

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 Paramatma for His Creation in relation to our existence
2. Develop faith in Paramatma's Love and provision to enhance self-efficacy
3. Demonstrate the Omnipresence of Paramatma 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.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Myself (3 lessons)	By the end of this sub-strand the learner should be able to: a) name the people he/she interacts with at school b) report incidents to the authorities in school for attention c) appreciate everyone in school as God's creation	<ul style="list-style-type: none"> The learner be introduced to the school staff by the teacher and encouraged to show respect to them. Learner be encouraged to respect themselves and others in the school. Learner be encouraged to report any unpleasant incident by anybody within the school. 	1. What is the location of your school? 2. How do you relate to people in school? 3. What will you do if something happens to you in school?
	1.2 Pancha Mahabhoot (Elements of Nature): (6 lessons)	a) acknowledge the Prithvi (earth) as Paramatma's given home for all creation b) identify plants, animals and insects as Paramatma's creation c) appreciate plants and animals on Earth as God's creation.	<ul style="list-style-type: none"> The learner be guided to do projects that show the importance of Prithvi (earth). The learner be encouraged to take care of the environment 	1. Where do insects live? 2. Where do plants grow? 3. How can we take care of the environment?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn-				
Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships (with parents, grandparents and Creator), Effective Communication, Education for Sustainable Development (ESD): Environmental Education - Caring for Paramatma's creation, Keeping the Environment clean			Link to Values: Love, Responsibility, Respect, Peace, Unity.	
Links to other learning activity areas: Environmental activities: Earth			Suggested Community Service Learning activities:	

Language Activities: Language for instruction and translation of technical terms used while teaching this strand. Mathematical Activities: concept of ratio one to many	
Suggested non-formal activity to support learning: The teacher helps the learners to collect different kinds of leaves for scrap book activity.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Visual aids, pictures, charts.	

Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently aware of people and their names at school. Knows exactly where to report in case of emergency in school and is guiding and encouraging peers the same.	Fairly aware of people and can mention their names at school. Knows exactly where to report in case of emergency in school.	Aware of people and their names at school. At times report the matter to right authorities in school	Hardly aware of very few people and their names at school. Knows sometimes where to report in case of emergency in school.
Identify and enthusiastically suggests ways to look after flora and fauna in the immediate environment.	Identify and fairly suggests ways to look after flora and fauna in the immediate environment	At times suggests ways to look after flora and fauna in the immediate environment	Rarely suggests ways to look after flora and fauna in the immediate environment

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0. Worship	2.1 Specific morning Prayers (6 lessons)	By the end of this sub-strand learner should be able to: a) mention the specific morning prayers used for worship b) recite the specific morning prayers of the four faiths for spiritual nourishment.	<ul style="list-style-type: none"> A resource person be invited to guide learners in recitation of prayers and explain the importance of prayers in worship The learner be shown videos on Pratahkaal Sandhya Japji Sahib Samayik Om Meditation. 	<ol style="list-style-type: none"> Which prayer do you recite in the morning? Which rituals do you observe at the places of worship?

		c) appreciate the prayers as a way of communication with Paramatma	<ul style="list-style-type: none"> The learner be encouraged to recite prayers in groups 	
	2.2 Basic Religious Symbols (4 lessons)	a) identify the basic religious symbols for familiarization.	<ul style="list-style-type: none"> The learner be taken to places of worship to familiarise him/her with symbols from the four faiths. The learner be encouraged to draw and colour the religious symbols of the four faiths 	<ol style="list-style-type: none"> Have you ever seen a flag at your place of worship? Which religious symbol do you see at your place of worship?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving, digital literacy, learning to learn-				
Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships (with parents, grandparents and Creator), Effective Communication,			Link to Values: Love, Responsibility, Respect, Peace, Unity.	
Links to other learning activity areas: Language activities: learning names of rituals Mathematical activity: telling the number of rituals they know. Psychomotor and creative activity: Singing in groups.			Suggested Community Service Learning activities: The learner can be encouraged to help in age appropriate chores at their community center on a holiday.	
Suggested non-formal activity to support learning: Resource persons to be invited to conduct prayer meetings where they will demonstrate simple rituals for worship.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Visual aids, pictures, charts.				

