



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

CHRISTIAN RELIGIOUS EDUCATION

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
CABINET SECRETARY
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on Nurturing every Learner's potential.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

PROF. CHARLES O. ONG'ONDO
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.



4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full

knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:

1. apply literacy, numeracy skills and logical thinking appropriately in self-expression,
2. communicate effectively in diverse contexts,
3. apply digital literacy skills appropriately for communication and learning in day-to-day life,
4. practise hygiene, appropriate sanitation and nutrition to promote health,
5. explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
6. demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
7. demonstrate social skills, spiritual and moral values for peaceful co-existence,
8. demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
9. manage pertinent and contemporary issues in society effectively.

Essence Statement

Grade Six is the final grade of the Primary Education level of the Competency Based Curriculum (CBC). Christian Religious Education (CRE) at this level builds on the competencies covered in the Early Years Education (EYE) and the first two grades of Upper Primary. The main focus of CRE is to help the learner understand and internalise Christian principles and teachings drawn from the Bible and apply them appropriately to his/her daily life.

The Life Approach method combined with the Inquiry-based Learning approach; will be used to enable the learner to apply the knowledge, skills, values and attitudes acquired, into his/her life experiences.

The strands and sub-strands have been tailored to equip the learner with requisite competencies to deal with day to day challenges and make appropriate moral decisions and choices. This is in line with the Constructivist theory which focuses on making links between the learner's own experiences, needs, interests, questions and beliefs.

Christian Religious Education provides interactive, collaborative and problem solving learning experiences. It also endeavours to help transition all round learners to Junior Secondary Level; who can distinguish between right and wrong, be God fearing and ethical.

Subject General Learning Outcomes

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

- a) Demonstrate an awareness of God as the sole Creator by protecting, preserving and conserving the environment.
- b) Recognize the Bible and apply its teachings for responsible living.
- c) Apply the teachings of Jesus Christ in his/her interactions with others to form harmonious relationships.
- d) Practice Christian values in order to make informed moral decisions and choices relevant to social-economic, technological, environmental and political issues.
- e) Analyse the role of the Church in contributing towards positive transformation of the society .
- f) Apply moral teachings in the use of digital devices and social media platforms for wellbeing of self and others.
- g) Appreciate God’s revelation to human kind so as to respond in faith by fostering peaceful co-existence and good relationships.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.1 My purpose <i>4 lessons</i>	By the end of the sub strand, the learner should be able to: a) discuss how God given talents and abilities can be used to enhance responsibility b) explain the teaching of the Bible on the use of talents and abilities. c) identify values young people can use to nurture talents and abilities d) appreciate God given talents by serving others	Learners to: <ul style="list-style-type: none"> • discuss in pairs how they use their talents and abilities • discuss in pairs how they use their talents and abilities • read in turns Exodus 31:3, Romans 12:4 and share the teaching with the class • identify values that can them develop and sustain talents and abilities • role play use of different talents and abilities in serving others • compose a poem on ‘my talent’ 	<ol style="list-style-type: none"> 1. What is a talent and ability? 2. What are the benefits of serving others? 3. What does the Bible teach about the use of talents and abilities
Core Competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination-as they role play and compose poems • Communication and collaboration - as they discuss in groups • Learning to learn as they read the Bible • Self-efficacy as they make use of their talents and /abilities 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Self-awareness-As they recognise their talents and abilities • Mentorship – as they are nurtured to use talents wisely • Decision making - as they choose to utilise their talents and /abilities • Financial Literacy-as they understand importance of using talents and /abilities 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility-as they use their talents and abilities to serve others • Love-as they take care of their talents and abilities
<p>Links to other subjects:</p> <p>English language–as they read, discuss and compose poems</p> <ul style="list-style-type: none"> • Social Studies-As they learn to serve others 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • With the help of parent/guardian learners to initiate a project that will help improve their talents/abilities

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Discussing how God given talents and abilities can be used to promote responsibility	Skilfully and correctly identifies and discusses how God given talents and abilities can be used to promote responsibility	Correctly discusses how God given talents and abilities can be used to promote responsibility	Discusses to some extent how God given talents and abilities can be used to promote responsibility	Discusses to a little extent with assistance, how God given talents and abilities can be used to promote responsibility



Explaining the teaching of the Bible on the use of talents/abilities	Accurately and consistently explains the teaching of the Bible on the use of talents and abilities	Accurately explains the teaching of the Bible on the use of talents/abilities	Explains some teachings of the Bible on the use of talents and abilities	Hardly explains the teaching of the Bible on the use of talents and abilities with assistance
Identifying values young people can use to nurture talents and abilities for personal growth	Consistently and correctly identifies values he/she can use to nurture talents and abilities and gives relevant examples	Correctly identifies values he/she can use to nurture talents and abilities	Identifies some values he/she can use to nurture talents and abilities	Hardly identifies values he/she can use to nurture talents and abilities with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Marriage and Family 4 lessons	By the end of the sub strand the learner should be able to: a) explain the Biblical teaching on marriage as an example of Christian living b) distinguish the various types of marriage in the society c) discuss reasons for discouraging early marriages in society d) appreciate Christian teachings on marriage and family	Learners to: <ul style="list-style-type: none"> • brainstorm in small groups the meaning of marriage • read in pairs Genesis 2:20-24 and note the Bible teaching on marriage • use digital devices to find out types of families in the society and share with the class • discuss in small groups why early marriages should be discouraged and report to the class • develop posters with messages discouraging early marriages 	<ol style="list-style-type: none"> 1. What does the Bible teach about marriage? 2. What leads to early marriages? 3. Which values and skills can help young people to avoid early marriages?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they discuss factors that lead to early marriages • Self-efficacy-as they discuss reasons why early marriage should be discouraged • Citizenship-as they learn to speak against early marriages • Critical thinking and problem-solving as they develop posters with messages discouraging early marriages • Digital literacy – as they use digital devices to find out types of families 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Assertiveness –as they speak out against early marriages • Human Rights –as they recognise that early marriages are an abuse for human rights 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect- as learners value themselves and say NO to early marriages • Responsibility - as they learn how to avoid early marriages
<p>Links to other Subjects:</p> <ul style="list-style-type: none"> • English Language as they read, discuss and develop messages against early marriages • Social Studies as they learn about marriages • Science and Technology as they use digital devices for research 	<p>Suggested Community Service-Learning activities:</p> <ul style="list-style-type: none"> • Learners develop posters saying No to early marriages for community sensitization

