

# Curriculum design

## HRE Grade One

### Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in Grade one level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

## GENERAL LEARNING OUTCOMES:

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

1. Appreciate and thank Parmatma for His Creation in relation to our existence
2. Develop faith in Parmatma's Love and provision to enhance self-efficacy
3. Demonstrate the Omnipresence of Parmatma through prayer, saying and singing bhajans/stavans/shabad/manteas for their spiritual growth
4. Demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
5. Demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
6. Perform simple rhythmic Yoga exercises to become healthy Citizens
7. Acquire a sound foundation to develop into an ideal, ethical and moral human being.



Education for Sustainable Development (ESD): Environmental Education-Safety and security-understanding individual safety and security, Caring for Paramatma's creation, Keeping the Environment clean.	
<b>Links to other learning activity areas:</b> Environmental Studies: sun and energy Language Activities: Language for instruction and translation of technical terms used in vocabulary of this strand Mathematics: concept of ratio one to many	<b>Suggested Community Service Learning activities:</b> The learner be encouraged to participate in a get together with neighbours for social cohesion and harmony.
<b>Suggested non-formal activity to support learning:</b> The learner could prepare a simple project (importance of sunlight in photosynthesis) that reflected the importance of Surya Devta (Sun) for sustenance of life.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realias for heat, media, charts, models	

#### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Brilliant in making interpersonal relations at home and with neighbours at the same time vigilant enough to notice appropriate/inappropriate behaviour of neighbours/elders at home.	Very good in making interpersonal relations at home and with neighbours at the same time vigilant enough to notice any unusual thing happening at home/neighbourhood.	At times, good in making interpersonal relations at home and with neighbours and good enough to notice any unusual thing happening at home/neighbourhood.	Sometimes unable in making interpersonal relations at home and with neighbours.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
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<b>2.0 Worship</b>	<b>2.1 Basic Prayers</b>  (6 lessons)	By the end of this sub-strand, learner should be able to: a) mention the basic prayers performed for enhancement of faith b) sing basic prayers for spiritual growth c) appreciate the qualities of Paramatma through basic prayers.	<ul style="list-style-type: none"> <li>Learner be encouraged to develop interests in Bhajan Shabad Stavan Buddh mantra using audio-visual aid.</li> <li>The learner be encouraged to participate in singing activities in groups/pairs</li> </ul>	<ol style="list-style-type: none"> <li>What are Bhajans and Shabads?</li> <li>When do we perform Stavans and Buddh Mantra?</li> <li>Why do we sing basic prayers?</li> </ol>
	<b>2.2 Places of worship</b> (3 lessons)	a) identify and recognize the places of worship of the four faiths. b) recognize the features outside/inside a place of worship for familiarization.	<ul style="list-style-type: none"> <li>The learner to be taken to visit different places of worship to observe the features outside the places of worship like Dhvaj(flag), Dome, Steps, Shoe rack and wash basin etc..</li> <li>The learner to be taken to visit different places of worship to observe the features inside the places of worship like Deities, Bell, Deepak, flowers etc.</li> </ul>	<ol style="list-style-type: none"> <li>Do you know places of worship?</li> <li>Can you Name the places of worship?</li> <li>What features do you see outside a place of worship?</li> <li>What features do you see inside a place of worship?</li> </ol>
<b>Core Competences to be developed:</b> Citizenship, Digital literacy, Self-efficacy				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself- Self-awareness, Self-esteem, Coping with emotions. Assertiveness Skills of knowing and living with others- Effective Communication, Interpersonal relationship, Decision making skills- Decision making, Problem solving Parental Empowerment and Engagement: General guidance.			<b>Link to Values:</b> Peace, Respect, Responsibility, Love, Unity.	
<b>Links to other learning activity areas:</b> I language activities: when learning			<b>Suggested Community Service Learning activities:</b>	

new vocabulary 2 Psychomotor and creative activities: creative thinking through collage making	Learners to be advised to visit/participate in their places of worship.
<b>Suggested non-formal activity to support learning:</b> The learner will organize Bhajan, Shabads and Stavans to be held in the school assembly Parents to assist learner to take photographs of inside/outside features in the places of worship and paste in the scrap book.	<b>Suggested assessment:</b> Oral questions, portfolio, observation, project.

#### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans correctly and consistently. Inspire other peers.	Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans correctly.	Identify the differences in bhajan, shabads and stavans, sing the qualities of Paramatma through simple bhajans,shabads and stavans at times.	Rarely identifies the differences in bhajan, shabads and stavans hardly can sing any of them.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manifestations	3.1 Qualities Of Enlightened Beings  (6 lessons)	By the end of this sub-strand, learner should be able to: a) recognise the names of the Enlightened Beings for familiarization b) identify the names of the Enlightened Beings from the Pictures to build confidence	<ul style="list-style-type: none"> <li>Learner be introduced to the qualities of Shri Ram, Shri Krishna, Guru Nanak Dev Ji, Lord Buddha Lord Mahavir.</li> <li>Learner be told names of Paramatma like Allah and God from other faiths</li> <li>The learner to share their knowledge on Shabad Guru,</li> </ul>	<ol style="list-style-type: none"> <li>Whom do you pray to?</li> <li>Who tells you about Paramatma at home?</li> </ol>

	<p><b>3.2 Belief in paramatma</b></p> <p>(4 lessons)</p>	<p>c) appreciate the qualities of the Enlightened Beings as loving and caring</p> <p>d) state short stories of the Enlightened Beings to strengthen the belief in Paramatma.</p>	<p>Parvati Mata, Lakshmi Mata Durga Mata in groups.</p> <ul style="list-style-type: none"> <li>• Learner be shown Images/animated stories depicting the qualities of the Enlightened Beings.</li> <li>• The learner be encouraged to sing religious songs to glorify Paramatma.</li> </ul>	
<p><b>Core Competences to be developed:</b> Communication and collaboration, creativity and Imagination, learning to learn</p>				
<p><b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Citizenship-Social cohesion Parental Empowerment and Engagement: General guidance.</p>		<p><b>Link to Values:</b> Respect, Love, Unity, Peace, Responsibility.</p>		
<p><b>Links to other learning activity areas:</b> Language Activities: New names Music- singing bhajans</p>		<p><b>Suggested Community Service Learning activities:</b> The learners to be involved in prayer meetings and to sing songs praising Paramatma at the place of worship</p>		
<p><b>Suggested non-formal activity to support learning:</b> Teacher could give assignment to color the images of the Enlightened Beings.</p>		<p><b>Suggested assessment:</b> Oral questions, portfolio, observation</p>		
<p><b>Suggested Learning Resources</b> Resource person, Audio aids, Posters, charts</p>				

#### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Confidently and correctly State and recognises the names of Paramatma in Hinduism and other faiths and has basic knowledge about manifestations of</p>	<p>Confidently and correctly State and recognises the names of Paramatma in Hinduism and has basic knowledge about</p>	<p>Confidently and correctly State and recognises the names of Paramatma in Hinduism and knows very little about</p>	<p>States and recognises the names of Paramatma from his faith alone.</p>

Paramatma.	manifestations of Paramatma.	manifestations of Paramatma.	
States confidently the qualities of Paramatma as Loving, caring, Kind, Protector and the creator. Knows simple stories about qualities of Paramatma.	State confidently the qualities of Paramatma as Loving, caring, Kind, Protector and the creator.	At times state the qualities of Paramatma as Loving, caring, Kind, Protector and the creator.	Sometimes states the qualities of Paramatma as Loving, caring, Kind, Protector and the creator.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Scriptures	<b>4.1 Ramayan and Sri Guru Granth Sahib ji</b>  (4 lessons)	By the end of this sub-strand, learner should be able to: a) recognise Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge b) handle the Scriptures with care as Holy books c) appreciate the importance of scriptures and for strengthening faith.	<ul style="list-style-type: none"> <li>The learner be shown pictures of Ramayan. Sri Guru Granth Sahib ji.</li> <li>The Learner be guided on how to handle and open the Scriptures with the help of a resource person.</li> <li>Encourage learner to listen and participate in Ram chanting Waheguru chanting using audio visual aids.</li> </ul>	<ol style="list-style-type: none"> <li>Do you remember Ramayan and Sri Guru Granth Sahib ji?</li> <li>How do we handle the scriptures?</li> <li>Who handles the Scriptures at the place of worship?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration, Learning to learn, Digital literacy				
<b>Link to PCIs:</b> Life Skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance			<b>Link to Values:</b> Respect, Responsibility, Peace, Unity, Love.	
<b>Links to other learning activity areas:</b> I language: New vocabulary Hygiene in keeping oneself clean while handling the Scriptures			<b>Suggested Community Service Learning activities:</b>	
<b>Suggested non-formal activity to support learning:</b> Parents to visit the temple with their children to learn about the scriptures and			<b>Suggested assessment:</b> Oral questions, portfolio, observation	