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Specific morning Prayers	Confidently and consistently recite the specific morning prayers from all four faiths.	Confidently and consistently recite the specific morning prayers from his/her faith and two from other faiths.	Confidently and consistently recite the specific morning prayers from his/her faith and one from other faiths.	Confidently and consistently recite the specific morning prayers from his/her faith alone.

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, the learner should be able to mention the qualities of the Enlightened beings for familiarization.	<ul style="list-style-type: none"> The learner be taught the qualities of Rishabhdev (First Tirthankar), Hanumaan ji, Guru Angad Dev ji (Second Guru), Lord Buddha through stories, audio-visual aids. Learner be encouraged to share the knowledge in pairs/groups. 	<ol style="list-style-type: none"> Which names of the Enlightened beings do you know? What are the qualities of an Enlightened Being?
	3.2 Qualities of Paramatma (6 lessons)	<ol style="list-style-type: none"> mention the qualities of Paramatma for familiarization appreciate the manifestation of Paramatma through His qualities. 	<ul style="list-style-type: none"> The learner be told stories about Brahma(Creator), Vishnu (Sustainer) Shiva (Liberator) The learner be shown pictures/ audio-visual aids that show the qualities of Paramatma 	<ol style="list-style-type: none"> Who created the world? Do you know who takes care of the world? Who out of the three (Brahma, Vishnu, Shiva) is the liberator?
Core Competences to be developed: Communication and collaboration, digital literacy.				
Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance.			Link to Values: Respect, Love, Unity, Peace,	
Links to other learning activity areas: Language Activities: New names Psychomotor and creative activity - singing bhajans Digital Literacy – through audio visual aids			Suggested Community Service Learning activities: visiting senior citizens to get more knowledge on the qualities of the Enlightened Beings.	
Suggested non-formal activity to support learning: The learner be guided in a clay modelling activity to create any Paramatma’s creation.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, audio visual aids. Pictorial books				

Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly states the qualities of Paramatma as Creator, sustainer and liberator. Confidently tell stories about qualities of Paramatma.	Consistently and correctly states the qualities of Paramatma as Creator, sustainer and liberator.	At times states the qualities of Paramatma as Creator, sustainer and liberator correctly.	Inconsistently states the qualities of Paramatma as Creator, sustainer and liberator sometimes.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Scriptures	4.1 Kalpasutra and Dhammapada (4 lessons)	By the end of this sub-strand the learner should be able to: a) acknowledge Kalpasutra and Dhammapada as a source of divine knowledge b) appreciate the importance of Kalpasutra and Dhammapada as holy Scriptures.	<ul style="list-style-type: none"> Learner could be shown pictures of the Scriptures Kalpasutra Dhammapada. Learner to be given the basic information about the Scriptures. 	1. What do you know about Kalpasutra and Dhammapada? 2. Why are scriptures important?
	4.2 Introduction to Sri Guru Granth Sahib Ji (4 lessons)	a) appreciate compilation of Sri Guru Granth Sahib ji for spiritual growth. b) understand the concept of installation of Sri Guru Granth Sahib ji as the Living Guru.	<ul style="list-style-type: none"> Learner be taught about the compilation of Sri Guru Granth Sahib Ji. Learner be familiarised with the first installation of Sri Guru Granth Sahib ji. 	1. Which holy Scripture is the Living Guru Ji?
	4.3 Handling of Scriptures (3 Lessons)	a) handle the Scriptures appropriately as Holy books. b) appreciate the importance of scriptures for strengthening faith.	<ul style="list-style-type: none"> The learner be guided on how to handle the scriptures through videos and visits to places of worship. 	1. How are the holy books handled? 2. Who handles the Scriptures at the place of worship?

