

Curriculum design

CRE Grade Three

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	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Self-Awareness 6 lessons	By the end of the Sub strand, the learner should be able to: a) appreciate himself/herself as created in the image and likeness of God for His glory b) recognise God as the Creator of every part of his/her body to glorify Him c) control thoughts and feelings in daily life d) make choices that are acceptable to God in their lives	<ul style="list-style-type: none"> • Learners to read Genesis 1:27 • Learners to recite Psalms 139:13 • Learners to list in groups good thoughts and feelings e.g. loving others, sharing, helping parents, having joy • Learners to avoid bad behaviour e.g. picking other peoples items without their permission • Learners to draw and colour pictures of faces depicting various emotions • In pairs learners to list effects of choices they make and present them before the class • Learners to sing a song 'I'm happy today so happy in Jesus name I'm happy.....' 	<ol style="list-style-type: none"> 1. In whose image and likeness are you created? 2. Who created every part of you? 3. How do you control your thoughts and feelings? 4. What are the effects of the choices you make?
Core-Competencies to be developed: Self-efficacy as the learner appreciate herself / himself as created by God, imagination and creativity through drawing and colouring, communication and collaboration as they discuss in groups and role play				
Link to PCIs: Life skills; self-esteem, assertiveness, decision making, problem solving, effective communication, coping with emotions, Health Education; nutrition and hygiene			Link to Values: Respect, responsibility, self-control	
Links to other Learning activity areas: Movement and Creative Activities as they sing, dance, draw and colour Languages Activities as they recite Bible verses			Suggested Community Service Learning activities: Learners to interact with parents and church elders to guide them on how to make desirable choices	
Suggested Non formal Activity to support learning: Music and drama			Suggested assessment: Oral questions, portfolios, written quizzes, reciting, checklists, filling in blank spaces, puzzles	

Assessment Rubric

Exceeding Expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently understands that they are created in the image and likeness of God	Clearly understands that they are created in the image and likeness of God	Some understanding that they are created in the image and likeness of God	Hardly understand that they are created in the image and likeness of God
Accurately and consistently makes appropriate choices in life	Correctly makes appropriate choices in life	Fairly makes appropriate choices in life	Rarely makes appropriate choices in life

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.2 My Family 3 lessons	By the end of the Sub strand, the learner should be able to: a) recognise the head of the family and respect them b) name family members in the nuclear and extended family for identification c) draw the family tree to understand relationships within the family	<ul style="list-style-type: none"> Learners to name the head of the family Learners to name family members Learner to draw and colour the family tree 	<ol style="list-style-type: none"> Who is the head of the family? Who are your family members? What is a family tree?
Core competencies to be developed : Learning to learn as they name family members, imagination and creativity as they draw and colour the family tree				
Link to PCIs: Life skills ;self-esteem, self-awareness, ,interpersonal relationship, friendship formation, critical thinking, Citizenship: Social cohesion, patriotism			Link to Values: Love, respect, unity , responsibility humility ,fairness, equity	
Links to other Learning activity areas: Environmental activities as they link family to a tree Movement and Creative Activities as they draw the family tree Language activities; naming family members			Suggested Community Service Learning activities: Learners to interact with parents and senior members of the family to understand the family tree	
Suggested Non formal Activity to support learning: Model the family tree, singing			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently draws and labels the family tree	Correctly draws and labels the family tree	Sometimes draws and labels the family tree	Hardly draws the family tree

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.3.1 Adam and Eve 4 lessons	By the end of the Sub strand, the learner should be able to: a) acknowledge God as the creator of Adam and Eve as our first parents on earth b) describe how Adam and Eve disobeyed God and desire to obey God in their daily lives c) state the results of disobeying God's command to avoid sin d) explain the importance of obeying parents to live a harmonious family life e) explain the importance of obeying teachers to promote good relationships at school	<ul style="list-style-type: none"> • Learners to read Genesis 2:7, 21 • Learners to read Genesis 2:16-17 • Learners to tell how man disobeyed God in Genesis 3:6-7 • Learners to mention the result of man's disobedience; Genesis 3:23 • Learners to list the importance of obeying parents • Learners to recite Ephesians 6:2 • Learners to compose a poem on the importance of obeying teachers 	<ol style="list-style-type: none"> 1. Who created Adam and Eve? 2. How did man disobey God? 3. What was the result of man's disobedience? 4. Why should you obey your parents? 5. Why should you obey teachers?
Core-Competencies to be developed :Communication and collaboration as they narrate man's disobedience, learning to learn as they role play, imagination and creativity as they compose poems				
Link to PCIs: Life skills ;decision making, effective communication ,self-awareness and esteem, conflict resolution, coping with emotions and stress, Citizenship; good governance, social cohesion, loyalty, Parental engagement; obeying parents, ESD; gender awareness			Link to Values: Obedience, respect, responsibility, loyalty	
Link to other learning activity areas: Language Activities as they write poems Movement and Creative Activities: singing and dancing			Suggested Community Service Learning activities: Interaction between learners and elders in the community to enhance the value of obedience	

