reasons for thanking people as a way of expressing gratitude b) appreciate other people's kindness by saying, 'thank you' to them	<ul style="list-style-type: none"> ● Learners to list reasons for saying, 'thank you' to others ● Learners to role play situations that require a, 'thank you' gesture ● Learners to exchange gifts in pairs and practice being thankful to each other ● Learners to recite 1Thessalonians 5:18 ● Learners to compose a poem with a theme, "thank you" to their parents 	<ol style="list-style-type: none"> 1. Why should you thank people? 2. When do you say 'thank you' to others?
Core Competences to be developed: Communication and collaboration through group discussions , imagination and creativity through role play and composing a poem				
Link to PCIs: Life skills; self-esteem, effective communication ,self-			Link to Values : Kindness, humility, thankfulness ,love	

awareness, decision making Learner Support Programmes; learning to live together Parental engagement; children thank parents Citizenship; social cohesion	
Link to other learning activity areas: Language Activities; etiquette (saying thank you) Movement and Creative Activities through composing poems	Suggested Community Service Learning activities: Practice thankfulness at home and to others in the society
Suggested Non formal Activity to support learning: Participate in Bible club activities, be thankful to teachers and other learners	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent understanding of thankfulness and consistently appreciates others	Adequate understanding of thankfulness and appreciates others	Fair understanding of thankfulness and sometimes appreciates others	Minimal understanding of thankfulness and hardly appreciates others

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.5 Forgiveness 4 lessons	By the end of the Sub strand, the learner should be able to: a) forgive others daily for peaceful co-existence b) appreciate the forgiveness of God and apply it in their interactions with others	<ul style="list-style-type: none"> ● Learners to read Luke 15:11-22 ● Learners to watch a video on the prodigal son ● Learners to dramatize the story of the prodigal son ● Learners to recite Matthew 18:21-22 ● Learners to avoid annoying others ● Learners to sing a song on forgiveness 	<ol style="list-style-type: none"> 1. Why should you forgive others? 2. What do you do when someone annoys you? 3. How many times should you forgive those who wrong you?
Core Competencies: Learning to learn as they learn new ideas, self-efficacy portrayed when the son realized his mistake and went back to his father, communication and collaboration through dramatization				

Link to PCIs: Citizenship; social cohesion ,peace and reconciliation Life skills; self-esteem, self-awareness, conflict resolution ,effective communication	Link to Values: Forgiveness, humility, love, tolerance, responsibility, unity
Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities through dramatization , Mathematical Activities; forgive 70 x 7 times	Suggested Community Service Learning activities: Record occasions they forgive members of the family and friends in a week and learn to forgive always
Suggested Non formal Activity to support learning: Memorizing verses on forgiveness, singing songs on forgiveness	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent understanding of God's forgiveness and forgives others always	Good understanding of God's forgiveness and forgives others	Some understanding of God's forgiveness and sometimes forgives others	Rarely understands God's forgiveness and seldom forgives others

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.6 Responsibility 3 lessons	By the end of the Sub strand, the learner should be able to: a) mention the items they carry to school to assist them in learning b) acquire the value of responsibility by taking care of the items they use at school	<ul style="list-style-type: none"> ● Learners to read Colossians 3:23 ● Learners to display and count the items they carry to school ● In pairs, learners to list the use of each item ● Learners to sing a song about items they carry to school ● Learners to draw and colour items they carry to school ● Learners to discuss why they should not forget school items at home 	<ol style="list-style-type: none"> 1. Which items do you carry to school? 2. Why do you carry these items to school? 3. What happens when you forget items at home?