Core Competences to be developed: Communication and collaboration, learning to learn, Digital literacy	
Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance,	Link to Values: Respect, Love, Unity, Responsibility, Peace
Links to other learning activity areas: Language Activity: New vocabulary Environmental activity: Hygiene	Suggested Community Service Learning activities:
Suggested non-formal activity to support learning: Parents to visit the places of worship with their children to learn about the Scriptures.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Resource person	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and correctly states introduction of Kalpasutra and Dhammapada as a source of divine knowledge and similarities in their teachings.	Confidently and correctly state introduction of Kalpasutra and Dhammapada as a source of divine knowledge.	Confidently and correctly state introduction of Kalpasutra and Dhammapada as a source of divine knowledge at times.	Sometimes states correctly introduction of Kalpasutra and Dhammapada as a source of divine knowledge.
Correctly state the difference in handling both Scriptures appropriately as shown by the teacher through audio-visual aid. Apply 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 of 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)
5.0 Yoga (Exercises for Good health)	5.1 Pranayam (Breathing exercises) (4 lessons)	By the end of this sub-strand, the learner should be able to: a) demonstrate the correct posture of performing simple breathing exercises for physical wellbeing b) practice exercises for physical development c) appreciate pranayam as a way of coping with emotions	<ul style="list-style-type: none"> Learner be shown age appropriate pranayams: Sheetali Pranayaam(cooling breath), Sheet kari Paranyaam (hissing breath) through audio-visual aids /charts/ Resource person/teacher. Learners to be engaged in group activity to practice pranayam. 	<ol style="list-style-type: none"> Which breathing exercise do you perform? How do you feel after performing the breathing exercises?
	5.2 Asanas (Body Postures) (6 lessons)	<ol style="list-style-type: none"> demonstrate simple body postures practice simple asanas to improve physical health develop self-control (to sit quietly for few minutes) to promote good discipline 	<ul style="list-style-type: none"> Learner to be shown videos/ pictures of people Practicing simple asanas: <ul style="list-style-type: none"> Padahasthasana (hand to foot pose) Ashwa sanchala asan (equestrian pose) Parvat aasan (Mountain pose) Learners to be encouraged to practice simple asanas in appropriate attire in groups or pairs. 	<ol style="list-style-type: none"> What are asanas? Do you exercise? Why do you exercise?
Core Competences to be developed: Communication and collaboration, digital literacy, Self-efficacy, Citizenship, Learning to learn				
Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication			Link to Values: Peace, Respect, Responsibility.	

Parental Empowerment and Engagement: Guidance and coaching.	
Links to other learning activity areas: Mathematics activity: counting breaths and postures Psychomotor and Creative Activity: body movements in Yoga Language Activity: Language for instruction and translation of technical terms used in Yoga Environmental Activity: Nutritional food appropriate for Yoga practise Digital Literacy: Audio Visual Display of Yoga exercise for Learners	Suggested Community Service Learning activities:
Suggested non-formal activity to support learning: Parents to help in creating awareness of Yoga in other local schools through a resource person.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Audio visual aid, Books, Yoga mats, Appropriate Attire made of natural fibre, Posters and charts	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly perform postures for simple rhythmic breathing exercises. Coping with emotions and regular practice.	Consistently and correctly perform postures for simple rhythmic breathing exercises. Coping with emotions.	Perform correct postures for simple rhythmic breathing exercises at times.	Performs postures for simple rhythmic breathing exercises some times.
Perform simple body postures in coordination with breath (In /Out) consistently and correctly. Role model for peers, physically and emotionally stable.	Perform simple body postures in coordination with breath (In /Out) consistently and correctly. Physically and emotionally stable.	Perform simple body postures in coordination with breath (In /Out) correctly at times.	Perform simple body postures in coordination with breath (In /Out) sometimes correctly.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
6.0 Sadachar	6.1 General Etiquette (3 lessons)	By the end of this sub-strand, the learner should be able to recognise the words of welcome and farewell as a sign of good behaviour	<ul style="list-style-type: none"> The learner be shown in groups on how to welcome visitors at home and school to practice Hospitality. 	<ol style="list-style-type: none"> How do you welcome visitors at home/school? Which are some of the words you can use for good behaviour?
	6.2 Sewa (selfless service) (6 lessons)	<ol style="list-style-type: none"> demonstrate willingness to do community service for social welfare appreciate the use of polite words while doing community service. 	<ul style="list-style-type: none"> The learner be encouraged to collect litter lying in their immediate surrounding as an act of community service. The learners be shown pictures/charts/videos on hospitality/community service The learner be encouraged to participate in charity walk as part of community service. 	<ol style="list-style-type: none"> What kind of Sewa do you do at your community centre?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Digital Literacy				
Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance			Link to Values: Respect, Love, Unity, Peace, Responsibility.	
Links to other learning activity areas: Language activities: Language for instruction and translation of technical terms used in Environmental Activity: Clearance of litter			Suggested Community Service Learning activities: The learner should visit elderly and learn and practise hospitality in community	
Suggested non-formal activity to support learning: The learner could be motivated to hold a small “help the needy” camp and distribute old clothes and toys etc.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Audio-visual aid, Resource person.				