Suggested Non formal Activity to support learning: Simulation games, obeying school authority and the children's government	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately understands the importance of obedience to teachers and parents	Clearly understands the importance of obedience to teachers and parents	Some understanding of obedience to teachers and parents	Rarely obeys teachers and parents

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.1 The Bible as the word of God 4 lessons	By the end of the Sub strand, the learner should be able to: a) differentiate the Bible from other books as a Holy Book used by Christians b) explain how the writing of the Bible was different from other books and respect it c) state the number of books in the New testament and develop interest in reading it d) name the four Gospel books in the New Testament and relate them to the teachings of Jesus Christ e) Appreciate the Bible as a guide in their daily lives	<ul style="list-style-type: none"> • Learners to sing the song “<i>My Bible and I.....</i>” • Learners to read 2 Timothy 3:16 and discuss why they should respect the Bible • In pairs, learners to state the number of books in the New Testament • In pairs, learners to name the four Gospel books • Learners to discuss the importance of reading the Bible always • The learners to recite Psalms 119:105 	<ol style="list-style-type: none"> 1. What is the Bible? 2. Who wrote the Bible? 3. How many books are in the New Testament? 4. What are the four Gospel books in the New Testament? 5. Why is the Bible important in your daily lives?
Core Competences: Communication and collaboration as they discuss in groups, learning to learn as they discuss how the Bible guides their lives.				
Link to PCIs : Learner support programmes; guidance Life-skill; decision making, interpersonal relationship, assertiveness, effective communication Citizenship; law and order, good governance			Link to Values: Cooperation, holiness, respect ,responsibility, love	

Link to other Learning activity areas: Language Activities through reading, Movement and Creative Activities through singing	Suggested Community Service Learning activities: Learners to interact with their parents and the community as they learn more about the importance of the Bible,
Suggested Non formal Activity to support learning: Music and dance, guidance and counseling, skits, participate in Bible club activities	Suggested assessment: Oral questions, portfolios, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below expectations
Accurately and consistently interacts with the Holy Bible as the word of God	Accurately interacts with the Holy Bible as the word of God	Occasionally interacts with the Holy Bible as the word of God	Hardly interacts with the Holy Bible as the word of God
Accurately and consistently mentions the number of books in the New Testament and the four gospel books	Accurately mentions the number of books in the New Testament and names the four gospel books	Sometimes mentions the number of books in the New Testament and the four gospel books	Rarely mentions the number of books in the New Testament

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.2 The Bible Story: Moses and the Burning Bush 4 lessons	By the end of the Sub strand, the learner should be able to: a) narrate what happened in the story of Moses and the burning bush and relate it with the holy places of worship b) discuss how Moses expressed obedience and apply it in their daily lives	<ul style="list-style-type: none"> Learners to read Exodus 3:1-6 Learners to watch a video of Moses and the burning bush In groups, learners to role play the story of Moses and the burning bush In pairs, learners to discuss the value of obedience Learners to sing a song about Moses and the burning bush 	<ol style="list-style-type: none"> What happened to Moses at Mt. Sinai? What did Moses do to show that the place was holy? How did Moses express obedience?

			<ul style="list-style-type: none"> Learners to draw and colour Moses and the burning bush 	
Core Competences to be developed: Communication and collaboration as learners discuss and role play the story, learning to learn as learners apply acquired skills and values, imagination and creativity as learners role play, digital literacy as they watch a video				
Link to PCIs : Life skills; decision Making, assertiveness, effective communication, interpersonal relationship, awareness, Citizenship; leadership			Link to Values: Obedience, holiness, humility, social justice, loyalty, responsibility	
Link to other learning activity areas: language activities as learners read, Movement and Creative Activities as learner's draw and role play the story of Moses and the burning bush , Environmental Activities; a burning bush			Suggested Community Service Learning activities: Learners interact with senior citizens and church leaders to discuss the benefits of obedience	
Suggested Non formal Activity to support learning: Participate in election of children's government, sing and dance, dramatize			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing	

Assessment Rubrics

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

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.3 Bible Story; The big fish swallows Jonah	By the end of the Sub strand, the learner should be able to: a) narrate the story of Jonah and be obedient to God b) explain results of Jonah's disobedience and desire to obey God	<ul style="list-style-type: none"> Learners to read the story of Jonah 1: 1- 4,15, 17; 2:10 Learners to watch a video on the story of Jonah In pairs, learners to draw and colour the big fish In groups, learners to state why they should be obedient to God and others Learners to sing a song, "<i>The big fish swallows Jonah.....</i>" 	1. How did Jonah disobey God? 2. What was the result of Jonah's disobedience?
	4 lessons			