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the Biblical teaching on marriage as an example of Christian living	Correctly and consistently explains the Biblical teaching on marriage as an example of Christian living	Correctly explains the Biblical teaching on marriage as an example of Christian living	Explains some Biblical teaching on marriage as an example of Christian living	Hardly explains the Biblical teaching on marriage as an example of Christian living
Distinguishing types of families in the society	Skillfully distinguishes with examples, types of families in the society	Distinguishes correctly types of families in the society	Distinguishes some types of families in the society	Distinguishes with difficulty a type of family in the society
Discussing reasons why early marriages are discouraged	Consistently and Correctly discusses reasons why early marriages are discouraged	Discusses correctly reasons early marriages are discouraged	Discusses some reasons why early marriages are discouraged	Discusses with assistance, a reason why early marriages are discouraged

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.3 God' rest 1.3.1 Leisure</p> <p><i>4 Lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) describe the teaching of the Bible on God's rest as a form of leisure</p> <p>b) explain the teaching of the Bible on the use of leisure time</p> <p>c) examine values which help Christians to use leisure time properly</p> <p>d) discuss inappropriate ways of using leisure time in society</p> <p>e) recognize the importance of God's rest for responsible Christian living</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Brainstorm in pairs the meaning and forms of leisure • Read Genesis 2:1-3 and discuss why God rested • Read 1Timothy 5:13 outline the importance of leisure • Discuss values which can help Christians to use leisure properly • examine inappropriate ways of using leisure time • Watch a video clip on positive leisure activities and mention examples of leisure activities 	<ol style="list-style-type: none"> 1. What is the meaning of leisure? 2. Why did God rest? 3. Which are the proper ways of using your leisure time?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy –As they watch a video clip on positive leisure activities and mention examples • Critical thinking and problem solving-as they role play ways of avoiding misuse of leisure • Self-Efficacy-as they make good use of leisure • Communication and collaboration- as they share on positive leisure activities 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Assertiveness-as they choose age appropriate leisure activities • Decision Making –as they role play use of leisure and how to avoid misuse of leisure • Effective Communication- as they explain teachings they have learnt from the Bible 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility- as they role play good forms of leisure and why they should misuse leisure • Integrity–as they use leisure appropriately • Respect –as they use leisure well for the benefit of one self and others
<p>Links to other Subject areas:</p> <ul style="list-style-type: none"> • English Language-as they read the Bible and explain the lessons learnt • Science and Technology as they use digital devices 	<p>Suggested Community Service-Learning Activities:</p> <ul style="list-style-type: none"> • Learners research appropriate use of leisure and sensitize young people in their communities on how to avoid idleness

Assessment rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing the teaching of the Bible on God's rest as a form of leisure	Appropriately and correctly describes the teaching of the Bible God's rest as a form of leisure	Appropriately describes the teaching of the Bible on God's rest as a form of leisure	Describes some of the teaching of the Bible on God's rest as a form of leisure	Hardly describes a teaching o of the Bible on God's rest as a form of leisure
Explaining the teaching of the Bible on the use of leisure time	Consistently and accurately explain the teaching of the Bible on use of leisure time	Accurately explains the teaching of the Bible on importance of leisure time	Explains some teachings of the Bible on the importance of leisure time	Has difficulty explaining to a small extent teaching of the Bible on the importance of leisure time
Examining values which help Christians to use leisure time properly	Correctly and consistently and clearly examines examines values which help Christians to use leisure appropriately	Correctly examines values which help Christians to use leisure appropriately	Examines some values which help Christians to use leisure appropriately	Examines with challenges a value which help Christians to use leisure properly
Discussing ways of avoiding misuse of leisure time	Discusses and explains ways of avoiding misuse of leisure time	Accurately discusses ways of avoiding misuse of leisure time	Discusses some ways of avoiding misuse of leisure time	Has difficulty discussing a way of avoiding misuse of leisure time