handling respectfully	
<b>Suggested Learning Resources:</b> Resource person	

#### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge with similarities in their teachings.	Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge.	Confidently and correctly state introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge at times.	Sometimes states correctly introduction of Ramayan and Sri Guru Granth Sahib ji as a source of divine knowledge.
Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures from other faiths.	Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Imply similar respectful handling for Scriptures at home.	Correctly states the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid at times.	Sometimes states correctly the ways in handling both Scriptures appropriately as shown by the teacher through audio-visual aid.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>5.0 Yoga (Good Health)</b>	<b>5.1 Pranayam (Breathing Exercises)</b>  (6 lessons)	By the end of this sub-strand, learner should be able to: a) demonstrate the correct posture while performing simple breathing exercises for good health b) perform simple breathing exercises to become spiritually and physically fit	<ul style="list-style-type: none"> <li>Learner be shown Anulom - Vilom, Kapaal Bhaati through charts/digital literacy displaying simple breathing exercises.</li> <li>Learner be encouraged to get information about breathing exercises from parents, guardians and priests.</li> <li>Learner be guided to practice</li> </ul>	<ol style="list-style-type: none"> <li>What is "Pranayama"?</li> <li>Which are the correct postures for performing breathing exercises?</li> </ol>

		c) appreciate breathing exercises as a way of coping with emotions.	Pranaayam as a group activity.	
	<b>1.2 Asanas</b> (Body Postures)  (6 lessons)	a) demonstrate appropriate body postures for physical wellbeing b) practice of Pranaam asana, Hasta utthaan asana correctly for physical wellbeing c) appreciate asanas for self-discipline and focus.	<ul style="list-style-type: none"> <li>• Through digital literacy/Resource person/charts the learner can observe</li> <li>• Pranaam Asana (prayer pose)</li> <li>• Hasta utthaan asana (raised arms pose)</li> <li>• Learner can practice Yoga in groups or pairs with correct attire/timing under the teacher's guidance.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are "Asanas"?</li> <li>2. Have you ever seen people perform asanas?</li> <li>3. Do you perform asanas?</li> </ol>
<b>Core Competences to be developed:</b> Self-efficacy, Citizenship, Digital Literacy, Learning to learn				
<b>Link to PCIs:</b> Life skills-Skills of knowing and living with oneself- Self-efficacy, Coping with emotions Parental Empowerment and Engagement: General guidance			<b>Link to Values:</b> Peace, respect, responsibility.	
<b>Links to other learning activity areas:</b> Mathematics activity: counting breaths and postures Psychomotor activity: body movements in Yoga Language activity: Language for instruction and translation of technical terms used in Yoga ICT: Audio Visual Display of Yoga exercise for Learners			<b>Suggested Community Service Learning activities:</b>	
<b>Suggested non-formal activity to support learning:</b> Get information from parents/guardians to practice Yoga. Visit to a Yoga Centre for continuous practice and perfection in performing Yoga.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources</b> Audio visual aid, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters and charts				

### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly perform breathing exercises and postures in correct attire/timing and also guiding fellow students in doing it in correct way.	Learner can always perform both breathing exercises, postures of Yoga with correct attire/timing.	Learner can at times do breathing exercises and postures in correct manner.	Learner is sometimes able to demonstrate the correct posture during Yoga.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Sadachaar	<b>6.1 General Etiquette:</b>  (6 lessons)	By the end of this sub-strand, learner should be able to: a) say appropriate spoken words that are courteous while interacting with elders b) use proper language while interacting with their age mates for harmonious co-existence c) appreciate the importance of courteous and humble words to all they come in contact with for peaceful co-existence.	<ul style="list-style-type: none"> <li>The learner to practice courtesy through role play depicting elders.</li> <li>The learner be guided to address his/her age mates by their names in a polite manner. This can be demonstrated through audio-visual aid.</li> <li>The learner be encouraged to address all others who come in contact with them in a polite manner everyday through role play.</li> </ul>	<ol style="list-style-type: none"> <li>How do you greet elders?</li> <li>How do you address your age mate?</li> <li>Why do we need politeness in interaction?</li> <li>What can you share with your friend in school?</li> </ol>
	<b>6.2 Sewa</b> (selfless service)  (6 Lessons)	a) demonstrate sharing things at school and at home for good relationships b) demonstrate the act of sharing at the places of worship for harmonious interaction c) appreciate the importance of	<ul style="list-style-type: none"> <li>Learner be encouraged to practice sharing at school and at home through short stories / related circumstances.</li> <li>Learner be shown through pictures and videos of people sharing and helping the needy.</li> </ul>	<ol style="list-style-type: none"> <li>What can you share with your friend in school?</li> <li>In what ways can we help at the places of worship?</li> </ol>