Core Competences to be developed: Communication and collaboration as learners sing and discuss the story, imagination and creativity as learners draw and colour the fish, digital literacy as they watch the video	
Link to PCIs: Life skills; decision making, negotiation, effective communication, Citizenship; leadership, loyalty, ESD; safety and security	Link to Values: Obedience, forgiveness, love, respect, responsibility, social justice, fairness
Link to other learning activity areas: Movement and Creative Activities as learners sing songs draw and colour Language Activities as learners read and discuss reasons why they should be obedient to God and others	Suggested Community Service Learning activities: Learners to interact with their parents and elderly members of the community and discuss effects of disobedience
Suggested Non formal Activity to support learning: Participate in Pastoral programme activities, involve children's government to guide the learners on obedience, nature walk to a nearby fish pond or lake, make a mosaic of a big fish.	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and Consistently describes the story and applies the values acquired in their lives	Consistently describes the story and applies the values acquired in their lives	Sometimes describes the story and applies the values acquired in their daily lives	Hardly describes the story

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.4 Bible Story; Naaman is Healed 4 lessons	By the end of the Sub strand, the learner should be able to: a) describe the healing of Naaman and desire to have faith in God b) appreciate God as the healer of all diseases	<ul style="list-style-type: none"> Learners to read the story of Naaman in 2 Kings 5:1-14 In groups, learners to list instructions given to Naaman by prophet Elisha Learners to watch a video clip on Naaman's healing Learners to dramatize the story of Naaman 	<ol style="list-style-type: none"> Which disease was Naaman suffering from? Which instructions were given to Naaman by Prophet Elisha? Who healed Naaman?

Core Competences to be developed: Communication and collaboration as learners read and discuss the story of Naaman, imagination and creativity as they dramatize healing of Naaman, learning to learn as the learners read the story	
Link to PCIs: Health Education; communicable diseases, Life skill; decision making, problem solving, negotiation, effective communication ,self-awareness and self-esteem, interpersonal relationship, Citizenship; leadership ESD; environmental awareness	Link to Values: Humility, obedience, faith, persistence, social justice, responsibility
Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as learners dramatize the story, Health and Nutrition as learners mention the disease Naaman was suffering from	Suggested Community Service Learning activities: Interact with parents and elders in the community to discuss effects of communicable diseases and how they can be prevented
Suggested Non formal Activity to support learning: Participate in immunization and de-worming programmes, get involved in hand washing programme.	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
Accurately and consistently explains the story and applies values acquired in their lives	Consistently explains the story and applies the values acquired in their lives	Sometimes explains the story and applies the values acquired in their lives	Hardly explains the story nor applies the values acquired in their lives

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.5 Bible Story: The three Hebrew men are rescued from fire. 4 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of the three Hebrew men and strengthen their relationship with God b) trust God to cope with daily challenges	<ul style="list-style-type: none"> Learners to read Daniel 3:15-16, 18, 23-30 Learners to watch a video on the story Learners to tell why the three men were thrown into the fire Learners to draw and colour the three Hebrew men and the fourth person who rescued them 	1. What happened to the three Hebrew men?

			<ul style="list-style-type: none"> • Learners to dramatize the three Hebrew men being rescued • Learners to sing a song on the story 	2. Who rescued the three Hebrew men from fire?
Core Competences to be developed: Communication and collaboration as they read and tell the story, imagination and creativity as they dramatize, self – efficacy as they express ways of dealing with peer pressure.				
Link to PCIs: Citizenship; human rights (freedom of worship), ESD; safety and security, Life skills; decision Making, assertiveness (peer pressure resistance), effective communication, self- awareness and self –esteem			Link to Values: Trust, obedience, responsibility, courage, faith	
Link to other learning activity areas: Language Activities in reading the story on the three Hebrew men are rescued, Movement and Creative Activities as they dramatize			Suggested Community Service Learning activities: Interact with their parents and church leaders to learn more about ways of expressing assertiveness. Parents to sensitize the children on safety at home.	
Suggested Non formal Activity to support learning: Participate in fire drills and other safety and security measures in school			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
Accurately and consistently describes the story and applies values acquired from the story in their lives	Consistently describes the story and applies values acquired from the story in their lives	Sometimes describes and applies values acquired from the story in their lives	Hardly describes the story

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.6 Bible Story; Elisha and the Boys	By the end of the Sub strand, the learner should be able to: a) explain the story of Elisha and the boys and relate it to their day to day lives	<ul style="list-style-type: none"> • Learners to read 2 Kings 2: 23-24 • Learners to mention the number of boys in the story • Learners to draw ,colour and display pictures of two bears 	1. Why was Elisha annoyed with the boys? 2. What did Elisha say to the boys?