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	<p data-bbox="434 243 624 391">2.1 The Bible as the inspired Word of God</p> <p data-bbox="434 444 563 471"><i>4 lessons</i></p>	<p data-bbox="654 243 1018 350">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="654 364 1018 471">a) explain why the Bible is the inspired word of God</p> <p data-bbox="654 485 1018 673">b) identify the authors who were inspired to write the Old and New testament and the books that they wrote</p> <p data-bbox="654 686 1018 834">c) discuss reasons that led to translation of the Bible into local languages.</p> <p data-bbox="654 848 1018 995">d) outline the advantages of translating the Bible into various local languages</p> <p data-bbox="654 1009 1018 1116">e) desire to read the Bible as the word of God for spiritual nourishment</p>	<p data-bbox="1041 243 1220 270">Learners to:</p> <ul data-bbox="1041 283 1428 1157" style="list-style-type: none"> <li data-bbox="1041 283 1428 391">• Brainstorm the meaning of the Bible as the word of God <li data-bbox="1041 404 1428 512">• Read 2 Timothy 3:16-17 and explain the meaning the text <li data-bbox="1041 525 1428 633">• Compose and sing a song on ‘the Bible as an inspired Word’ <li data-bbox="1041 646 1428 753">• Name authors who were inspired to write the Old and New Testament <li data-bbox="1041 767 1428 995">• Use digital devices to search on reasons that led to translation of the Bible to local languages and present the finding to the class <li data-bbox="1041 1009 1428 1157">• In groups identify the advantages of the translation of the Bible into local languages 	<ol data-bbox="1456 243 1698 834" style="list-style-type: none"> <li data-bbox="1456 243 1698 350">1. Why is Bible different from other books? <li data-bbox="1456 364 1698 552">2. What is the meaning of the Bible as the inspired word of God? <li data-bbox="1456 565 1698 834">3. Why is translation of the Bible translated into local languages important?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration-as they discuss in groups and sing songs • Imagination and creativity-as they discuss the Bible as the inspired word of God • Citizenship-As they explain what led to the translation of the Bible into local languages 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Mentorship-as they learn that God inspires people to translate the Bible • Peace Education/Learning to live together- as they learn the advantages of translation of the Bible into local languages 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility- as they commit to reading the Bible • Integrity-As they explain reasons that led to the translation of the Bible
<p>Link to other Subject areas:</p> <ul style="list-style-type: none"> • English Language as they discuss in groups about writing skills • Music- as they compose songs and sing 	<p>Suggested Community Service Learning:</p> <ul style="list-style-type: none"> • Learners in their different churches to write posters showing advantages of translation of the Bible into local languages.

Assessment rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining why the Bible is the inspired word of God	Correctly and confidently explains why the Bible is an inspired word of God	Correctly explains why the Bible is an inspired word of God	Explains to some extent why the Bible is the inspired word of God	Hardly explains why the Bible is the inspired word of God

Identifying authors and their books who were inspired to write the Old and New Testaments	With ease,correctly identifies human authors and their books who were inspired to write the Old and New Testaments	Correctly identifies human authors and their books who were inspired to write the Old and New Testaments	Identifies some human authors and their books who were inspired to write the Old and New Testaments	Identifies with challenges few human authors and their books who were inspired to write the Old and New Testaments
Discussing reasons that to translation of the Bible into local languages	Explicitly and with confidence discusses reasons that led translation of the Bible into local languages	Correctly discusses reasons that led people to translate the Bible into local languages	Discusses some reasons that led to translation of the Bible into local languages	Has challenge in discussing a reason that led to translation the Bible into local languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.2 The Ten Commandments</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain the Ten Commandments and their relationship to Christian living.</p> <p>b) explore values and skills in the Ten commandments that enhance Christian living</p> <p>c) discuss lessons which Christians learn from the Ten Commandments.</p> <p>d) appreciate the importance of obeying the Ten Commandments as Christians</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Brainstorm in pairs the meaning of ‘commandment’ • Read Exodus 20:3-17 and discuss the ten commandments • Discuss in small groups how the Ten Commandments help Christians to live well with God and other. • Discuss in pairs the values and skills in the ten commandments • Discuss lessons which Christians learn from the Ten Commandments • Design a poster/ chart on the Ten Commandments and display it in class • Compose a poem on the Ten Commandments and recite in the class 	<ol style="list-style-type: none"> 1. Why were the Ten Commandments given to the Israelites? 2. Why should you obey the Ten Commandments? 3. What skills and values are essential to promote harmony?

			<ul style="list-style-type: none"> • Watch a video clip of- Moses delivering the Ten Commandments 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they brainstorm and discuss in groups on the meaning of , commandment • Learning to learn as they compose a poem on the importance of the Ten Commandments • Self-Efficacy-As they learn the importance of respect for life, ones’ property and sexual purity 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Interpersonal relationship- as they learn about the commandments and how to relate with one another • Social cohesion-as they discuss skills and values essential for peace and harmony • Human rights-as they learn the commandments which forbid destruction of life and violation of others rights and property 		<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect -As they learn how to honour God by obeying His commandments • Social Justice-As they learn God expects everyone to treat one another fairly • Love -As they learn to love God and neighbour 		
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • English language as they compose and recite poems on the Ten Commandments • Social Studies-as they learn that Ten Commandment teach about human rights and relationships 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Write on posters on the importance of maintaining law and order as lessons learnt from obeying Ten commandments 		

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the Ten Commandments and their relationship to Christian living	Correctly and confidently uses explains the Ten Commandments	Correctly explains the Ten Commandments	Explains some of the Ten Commandments	Has challenges in explaining any of the Ten Commandments
Exploring values and skills in the Ten commandments that enhance Christian living	Accurately and with ease explores the values and skills in the Ten Commandments	Accurately explores values and skills in the Ten Commandments	Explores some of the values and skills in the Ten Commandments	Hardly explores any values and skills in the Ten Commandments
Discussing lessons Christians learn from the ten commandments	Skilfully and appropriately discusses the lessons Christians learn from the ten commandments	Appropriately discusses lessons Christians learn from the ten commandments	Discusses some lessons Christians learn from the ten commandments with assistance	Requires assistance to discuss a lesson Christians learn from the ten commandments