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and correctly uses words of welcome, offer comfort, bid farewell to visitors at school. Practice same at home as per feedback from parents/guardian. Courteous behaviour for elders and peers.	Consistently and correctly uses words of welcome, offer comfort, bid farewell to visitors at school. Practice same at home as per feedback from parents/guardian.	At times uses correct words of welcome, offer comfort, bid farewell to visitors at school. Practice rarely at home as per feedback from parents/guardians	Rarely uses words of welcome, offer comfort, bid farewell to visitors at school. Does not practice at home as per feedback from parents/guardian.
Always enthusiastic and ready to do community service. Encourages peers to do community service	Very enthusiastic and ready to do community service	At times willing to do community service	Sometimes does the community service

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
7.0 Utsav (Festivals)	7.1 Religious Festivals (12 lessons)	By the end of this sub-strand, the learner should be able to: a) mention religious festival in celebrating Birthdays of Enlightened beings for community bonding b) use appropriate greetings while interacting with people during festivals c) appreciate festivals for their role in promoting peace and friendship	<ul style="list-style-type: none"> Learners to participate in the celebration of: Mahavir Jayanti, Ram Navmi, Janamashtami, Buddha Jayanti Prakash Utsav (Gurpurabs) The learners be shown pictures / videos on the religious festivals Learners to listen and sing appropriate Stavans, Shabads and bhajans in groups related to festivals Learner to share and learn from each other about celebration of their festivals 	<ol style="list-style-type: none"> When do you celebrate your birthday? What do you do to celebrate your birthday? Why do we celebrate Janamashtami?

Core Competences to be developed: Communication and collaboration, Learning to learn	
Link to PCIs: Life skills: Skills of knowing and living with oneself - Self Awareness, Self-esteem, Skills of knowing and living with others Interpersonal relationships, Effective Communication Parental Empowerment and Engagement: Guidance	Link to Values: Respect, Love, Unity, Peace, Responsibility.
Links to other learning activity areas: Language Activities: New vocabulary Psychomotor and Creative Arts-decoration Digital Literacy-Visual aids	Suggested Community Service Learning activities: The learner be motivated to help in charitable activities and decoration and other activities during the celebration of festivals.
Suggested non-formal activity to support learning: The teacher could organise short skits from the life histories of the enlightened Beings.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Pictorial books, Audio-visual aids	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Through observations: Enthusiastically participate in different religious festivals. Confidently states different ways of celebrating cultural and national festivals, taps more avenues for social interaction.	Through observations: Enthusiastically participate in different religious festivals Eagerness to learn about cultural and National activities by celebrating festivals.	Through observations: At times participate in religious festivals activities to learn different cultures.	Through observations: Sometimes participate in religious festivals.