	4 lessons	b) apply the story in their daily lives by respecting the elderly at home, church, school and the community	<ul style="list-style-type: none"> Learners to role play the story of Elisha and the boys Learners to sing a simple song on Elisha and the boys 	3. How many boys were there? 4. Why should you respect the elderly?
Core Competences to be developed: Imagination and creativity through role play, drawing and singing, learning to learn as they acquire new ideas, communication and collaboration as they share the picture				
Link to PCIs : Life skills; effective Communication, self-awareness, Parental Engagement and empowerment; parents should guide children, Citizenship; good governance, obey elders, Learner support programme; guidance			Link to Values: Respect, love, responsibility, social justice	
Link to other learning activity areas: Environmental Activities as they draw the 2 bears, Language Activities as they compose poems, recite and read Movement and Creative Activities through singing, role play Mathematical Activities as they list the number of boys and bears			Suggested Community Service Learning activities: Visit the senior citizens and learn more about the importance of respecting the elderly	
Suggested Non formal Activity to support learning: Participate in guidance and counseling programmes in schools			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubric

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

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.1 Wise men guided by the Star 3 lessons	By the end of the Sub strand, the learner should be able to: a) identify the star that guided the wise men and desire to be led by God in their daily lives	<ul style="list-style-type: none"> Learners to read Matt 2:1-2 Learners to role play, "wise men guided by the star" Learners to draw stars and colour them Learners to watch a video clip on the wise men from the East Learners to sing a song about the stars 	1. Who were the wise men? 2. What guided the wise men?
Core Competences to be developed: Communication and collaboration as they role play and sing, imagination and creativity as they view, draw and colour the star, digital literacy as they watch the video clip, learning to learn as they read the Bible				
Link to PCIs: Life Skills; decision making, self-awareness and self-esteem, creative thinking, critical thinking, interpersonal relationship ESD; environmental awareness, Safety and Security; guided by star, Citizenship; integrity			Link to Values: Trust, love and obedience, unity, peace, responsibility, sharing	
Link to other learning activity areas: Movement and Creative Activities as they role play, Environmental Activities as they observe the stars			Suggested Community Service learning activities: Parents to support the learner to observe the stars at night	
Suggested Non formal Activity to support learning: Appreciate God's creation by taking a nature walk in the environment			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
Accurately describes how the wise men were guided by the star	Correctly describes how the wise men were guided by the star	To some extent describes how the wise men were guided by the star	Hardly describes how the wise men were guided by the star

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The early life of Jesus Christ	3.2 Home town of Jesus Christ 2 lessons	By the end of the Sub strand, the learner should be able to: a) name the home town of Jesus Christ and their own home towns to promote a sense of belonging	<ul style="list-style-type: none"> • Learners to mention where they come from • Learners to say what they like about their home town • Learners to name the town where Jesus grew up Luke 2: 39-40 • Learners to compose a poem about the home town of Jesus 	1. Where do you come from? 2. Where did Jesus grow up?
Core Competences to be developed: Communication and collaboration through role play, imagination and creativity as they compose a poem, self-efficacy as they identify with their place of origin				
Link to PCIs: Citizenship; patriotism, social cohesion Parental engagement and empowerment, Life skill; self-awareness, self-esteem, decision making, interpersonal relationship, friendship formation and maintenance			Link to Values: Love, respect responsibility, patriotism, unity	
Link to other learning activity areas: Environmental Activities as they identify their home towns Language Activities as they compose poems			Suggested Community Service learning activities: Visit relatives in the company of parents and learn more about their identity	
Suggested Non formal Activity to support learning: Sing songs, compose poems about their family, story telling			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently mentions the home town of Jesus and their own home town	Accurately mentions the home town of Jesus and their own home town	Occasionally mentions the home town of Jesus and their own home town	Neither mentions the home town of Jesus nor their own home town

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.3 The good Samaritan 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of the good Samaritan and relate it to their daily lives b) appreciate the acts of the good Samaritan by being kind to people in need	<ul style="list-style-type: none"> • Learners to read Luke 10:30-37 • Learners to watch a video on the story of the good Samaritan • Learners to list qualities of the good Samaritan • Learners to role play the story of the good Samaritan • Learners to tell how they help people in need • Learners to sing and dance about the good Samaritan 	<ol style="list-style-type: none"> 1. Who was the Good Samaritan? 2. What did he do? 3. In which ways can you be a good neighbour?
Core Competences to be developed: Imagination and creativity as they role play, communication and collaboration as they narrate the story, self-efficacy as they apply the story in their lives, learning to learn as they embrace new knowledge				
Link to PCIs: Citizenship; social cohesion, peace and reconciliation, Health education; non-communicable diseases ESD: DRR; Safety and security, environmental awareness-being aware of unsafe places Life Skills; problem solving, self-awareness, self-esteem, empathy, interpersonal relationship and decision making,			Link to Values: Love, responsibility, compassion, kindness, empathy, social justice	
Link to other learning activity areas: Movement and Creative Activities as they sing and dance, Language Activities as they learn new vocabulary, Environmental Activities as they visit others, Health and Nutrition the good Samaritan applied oil on the wounds			Suggested Community Service learning activities: Participating in charity walks, helping the sick at home and the community under parental guidance	
Suggested Non formal Activity to support learning: Visit special units in the school to share items and empathize, participate in first aid activities			Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently narrates the story of the good Samaritan and applies it in their daily life	Accurately narrates the story of the good Samaritan and applies it in their daily life	Sometimes narrates the story of the good Samaritan but does not apply it in their daily life.	Hardly narrates the story of the good Samaritan