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.3 Bible Stories</p> <p>2.3.1 God's Power</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Describe how God's power helped Samson to defeat his enemies</p> <p>b) explain ways Christians depend on God's power to overcome challenges</p> <p>c) appreciate the lessons learnt from the story of Samson</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • In pairs read Judges 15:14-17 and narrate • Brain storming small groups how God gave Samson power over his enemies • In pairs discuss how Christians depend on God's power • Compose a poem on the importance of depending on God's power 	<ol style="list-style-type: none"> 1. What shows Samson depend on God's power? 2. What good qualities did Samson have? 3. Why should Christians depend on God?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn as learners desire to depend on God • Self-efficacy as they identify qualities to emulate from the story of Samson • Citizenship-as they learn the importance of defending their own nation like Samson • Communication and collaboration as they discuss in groups 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Decision making-As they learn just like Samson to depend on God, • Patriotism-As they learn reasons why Samson fought with the enemies of Israel 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility—as they learn to stand firm in faith • love- as they discover Samson drew his strength from God
<p>Links to other learning Subjects:</p> <ul style="list-style-type: none"> • English Language as they discuss and compose poems • Social Studies-as they learn how Samson defended the Israelites 	<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners carry out activities in their communities relevant for upholding people’s rights/wellbeing

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
describing how God’s power helped Samson to defeat his enemies	Confidently and accurately describes how God’s power helped Samson to defeat his enemies	Accurately describes how God’s power helped Samson to defeat his enemies	Describes to some extent how God’s power helped Samson to defeat his enemies	Describes with challenges how God’s power helped Samson to defeat his enemies

Explaining ways Christians depend on God's power to overcome challenges	Appropriately and correctly explains ways Christians depend on God's power to overcome challenges	Correctly explains ways Christians depend on God's power to overcome challenges	Explains some ways Christians depend on God's power to overcome challenges	Explains with support a way Christians depend on God's power to overcome challenges
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.3.2 Faith in God</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Describe how Elisha recovered an axe- head as a sign of his faith in God</p> <p>b) identify how Christians apply their faith in God in day to day living.</p> <p>c) desire to trust in God’s power when faced with challenges</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • In pairs to brainstorm on what challenges they experience in life and how they deal with them • Read 2 Kings 6:1-7 and discuss in small groups what happened to the axe head and the meaning of the text • Learners to use a digital device to watch a video clip on Elisha’s recovery of the axe-head and share observations • Learners discuss ways Christians apply their faith in God to solve different problems 	<ol style="list-style-type: none"> 1. What happened to the axe head? 2. How did Elisha recover the axe -head? 3. What do Christians do when faced with challenges?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they discuss in groups • Critical thinking and problem solving as learners confront life challenges. • Digital literacy as they use digital devices to watch a video clip on the recovery of the axe 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Environmental awareness –Learners learn proper waste disposal e.g. retrieving the axe -head from the river to avoid improper disposal • Leadership-as they learn that leaders need to give guidance as Elisha did 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility–as they learn to return borrowed items as indicated in the story • Love. As they show sympathy to one another
<p>Links to other Subjects:</p> <ul style="list-style-type: none"> • Agriculture –as they learn how to use farm equipment like an axe • Social Studies –working together in and out of school • Science and Technology-as they use digital devices 	<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners to ask for resources like farm equipment/seedlings from parents,guardians,well-wishers and forest department to plant trees or use gabions, stones ,wood to prevent soil erosion at school, church compound, or community road.

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining how Elisha discovered an axe-head as a sign of faith in God.	Confidently and correctly explains how Elisha recovered an axe-head	Correctly explains how Elisha recovered an axe-head	Satisfactorily explain how Elisha recovered an axe-head	Hardly explains how Elisha recovered an axe-head
Identifying ways through which Christians apply their faith in God in day to day living	Correctly identifies and explains how Christians demonstrate power of faith in God	Clearly and correctly identifies how Christians demonstrate power of faith in God	Correctly identifies some ways of how Christians demonstrate power of faith in God	Hardly identifies how Christians demonstrate power of faith in God .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.3.3 Determination</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Explain lessons learnt from the story of Jacob wrestling with God</p> <p>b) Identify values learnt from the story of Jacob wrestling God</p> <p>c) Emulate Jacob by being persistent in prayer</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • read in turns Genesis 32:22-30 and share what they have learnt • watch a video clip on Jacob wrestling with God • role play the story of Jacob wrestling with God • discuss in small groups values they have learnt from the story and how to apply them in their lives • brainstorm in pairs what persistence in prayer means • Learners to compose and sing a song on persistence in prayer 	<ol style="list-style-type: none"> 1. Why did Jacob remain persistent? 2. What do you learn from the story of Jacob?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they discuss and brainstorm on the story of Jacob • Learning to learn as they read the Bible and apply the values learnt in their lives, • Digital literacy as they interact with a digital device to watch a video clip and search for meaning of names 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Assertiveness- as they learn how to defend their rights e.g. Jacob asked for blessings • decision making-as they demonstrate clarity about what they want in life to 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Love –as they learn to defend what is right for self and others • Responsibility- as they learn not to give up in spite of disappointments or discouragements
<p>Links to other Subjects:</p> <ul style="list-style-type: none"> • Physical and Health Education as they discuss about Jacob wrestling with God • Science and Technology as they use a digital device • English Language as they discuss • Music as they compose and sing songs 	<p>Suggested Community Service Learning Activities</p> <ul style="list-style-type: none"> • With the help of parents/guardians learners participate in charity walks