		sharing.	<ul style="list-style-type: none"> <li>Learner be taken for visits to children's home for selfless service.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, self-efficacy and digital literacy.				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance			<b>Link to Values:</b> Respect, Love, Unity, Peace, Responsibility.	
<b>Links to other learning activity areas:</b> Language: Language for instruction and translation of technical terms used in this strand. Psychomotor			<b>Suggested Community Service Learning activities:</b> Learner be encouraged to participate in on the spot extempore to speak about the Sewa they would like to do.	
<b>Suggested non-formal activity to support learning:</b> The learner could visit an elderly person and interact with them appropriately.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources</b> Audio-visual aids				

#### Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently courteous with excellent selection of phrases while interacting with elders and peers. A role model for peers.	Demonstrates sophistication with appropriate selection of phrases while interacting with elders and peers.	Courteous with selection of phrases while interacting with elders and peers at times.	Sometimes courteous with right phrases while interacting with elders and peers.
Always ready to help the needy by sharing different things at school and at home willingly with love and care.	Always ready to help the needy by sharing different things at school and at home willingly with love and care.	Ready to help the needy by sharing different things at school and at home when told by teachers and elders	Reluctant to help the needy by sharing different things at school and at home.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>7.0 Utsav (Festivals)</b>	<b>7.1 Religious Festivals:</b>  (6 lessons)	By the end of this sub-strand, learner should be able to: a) name different religious festivals celebrated for preservation of religious faith. b) use appropriate greeting on different festivals to promote love and peace. c) appreciate and enjoy the festivals with family and friends for social interaction and cohesion.	<ul style="list-style-type: none"> <li>Learner to participate in the celebration of the festivals like Navratri Dusshera Diwali, Bandhi Chhor Diwas Ganesh Chaturthi at various places of worship.</li> <li>The learner be shown pictures and videos on religious festivals</li> <li>Learner to be told stories on the significance of the festivals and taught relevant songs.</li> <li>Learner be guided in group activities such as: Rangoli, card making, diya decoration etc.</li> </ul>	<ol style="list-style-type: none"> <li>Which festival do you celebrate?</li> <li>Why do you celebrate Dusshera?</li> <li>Why do you celebrate Diwali?</li> <li>What is the importance of Bandi Chhor diwas?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration, digital literacy, Learning to learn				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself- Self-awareness, Self-efficacy Skills of knowing and living with others- Effective communication, Interpersonal relationship, Collaboration, Parental Empowerment and Engagement: General guidance			<b>Link to Values:</b> Respect, Love, Unity, Peace, Responsibility.	
<b>Links to other learning activity areas:</b> Language Activities: (use of vocabulary) Psychomotor - Singing Creative Arts Decoration			<b>Suggested Community Service Learning activities:</b> Learner could be encouraged to visit children's home with special needs to donate food, clothes etc.	
<b>Suggested non-formal activity to support learning:</b> Learner to accompany parents to the places of festivals to learn and actively participate in them.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources</b> Resource person; Audio/Visual aids; Pictures				

#### Assessment Rubric

<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Through observations:</b> Enthusiastically participate in different religious festivals Eagerness to learn different cultures by celebrating festivals from all faiths.	<b>Through observations:</b> Enthusiastically participate in different religious festivals Eagerness to learn about cultural activities by celebrating festivals.	<b>Through observations:</b> At times participate in religious festivals activities to learn different cultures.	<b>Through observations:</b> Sometimes participate in religious festivals.