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.4 The little boy with five loaves and two fish 6 lessons	By the end of the Sub strand, the learner should be able to: a) explain the miracle of the five loaves and two fish and practice kindness to others b) state the number of baskets that remained after feeding the people and relate it to keeping the environment clean c) appreciate the miracle of the five loaves and two fish by sharing with others	<ul style="list-style-type: none"> • Learners to read John 6:1-14 • Learners to watch a video of the little boy with five loaves and two fish • Learners to narrate the story of the little boy with five loaves and two fish • In groups learners to draw the two fish and five loaves of bread • Learners to role play the miracle • Learners to sing a song about the five loaves and two fish 	<ol style="list-style-type: none"> 1. Where did Jesus Christ get food to feed the people? 2. How many baskets remained after feeding the people?
Core Competences to be developed: Communication and collaboration as they role play, digital literacy as they watch videos, learning to learn as they read the Bible				
Link to PCIs: ESD; food Security, environmental awareness, Citizenship; integrity, human rights, social cohesion, Health Education; nutrition and hygiene Life Skills ; creative thinking, decision making critical thinking, problem solving, interpersonal relationship, friendship formation,			Link to Values: Sharing, compassion, kindness, faith, love, responsibility, generosity	
Link to other learning activity areas: Environmental Activities by keeping the environment clean, Mathematical Activities as they count the baskets left after			Suggested Community Service : Visit orphanages in the company of their parents and take food to the less fortunate	

feeding the 5,000, Language Activities as they read the Bible, Health and Nutrition Jesus fed the hungry	
Non formal Activities Activity to support learning: Practice sharing, participate in charity walks	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
Precisely and systematically describes the miracle of the five loaves and two fish	Precisely describes the miracle of the five loaves and two fish	Sometimes describes the miracle of the five loaves and two fish	Rarely describes the miracle of the five loaves and two fish

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.5 Jesus Christ walks on water 3 lessons	By the end of the Sub strand, the learner should be able to: a) describe the miracle of Jesus Christ walking on water and have faith in God b) appreciate Jesus' power in their lives to overcome daily challenges	<ul style="list-style-type: none"> • Learners to read Mathew 14:22-33 • Learners to mention who walked on water • Learners to discuss in pairs why the disciples were frightened, Mathew 14:26 • learners to watch a video of Jesus walking on water • learners to sing a song on Jesus walking on water 	<ol style="list-style-type: none"> 1. Who walked on water? 2. Why were the disciples frightened at the sea?
Core Competences to be developed: Imagination and creativity as they sing, learning to learn as they discover new knowledge, digital literacy as they watch the video				
Link to PCIs: ESD; safety and security, environmental awareness Life Skills; decision making, self-awareness, self-esteem, problem solving,			Link to Values: Faith, responsibility, love, compassion, courage	

Link to other learning activity areas: Language Activities as they learn new words e.g. miracle Movement and Creative Activities as they sing Environmental Activities, Jesus walked on water	Suggested Community Service learning activities: Learners attend church and learn more about the works of Jesus
Suggested Non formal Activity to support learning: Sing songs about the works of Jesus, participate in Bible club activities and Pastoral Programmes	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
Accurately and sequentially narrates the miracle of Jesus walking on water and applies it in their lives	Accurately narrates the miracle of Jesus walking on water and applies it in their lives	Occasionally narrates the miracle of Jesus walking on water and applies it in their lives	Hardly narrates the miracle of Jesus walking on water

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.6 Raising of Jairus' Daughter 5 lessons	By the end of the Sub strand, the learner should be able to: a) analyze the miracle of raising Jairus' daughter and have faith in God b) appreciate the power of Jesus Christ over death	<ul style="list-style-type: none"> • Learners to read Mark 5:35-43 • Learners to narrate the story of raising Jairus' daughter • Learners to watch a video on raising Jairus' daughter • learners to recite Mark 5:41 • Learners to sing a song on raising Jairus' daughter 	1. What happened at Jairus house? 2. Whose daughter did Jesus Christ raise from death?
Core Competences: Digital literacy as they watch videos, learning to learn as they read the Bible, communication and collaboration as they sing and recite				

Link to PCs: Health Education; healing, food and nutrition ,Parental engagement and empowerment, Citizenship; integrity, Life skills; assertiveness, creative thinking, problem solving, effective communication, coping with emotions, interpersonal relationship	Link to Values: Co-operation, responsibility, compassion, love, care, faith, concern, empathy
Link to other learning activity areas: Language Activities through reading, Movement and Creative Activities through singing, Environmental Activities as they visit neighbours	Suggested Community Service learning activities: Visit and pray for neighbours who are unwell and bereaved in the company of parents
Suggested Non formal Activity to support learning: Empathize with the sick	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
Perfectly and clearly describes the raising of Jairus' daughter and demonstrates faith in God	Clearly describes the raising of Jairus' daughter and demonstrates faith in God	Sometimes describes the raising of Jairus' daughter and occasionally demonstrate faith in God	Rarely describes the raising of Jairus' daughter.