Assessment Rubrics

Indicator	Exceeds Expectations	Meets expectations	Approaches Expectations	Below Expectations
Explaining lessons learnt from the story of Jacob wrestling with God	Correctly and confidently explains lessons learnt from the story of Jacob wrestling with God	Correctly explains lessons learnt from the story of Jacob wrestling with God	Explains some lessons from the story of Jacob wrestling with God	Has difficulty in explaining the lessons learnt from the story of Jacob wrestling with God

Identifying values learnt from the story of Jacob wrestling with God.	Correctly and skilfully identifies values learnt from the story of Jacob wrestling with God	Correctly identifies values learnt from the story of Jacob wrestling with God	Identifies some values learnt from the story of Jacob wrestling with God	Identify with difficulty a value learnt from the story of Jacob wrestling with God
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.1 The Call of the Disciples <i>4 lessons</i>	By the end of the sub strand the learner should be able to: a) describe the call of the first disciples by Jesus Christ b) examine how different people are called to serve God in the society c) desire to serve God in his/her daily life for spiritual development	Learners to: <ul style="list-style-type: none"> • discuss in small groups different roles they play in Church and share in class • read in turns Mark 1:16-20 and narrate the call of the first disciples by Jesus Christ • watch a video clip on the call of the first disciples • role play the call of the first disciples • compose and sing a song on the call of the first four disciples 	<ol style="list-style-type: none"> 1. Who were the first four disciples? 2. How did the disciples respond to the call of Jesus? 3. How do different people serve God?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn as they learn new ideas about God’s call • Critical thinking and problem solving as learners discuss different ways of serving God • Self-efficacy as they make decisions to serve God 				

<p>PCIs:</p> <ul style="list-style-type: none"> • Self-esteem-as they discuss their roles in Church • Decision making- as they respond to God’s call 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility- as they serve God • Unity – as they serve God with others in the society • Love – as they respond to God’s call
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Creative Arts as they compose sing and role play • Music as they compose and sing song • English language as they discuss in groups and compose poems 	<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners participate in different ministries in their churches.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing the call of the first disciples by Jesus Christ	Describes correctly and with ease the call of the first disciples by Jesus Christ.	Describes accurately the call of the first disciples by Jesus Christ	Describes to some extent the call of the first disciples by Jesus Christ	Describes to a small extent the call of the first disciples by Jesus Christ
Examining how different people are called to serve God in the society	Correctly and with ease identifies and examines how different people are called to serve God in the society	Correctly examines how different people are called to serve God in the society	Examines to some extent how different people are called to serve God in the society	Examines with difficulty how different people are called to serve God in the society with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 The Temptations of Jesus Christ <i>5 lessons</i>	By the end of the sub strand the learner should be able to: a) narrate the temptations of Jesus Christ by the devil b) identify temptations that Christians face in their daily lives c) desire to overcome temptations in life	Learners to: <ul style="list-style-type: none"> • Brainstorm in pairs temptations they face in life • read Luke 4:1-13 and retell the story • discuss in small groups how Jesus Christ responded to the temptations • in pairs, to list the temptations that Christians face in their daily lives • watch a video clip on Jesus ‘temptations and discuss what they have observed • discuss in small groups how they overcome temptations and share in class 	<ol style="list-style-type: none"> 1. What are temptations 2. How did Jesus overcome the temptations? 3. How do you overcome temptations as a young person?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as they learn the importance of overcoming temptations • Communication and collaboration as they read and discuss the temptations of Jesus Christ • Digital literacy as they watch a video clip and explain what they have learnt • Critical thinking and problem solving as they discuss how to overcome temptations 	
<ul style="list-style-type: none"> • Link to PCI's: • Self-control-as they learn they should not be control by material things like food or money • Assertiveness- as they learn that they should be controlled material things • Decision making - as they learn to say No to temptations or wrong influence 	<p>Link to Values:</p> <p>Loyalty-Learners learn that Jesus was loyal to God though he was hungry</p> <p>Love –Learners learn that Jesus had unconditional love for God</p> <p>Social Justice-as they learn Jesus could not get wealth for selfish reasons</p>
<p>Links to other Subject areas:</p> <ul style="list-style-type: none"> • Science and Technology as they watch a video clip • English language as they read and discuss in groups 	<p>Suggested Community Service-Learning Activities</p> <p>Learners to listen to a pastor/priest/Counsellor from the community on how to avoid temptations.</p>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Narrating the temptations of Jesus Christ by the devil	Correctly and with ease narrates the temptations of Jesus Christ by the devil	Correctly narrates the temptations of Jesus Christ by the devil	Narrates some temptations of Jesus Christ by the devil	Narrates with guidance the temptations of Jesus Christ by the devil