Core Competence: Self-efficacy; ability to carry the items to school, imagination and creativity; singing the song and composing poems, communication and collaboration; discussing in pairs	
Link to PCIs: Parental empowerment and engagement; children should carry items to use at school ,Citizenship; patriotism, good governance and leadership, Learner support programmes; responsible pupils Life skills; self-awareness and self-esteem, creative thinking	Link to Values: Responsibility, cooperation
Link to other learning activity areas: Mathematics Activities through counting, Movement and creative activities by composing songs	Suggested Community Service Learning activities: Interact with parents to provide what they should carry to school.
Suggested Non formal Activity to support learning: Taking care of school equipment ,for example, balls, textbooks	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces, puzzles

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Very good understanding of responsibility and always carry items to use at school	Good understanding of responsibility and carry items to school	Fair understanding of responsibility and carries some items to school	Minimal understanding of responsibility

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.1 Prayer 4 Lessons	By the end of the Sub strand, the learner should be able to: a) recite the first four lines of the Lord's prayer as a way of communicating to God b) narrate the story of a friend at midnight	<ul style="list-style-type: none"> ● Learners to read Matthew 6:9-10 ● Learners to recite the first 4 lines of Lord's prayer Mathew 6:9-10) ● Learners to sing a song on the Lord's prayer ● Learners to read Luke 11:5-10 ● Learners to role play the story of a friend at 	<ol style="list-style-type: none"> 1. Which are the first four lines of the Lord's Prayer? 2. How frequently do you recite The Lord's prayer? 3. Why should we pray

		and apply it in their lives c) desire to pray regularly to develop a relationship with God	midnight • Learners to discuss in groups the importance of prayer	always? 4. What happened to a friend who visited at midnight?
Core Competences to be developed: Self-efficacy; children will recite prayer and understand God as their Father in heaven, communication and collaboration as they discuss in groups, imagination and creativity as they role play				
Link to PCIs: Life skills; effective communication, self- awareness ,coping with emotions, decision making Citizenship; singing the national anthem which is a prayer to God			Link to Values: Trust, humility, faith, hope	
Link to other learning activity areas: Movement and Creative Activities as they sing, Language Activities as they read, Mathematical Activities as they count and record the number of times they recite the Lord's prayer			Suggested Community Service Learning activities: Participate in prayers at home and Church and learn how their parents speak to God. They could be given a task to record the number of times their parents and church community say the Lord's prayer	
Suggested Non formal Activity to support learning: Participate in prayers during school assemblies, participate in Bible club activities			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting Expectations	Approaching expectations	Below expectations
Accurately and frequently talks to God by saying the first four lines of the Lord's prayer	Accurately talks to God by saying the first four lines of the Lord's prayer	Sometimes talks to God by saying the first two lines of the Lord's prayer.	Hardly talks to God through the Lord's prayer

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.2 The Holy Spirit	By the end of the Sub strand, the learner should be able to: a) state the promise Jesus gave to	<ul style="list-style-type: none"> Learners to mention examples of promises they have been given by their parents Learners to read Acts 1: 4 and Acts 2:3-4 	1. What did Jesus promise His disciples?

	5 lessons	His disciples and desire to have faith in God b) appreciate the work of the Holy Spirit in their day to day lives	<ul style="list-style-type: none"> Learners to discuss the work of the Holy Spirit (He strengthens-Luke 24:49, guides- Romans 8:14, and unite Christians Ephesians- 4:3-4) Learners to be guided to write the work of the Holy Spirit on flash cards and read them aloud in pairs Learners to be guided to sing a song about the work of the Holy Spirit 	2. What is the work of the Holy Spirit?
Core Competences to be developed: Communication and collaboration through discussion, learning to learn as they read the Bible creativity and imagination as they sing a song				
Link to PCIs: Life skills; decision making, coping with emotions ,self-awareness and self-esteem, Parental engagement and empowerment, Citizenship; leadership:			Link to Values: Hope, unity, courage, love	
Link to other learning activity areas: Language Activities; Learn new vocabularies, Movement and Creative Activities; Sing and provide themes for song composition			Suggested Community Service Learning: Sing about the work of the Holy spirit	
Suggested Non formal Activity to support learning: Recite verses on the work of the Holy Spirit during Pastoral programmes			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and perfectly demonstrates the work of the Holy Spirit in their lives by living in harmony with others	Consistently demonstrates the work of the Holy Spirit in their lives by living in harmony with others	Periodically demonstrates the work of the Holy Spirit in their lives by living in harmony with others.	Hardly demonstrates the work of the Holy Spirit in their lives