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.7 Easter 4 Lessons	By the end of the Sub strand, the learner should be able to: a) mention the importance of Easter in the life of a Christian b) identify the events that take place during Easter celebrations c) appreciate the resurrection of Jesus Christ by taking part in Easter celebrations	<ul style="list-style-type: none"> • Learners to read Mathew 28:1-6 • Learners to list the activities that take place during Easter celebrations • Learners to list in groups the importance of celebrating Easter • Learners to role play the resurrection of Jesus in Mathew 28:1-6 • Learners to recite Mathew 28:6 • Learners to sing songs about Jesus resurrection 	<ol style="list-style-type: none"> 1. Why do we celebrate Easter? 2. Which activities take place during Easter? 3. Why is Easter important to us?
Core Competences to be developed: Learning to learn as they read the Bible, communication and collaboration as they discuss in groups, imagination and creativity as they role play				
Link to PCIs: ESD; safety and security, Citizenship; leadership, Life skills; self-awareness, interpersonal relationship, self-esteem, friendship formation, decision making, coping with emotions, coping with stress			Link to Values: Kindness, love, faith, unity, cooperation, perseverance, humility, tolerance, responsibility	
Link to other learning activity areas: Language Activities as they read and recite Bible verses Movement and Creative Activities as they discuss, role play and sing Mathematical Activities as they list activities that take place during Easter celebrations			Suggested Community Service Learning activities: Learners go to Church in the company of parents to celebrate Easter and share meals with others during Easter celebrations	
Suggested Non formal Activity to support learning: Sing songs about Easter, memorize Bible verses			Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklist, filling in blank spaces ,puzzles	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent describes Easter celebrations and participates by going to Church	Accurately describes Easter celebrations and participates by going to Church	Sometimes describes and participates in Easter celebrations	Hardly participates in Easter celebrations

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
4.0 Christian Values	4.1 Honesty 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of Ananias and Sapphira and desire to be honest in their lives b) practise honesty by taking offerings to church c) explain the importance of respecting other peoples items for harmonious living	<ul style="list-style-type: none"> • Learners to read the story of Ananias and Sapphira in Acts 5:1-11 • Learners to discuss in groups the lessons learnt from the story of Ananias and Sapphira. • Learners to role play the story of Ananias and Sapphira • Learners to discuss the importance of being honest with church offerings. • Learners to role play ways of respecting other people's items. 	<ol style="list-style-type: none"> 1. What did Ananias and Sapphira do against God? 2. Why should you be honest with church offering? 3. What do you do when you find lost items?
Core Competences to be developed: Communication and collaboration as they discuss in groups, imagination and creativity as they role play, self-efficacy in developing self-awareness and integrity				
Link to PCIs: Citizenship; integrity, sharing, social cohesion Parental engagement and empowerment, Life skills; decision making, self-awareness, assertiveness, self-esteem,			Link to Values: Honesty, love, respect, responsibility, faith, respect, sharing, trust	
Link to other learning activity areas: Movement and Creative Activities as they role play and sing, Language Activities as they read and narrate.			Suggested Community Service Learning to support learning: Visit a local church and participate in giving offerings, visit a church leader to talk about honesty in relation to church offering	

Suggested Non formal Activity to support learning: Singing and dancing, dramatization, storytelling	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces, puzzles
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately narrates the story of Ananias and Sapphira and always practice honesty	Correctly narrates the story of Ananias and Sapphira and practice honesty	Sometimes narrates the story of Ananias and Sapphira and occasionally practice honesty	Hardly narrates the story of Ananias and Sapphira

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.2 Thankfulness 3 lessons	By the end of the Sub strand, the learner should be able to: a) describe ways of thanking God for creating them b) thank God for their family, friends and teachers and appreciate them all the time	<ul style="list-style-type: none"> • Learners to recite Psalms 136:1 • Learners to write on flash cards some of the reasons for thanking God, family, friends and teachers • Learners to say a simple, 'Thank you' prayer to God • Learners to sing a thanksgiving song 	<ol style="list-style-type: none"> 1. How do you thank God as your creator? 2. Why should you thank God for your family, friends and teachers?
Core Competences to be developed: Learning to learn as they read the Bible, communication and collaboration through group discussions, imagination and creativity through singing ,self-efficacy as they make decisions				
Link to PCIs : Citizenship; patriotism, social cohesion, Parental engagement and empowerment, Life-Skills; self- esteem, self-awareness, effective communication, decision making, interpersonal relationship, friendship formation and maintenance,			Link to Values: Kindness, humility, trust, humility, social cohesion, thankfulness, responsibility	
Link to other learning activity areas: Language Activities as they write on flashcards Movement and Creative Activities as they sing			Suggested Community Service Learning activities: Visit a local church and observe thanksgiving activities, inquire from parents reasons for thanking God	