Identifying temptations that Christians face in their daily lives	Correctly and confidently Identifies and explains the temptations that Christians face in their daily lives	Appropriately identifies the temptations that Christians face in their daily lives	Identifies some temptations that Christians face in their daily lives	Has difficulty in identifying the temptations that Christians face in their daily lives
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.3 Miracles of Jesus Christ (Roman servant)</p> <p>3.3.1 Jesus the universal saviour <i>4 lessons</i></p>	<p>By the end of the sub-strand, learner should be able to:</p> <p>a) narrate the healing of the Roman officer’s servant by Jesus Christ</p> <p>b) discuss the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ</p> <p>c) desire to help the sick in his/her daily life</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • brainstorm in small groups the importance of helping a sick person • read in turns Matthew 8:5-13 and narrate the story • discuss in groups the lessons learnt from the healing of the Roman officer’s servant and share in class • watch a video clip on the healing of the Roman officer’s servant • Role play the story of the healing of the Roman Officer’s servant. 	<ol style="list-style-type: none"> 1. What should you do when someone is sick? 2. Why did the Roman officer seek healing from Jesus Christ? 3. What lessons can Christians learn from the healing of the Roman Officer’s servant? 4. What qualities did Roman officer have?

<p>Core Competencies</p> <ul style="list-style-type: none"> • Communication and collaboration as they read and retell the story of the healing of the Roman officer’s servant • Digital Literacy; as they interact with digital devices to watch a video clip • Creativity and imagination as they discuss the lessons learnt from the healing of the Roman officer’s servant 	
<p>PCIs</p> <ul style="list-style-type: none"> • Health education as they learn about sickness from the healing of the Roman officer’s servant • Effective communication as they discuss the lessons learnt from the healing of the Roman officer’s servant 	<p>Values</p> <ul style="list-style-type: none"> • Responsibility as they care for the sick • Love as they empathise with the sick
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English language as they discuss and read Bible verses • Creative Arts; as they role play the healing if the Roman officer’ servant • Science and Technology as they use digital devices 	<p>Community Service Learning Activity: With the assistance of their teacher, learners to visit the sick in their neighbourhood communities and pray with them</p>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets expectations	Approaches expectations	Below expectations
Narrating the healing of the Roman officer’s servant by Jesus Christ	Confidently and accurately narrates the healing of the Roman officer’s servant	Clearly evaluates the healing of the Roman officer’s servant	Evaluates to some extent the healing of the Roman officer’s servant	Evaluates the healing of the Roman officer’s servant
Discussing the lessons learnt from the healing of the Roman officer’s servant	With ease, correctly discusses the lessons learnt from the healing of the Roman officer’s servant	Correctly discusses the lessons learnt from the healing of the Roman officer’s servant	Discusses some lessons learnt from the healing of the Roman officer’s servant	Discusses with challenges a lesson learnt from the healing of the Roman officer’s servant

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	3.3.2 Faith in God <i>4 lessons</i>	<p>By the end of the sub strand, the learner should be able:</p> <p>a) analyse the miracle of the healing of the bleeding woman by Jesus Christ</p> <p>b) identify different ways the church and government is helping the sick in the society</p> <p>c) apply lessons learnt from the miracle of the healing of the bleeding woman</p> <p>d) appreciate the healing power of Jesus Christ</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Brainstorm in pairs what they do when they are sick • Read in turns Luke 8:43-48 and retell the miracle • Discuss in pairs different ways the church and government is helping the sick and share in class • Discuss in pairs lessons learnt from the healing of the bleeding woman • Compose and sing a song about God’s healing power • Role play the miracle of the healing of the bleeding woman 	<ol style="list-style-type: none"> 1. What happens when people are sick in your community? 2. How did the bleeding woman demonstrate her faith in Jesus? 3. What are the lessons learnt from the healing of the bleeding woman? 4. Why is the government providing medical care for its citizens?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy-as they learn to make decisions about their health • Communication and collaboration as learners discuss ways the church and government is helping the sick • Creativity and imagination-as they identify different ways of helping the sick 	
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Health Education- as they learn the importance of physical well-being • Human rights-as they learn that good health is a human right 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Faith-as they believe in Jesus' power to heal • Love-as they demonstrate love for the sick
<p>Links to other learning activity areas:</p> <ul style="list-style-type: none"> • Home Science as they practice personal hygiene • Music as they compose and sing songs • English language as they discuss • Science and Technology, as they learn the healing of the bleeding woman 	<p>Suggested Community Service Learning: Learners write short messages on posters on why it is important to care for girls and women with menstrual problems</p>

Assessment Rubrics

Indicator	Exceeding Expectation	Meeting Expectations	Approaching Expectations	Below Expectations
Analysing the story of the healing of the bleeding woman	Accurately and with ease analyses and explains the story of the healing of the bleeding woman	Clearly analyses the story of the healing of the bleeding woman	Analyses parts of the story of the healing of the bleeding woman	Hardly analyses the story of the healing of the bleeding woman
Applying lessons learnt from the story of the healing of the bleeding woman	Confidently and accurately applies the lessons learnt from the story of the healing of the bleeding woman	Accurately applies lessons learnt from the story of the healing of the bleeding woman	Applies some of the lessons learnt from the story of the healing of the bleeding woman	Hardly applies a lesson learnt from the story of the healing of the bleeding woman with guidance
Identifying different ways the church and government is helping the sick in the society	Correctly and confidently identifies ways the church and government is helping the sick	Correctly identifies different ways the church and government is helping the sick	Identifies some ways the church and government is helping the sick	Identifies with assistance a way of helping the sick

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.3.3 Jesus Power over Death</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explore the miracle of the raising of Lazarus from the dead to show Jesus power over death</p> <p>b) discuss lessons Christians learn from the miracle of raising of Lazarus by Jesus Christ.</p> <p>c) appreciate the miracle of raising Lazarus for spiritual nourishment</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • share how they show empathy to the needy • read in pairs John 11: 32-45 and retell the miracle of the raising of Lazarus • in small groups, brainstorm on lessons Christians learn from the raising of Lazarus • Role play the raising of Lazarus from the dead • Compose a poem on ‘God’s power over death’. 	<ol style="list-style-type: none"> 1. What is the meaning of power over death? 2. How different was Mary from her sister Martha? 3. Why did Jesus raise Lazarus from the dead? 4. Why was the family of Lazarus longing for Jesus to visit them?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn –as they read and retell the miracle of raising of Lazarus • Communication and collaboration as they discuss in groups • Creativity and imagination as they discuss lessons Christians learn from the raising of Lazarus and role play the miracle • Guidance and counselling as they support the sick and the bereaved 	
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Social cohesion–as they learn relating well with others as friends • Psycho-social support-as they learn how to support one another in times of grief, pain or sickness 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Love –as they share one another's burdens • responsibility-as they mourn with the bereaved
<p>Links to other Subjects:</p> <p>Creative Arts- as they role play the raising of Lazarus</p> <p>English Language-as they discuss in groups and compose poems</p> <p>Social Studies-as they learn value of family unity and friendship</p>	<p>Suggested Community Service-Learning Activities:</p> <p>Learners gather information on strategies of supporting the bereaved in their community</p>

Assessment Rubrics

Indicator	Exceeds Expectation	Meets Expectations	Approaches Expectations	Below Expectation
Exploring the miracle of raising Lazarus from the dead to show Jesus’ power over death	Accurately and consistently explores the miracle of raising Lazarus from the dead	Accurately explores the miracle of raising Lazarus from the dead	explores the miracle of raising from the dead	Hardly explores the miracle of raising Lazarus from the dead with assistance
Discussing lessons Christians learn from the miracle of raising Lazarus	Confidently and effectively discusses lessons Christians learn from the miracle of raising Lazarus	Clearly discusses lessons Christians learn from the miracle of raising Lazarus	Discusses some lessons Christians learn from the miracle of raising Lazarus	Has challenges discussing a lesson Christians learn from the miracle of raising of Lazarus with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Life of Jesus Christ	3.4 The Kingdom of God <i>5 lessons</i>	By the end of the sub strand the learner should be able to: a) examine the parable of the hidden treasure to enhance understanding of God’s Kingdom b) identify teachings from the parable of the hidden treasure c) desire to live a responsible life for God’s kingdom	Learners to: <ul style="list-style-type: none"> • brain storming small groups on what they value in life • read in pairs Matthew 13: 44-46 and explain the meaning of the parable of the hidden treasure • discuss in small groups the teachings from the parable of the hidden treasure to Christians • compose and sing a song about the value of the Kingdom of God 	<ol style="list-style-type: none"> 1. What is a parable? 2. What does the hidden treasure represent? 3. What is the kingdom of God?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination-as they brainstorm on what they value in life • Communication and collaboration-as they discuss the importance of the parable • Critical thinking and problem solving- as they discuss the meaning of the parable of the hidden treasure 				

<p>Link to PCIS:</p> <ul style="list-style-type: none"> • Effective communication-as they discover the meaning of the hidden treasure • Learning to live together-as they value the Kingdom of God 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Unity –as they sing together about the value of the kingdom of God • Integrity -as they choose to live responsible lives
<p>Link to Other Subjects</p> <ul style="list-style-type: none"> • English language- as they brainstorm and discuss in groups • Music - As they as they compose and sing 	<p>Suggested Community Service Learning:</p> <ul style="list-style-type: none"> • Learners in their community to write and share creative messages/songs/ poems teaching about the values of God’s Kingdom

Assessment Rubrics messages

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the parable of the hidden treasure to enhance understanding of God’s love	With ease, accurately examines the parable of the hidden treasure	Accurately examines the parable of the hidden treasure	Examines to some extent the parable of the hidden treasure	Hardly examines the parable of the hidden treasure with assistance

Identifying teachings from the parable of the hidden treasure for spiritual growth	Confidently and correctly identifies and explains the teachings of the parable of the hidden treasure	Correctly identifies the teachings from the parable of the hidden treasure	Identifies some teachings from the parable of the hidden treasure	Has challenges identifying a teaching from the parable of the hidden treasure with guidance
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.7 Attitude towards Wealth:</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) analyse the parable of the rich man and Lazarus as narrated by Jesus Christ</p> <p>b) discuss lessons learnt from the parable of the rich man and Lazarus</p> <p>c) desire to live a responsible Christian life on earth</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • in groups search the internet using digital devices how Christians use their resources to support one another, and share in class • read in turns Luke 16: 19-31 and retell the parable • watch a video clip on the rich man and Lazarus • discuss lessons from the parable of the rich man and Lazarus • role play the parable of the rich man and Lazarus and summarise what they learn 	<ol style="list-style-type: none"> 1. What is Social Justice? 2. Why do you help the needy? 3. What is the right attitude to wealth?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn as they read and retell the parable of the rich man and Lazarus • Creativity and imagination and as they role play • Citizenship- as they learn to apply values in helping the needy at school, home and community • Digital literacy as they search the internet and watch a video clip 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Human rights as they learn that they should respect one another regardless of social status • Poverty eradication-as they learn good use of resources to support the needy 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Love-as they share resources with the needy • Responsibility -as they pay attention to those in need • Respect- as they treat others with dignity
<p>Link to other Subject Areas:</p> <ul style="list-style-type: none"> • English language-as they compose poems and discuss in groups • Social and Technology as they use digital devices • Creative Arts; as they role play the parable 	<p>Suggested Community Service Learning: Learners to identify categories of the needy in the community and assist them</p>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Analysing the parable of the rich man and Lazarus	Critically and effectively analyses the parable of the rich man and Lazarus	Clearly analyses the parable of the rich man and Lazarus	Analyses to some extent the parable of the rich man and Lazarus	Analyses with challenges the parable of the rich man and Lazarus