Suggested Non formal Activity to support learning: Sing thanks giving songs, memorization of Bible verses, participate in thanksgiving service	Suggested assessment: Oral questions, portfolios, observation, written quizzes, question and answer, listening, reciting, checklists, drawing, filling in blank spaces ,puzzles
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Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Excellent understands the importance of thanking God for their family, friends and teachers	Correctly understands the importance of thanking God for their family, friends and teachers	Sometimes thank God for their family, friends and teachers	Hardly thank God for their family, friends and teachers

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.3 Forgiveness 4 lessons	By the end of the Sub strand, the learner should be able to: a) describe the story of the unforgiving servant and relate it to their interaction with others b) desire to forgive others in their day to day lives	<ul style="list-style-type: none"> • Learners to read the story of the unforgiving servant in Matthew 18:21-35 • Learners to watch a video on the unforgiving servant • Learners to role play the Bible story of the unforgiving servant • Learners to always say, 'Sorry' when they wrong others • Learners to write on flash cards the verse from Colossians 3:13 and recite it aloud in turns 	<ol style="list-style-type: none"> 1. What do we learn from the story of the unforgiving servant? 2. What happens when you do not forgive others?
Core Competences to be developed: Communication and collaboration as they role play, self-efficacy forgiving others is a decision, learning to learn as they read the story and practise saying sorry, digital literacy as they watch videos				
Link to PCIs: Citizenship; social cohesion; peace and reconciliation Life-skills; self-esteem, assertiveness, decision making, coping with emotions, interpersonal relationships, problem solving, self-awareness, critical thinking, friendship formation and maintenance,			Link to Values: Forgiveness, love, humility, tolerance, kindness, unity, social justice, responsibility	

Link to other learning activity areas: Language Activities as they read the Bible, Movement and Creative Activities as they role play	Suggested Community Service Learning activities: Interact with community elders to observe situations of forgiveness.
Suggested Non formal Activity to support learning: Sing songs about forgiveness, simulate two people forgiving each other	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
Perfectly understands the value of forgiveness and forgives others	Clearly understands the value of forgiveness and forgives others	Sometimes understands the value of forgiving others	Hardly understands the value of forgiveness

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.4 Trust 4 lessons	By the end of the Sub strand, the learner should be able to: a) identify people they can trust for their own safety b) mention the people to report to in case of danger for appropriate action to be taken c) discuss the effects of talking about others for harmonious living	<ul style="list-style-type: none"> Learners to read Proverbs 11:13 Learners to identify people they can trust Learners to mention the people to report to in cases of danger for appropriate action to be taken In groups or pairs, learners to role play, 'How to behave when confronted by a stranger' Learners to discuss effects of talking about others Learners to sing the song, "<i>Trust and obey.....</i>" 	<ol style="list-style-type: none"> Whom do you trust? Who do you report to in case of danger? How do you feel when people talk about you? Why is it wrong to talk about others?
Core Competences to be developed: Critical thinking and problem solving as they discuss how to report danger, self-efficacy as they say, "No" to strangers, imagination and creativity as they role play				
Link to PCIs: Citizenship; integrity, social cohesion Life skills; critical thinking, self-awareness, assertiveness, effective communication, friendship formation, interpersonal relationship, empathy, self esteem			Link to Values: Trust, integrity, responsibility, love, respect, unity, peace	

Link to other learning activity areas: Language Activities as they read and recite, Movement and Creative Activities as they sing, Environmental Activities; trust enhances relationships in the society	Suggested Community Service Learning activities: Involve parents to discuss with their children about people they should trust
Suggested Non formal Activity to support learning: Invite a resource person to give a talk on trust	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
Perfect and reliable knowledge of people to be trusted	Perfect knowledge of people to be trusted	Fair knowledge of people to be trusted	Barely has knowledge of people to be trusted

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.5 Responsibility 4 lessons	By the end of the Sub strand, the learner should be able to: a) discuss the importance of personal hygiene for healthy living b) acquire the value of responsibility by correcting those in the wrong c) develop responsibility by not expecting a reward when they do chores at home	<ul style="list-style-type: none"> • Learners to list the importance of personal cleanliness • Learners to report students who play mischief • Learners to role play doing household chores without expecting rewards from parents • Learners to recite Philippians 2:4 	<ol style="list-style-type: none"> 1. Why should you always observe personal cleanliness? 2. What should you do if your brother or sister is not doing the right thing? 3. Why should you not expect rewards after doing household chores?
Core Competences to be developed: Citizenship by being your brother's keeper, communication and collaboration as they discuss, self-efficacy through practicing personal hygiene				

Link to PCIs: Citizenship; good governance, human rights and responsibility, Health Education; nutrition and hygiene Life skills; self-esteem, self-awareness, self-esteem ,problem solving decision making ,creative thinking	Link to Values: Responsibility, concern, empathy, honesty, unity, hard-work, social justice, trust, love
Link to other learning activity areas: Movement and Creative Activities as they sing, Language Activities as they recite verses from the Bible, Health and Nutrition; personal hygiene and cleanliness, Environmental Activities as they keep the environment clean	Suggested Community Service Learning activities: Assign simple chores to learners at school, home and church
Suggested Non formal Activity to support learning: Practice brotherly concern in their interactions at school, collect litter around the school compound and take care of school property	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
Accurately and consistently performs chores without expecting rewards	Accurately performs chores without expecting rewards	Occasionally performs chores without expecting rewards	Rarely performs chores

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.1 Prayer 5 lessons	By the end of the Sub strand, the learner should be able to: a) recite the Lord's prayer and apply it in their daily lives b) show respect to God during prayer by adopting different postures of prayer	<ul style="list-style-type: none"> Learners to recite the Lord's prayer Mathew 6:9-13 Learners to read the Lord's prayer from a chart displayed in class Learners to role play ways of showing respect to God during prayers. Learners to sing the Lord's Prayer. 	<ol style="list-style-type: none"> Which prayer did Jesus Christ teach His disciples? How can you show respect to God during prayer?

Core Competences to be Developed: Communication and collaboration as they discuss, sing and recite, imagination and creativity as they role play, learning to learn as they recite the Lord's prayer	
Link to PCIs: Life skills; creative thinking, self-awareness and self-esteem as they role play, assertiveness, critical thinking, effective communication, Patriotism; sing the National Anthem which is a prayer to God	Link to Values: Respect, humility, responsibility, love ,faith, trust
Links to other learning activity areas: Movement and Creative Activities as the learners sing	Suggested Community Service Learning Activities: Learners to attend church services to learn more about respecting God during prayers.
Suggested Non formal Activity to support learning: Pray during school assemblies, Pastoral programmes, in class and when taking meals	Suggested assessment: Oral questions, portfolios, observation, written quizzes, questions and answers, reciting, checklists, filling in blank spaces ,puzzles

Assessment Rubrics

Exceeding expectation	Meeting expectations	Approaching expectations	Below expectations
Accurately and frequently says the Lord's Prayer and shows respect to God during prayer	Accurately says the Lord's Prayer and shows respect to God during prayer	Sometimes says the Lord's Prayer and shows respect to God during prayer	Hardly says 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 6 lessons	By the end of the Sub strand, the learner should be able to: a) discuss the coming of the Holy Spirit on the day of Pentecost and relate it to their lives b) identify the work of the Holy spirit in the life of a Christian c) appreciate the fruit of the Holy Spirit by living harmoniously with others d) desire to be led by the Holy spirit as they make decisions in life	<ul style="list-style-type: none"> • Learners to read Acts 2:1-4 • Learners to watch a video clip on the coming of the Holy Spirit • Learners to read Galatians 5:22 • Learners to draw a tree and attach labels of the fruits of the Holy Spirit (love, joy, peace and kindness) • In groups, learners to model and label four fruits of the Holy Spirit (love, joy, peace and kindness) • Learners to sing songs on the coming of the Holy Spirit 	<ol style="list-style-type: none"> 1. What happened on the day of Pentecost? 2. Which are some of the fruits of the Holy Spirit? 3. What is the work of the Holy Spirit in the life of a Christians?
Core Competences to be developed: Communication and collaboration achieved through group work, imagination and creativity achieved through modelling, singing and drawing the family tree, digital literacy as they watch the video clip, learning to learn as they read the Bible				
Link to PCIs: Life Skills; decision making, critical thinking, self- awareness and self -esteem, interpersonal relationship, Citizenship; social cohesion, Leadership; empowerment by the Holy Spirit, mentorship			Link to Values: Love, sharing, unity, cooperation, courage, integrity	
Link to other learning activity areas: Movement and Creative Activities; singing and modelling Language Activities; development of new vocabulary (Pentecost)			Suggested Community Service Learning Activities: Attend church and learn more about the work of the Holy Spirit	
Suggested Non formal Activity to support learning: Learners sing songs on the fruits of the Holy Spirit, modelling the fruits of the Holy Spirit			Suggested assessment: Oral questions, portfolios, observation, written quizzes, reciting, checklists, drawing, filling in blank spaces ,puzzles	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Habitually and faultlessly exhibits the fruit of the Holy Spirit by expressing love, joy, peace and kindness as they interact with others	Habitually exhibits the fruit of the Holy Spirit by expressing love, joy, peace and kindness as they interact with others	Occasionally exhibits some fruits of the Holy Spirit in their interactions with others	Seldom exhibits the fruit of the Holy Spirit as they interact with others

SUGGESTED RESOURCES

The Good News Bible, The Children's Bible, Bible story books, hymn books, prayer books, roll of paper, manila paper, flash cards, charts, posters, newspaper cuttings, photographs, pictures, picture cards, post cards/letters, resource persons, community resources, realia, cutting tools, working tools, glue/paste, crayons, clay/plasticine, toys, drawing tools, rulers, models, drawings, relevant texts and documents, learners tablets, projectors, radio, TV, videos, audio player, camera, musical instruments e.g. shakers ,tambourines, drums, games equipment's