Discussing lessons learnt from the parable of the rich man and Lazarus	Correctly and with ease discusses the parable of the rich man and Lazarus	Correctly discusses the lessons from the parable of the rich man and Lazarus	Discusses some lessons learnt from the parable of the rich man and Lazarus	Has difficulty discussing the lessons learnt from the story of the rich man and Lazarus
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 The Church	4.1 The Apostles' Creed <i>4 lessons</i>	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> a) explain the reason for the Apostles' creed in Christianity b) analyse the teachings outlined in the Apostle creed c) Discuss the importance of Apostles' creed to Christians d) distinguish the three persons in the Holy Trinity e) Recognise the value of the Holy Trinity 	<p>Learners to:</p> <ul style="list-style-type: none"> • brainstorm in pairs the reason for the apostles' Creed • write the meaning of Apostles' Creed on charts • discuss the teachings in the Apostles creed • sing a song related to holy trinity 	<ol style="list-style-type: none"> 1. What is a Creed? 2. Why is the Apostles' Creed important to Christians?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration -as they discuss. • Imagination and creativity; as they discuss the truths in the Apostles' Creed 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • self- awareness as they discuss the teachings in the Apostles’ Creed • effective communication as they discuss 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Unity as they live the teachings of the Apostles’ Creed • Responsibility, as they commit themselves to live as God guides them
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • English Language as they recite the apostles’ Creed • Music as they compose and sing 	<p>Suggested Community Service-Learning activities:</p> <p>Learners to write the Apostles creed on a chart and pin it on the Church’s notice board and explain to the Junior youth the truths of the Creed.</p>

Assessment rubrics

Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Explaining the reason for the Apostles’ creed in Christianity	With ease and accurately explains the reasons for the Apostles’ creed in Christianity	Accurately explains the reason for the Apostles creed	Examines partly the reason for the Apostles’ Creed	Examines with assistance the reason for the Apostles’ Creed

Analysing the teachings outlined in the Apostle creed	Discusses correctly and with ease the teachings of Apostles' creed	Discusses accurately the teachings of Apostles' creed spiritual	Discusses to some extent the teachings of Apostles' creed	Discusses with much support the reasons for the Apostles' creed
Discussing the importance of Apostles' creed to Christians	Correctly and confidently discusses the importance of the Apostles creed to Christians	Correctly discusses the importance of the Apostles creed to Christians	Discusses to some extent the importance of the Apostles creed to Christians	Discusses with support the the importance of the Apostles creed to Christians
Distinguishing the three persons in the holy trinity	With ease and correctly distinguishes the three persons in the holy trinity	Correctly distinguishes the three persons in the holy trinity	Distinguishes only a few of the three persons in the holy trinity	Hardly distinguishes any persons in the holy trinity

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.2 Christian Suffering</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Explain the teachings of Paul on Christian suffering</p> <p>b) Identify the values learnt from the teachings of Paul on Christian suffering</p> <p>c) Appreciate the importance of Christian suffering for spiritual development</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Brain storm in pairs on the suffering they go through in their daily lives. • Read in turns 2 Corinthians 6:3-7 and share the main points with the class • Discuss in pairs values learnt from the teachings of Paul on Christian suffering • compose and sing relevant songs on the importance of Christian suffering 	<ol style="list-style-type: none"> 1. What is Christians suffering? 2. Why should Christians accept suffering? 3. How can you overcome suffering?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration as they brainstorm and explain • Critical thinking and problem-solving as they identify ways of overcoming suffering 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Assertiveness as they stand firm in their faith • Decision making as they learn to make choices that require sacrifice 	<p>Link to Values</p> <ul style="list-style-type: none"> • Responsibility as they make their own decisions and follow them • Integrity as they depend on God when faced with problems
<p>Links to other Subjects:</p> <ul style="list-style-type: none"> • English Language as they discuss • Music: as they compose and sing songs 	<p>Suggested Community Service Learning</p> <ul style="list-style-type: none"> • Learners discuss with their parents/guardians/resource persons/Religious leader, examples of people who suffered because of their faith in the Bible and society

Assessment Rubrics

Indicator	Exceeds Expectations	Meeting Expectations	Approaches Expectations	Below Expectations
Explaining the teachings of Paul on Christian suffering	Correctly and with ease explains the teachings of Paul on Christian suffering	Correctly explains the teachings of Paul on Christian suffering	Explains some of the teachings of Paul on Christian suffering	Has challenges explaining the teachings of Paul on Christian suffering
Identifying the values learnt from the teachings of Paul on Christian suffering	Confidently and correctly identifies the values learnt from the teachings of Paul on Christian suffering	Correctly identifies the values learnt from the teachings of Paul on Christian suffering	Identifies some value from the teachings of Paul on Christian suffering	Hardly identifies the values in the teachings of Paul on Christian suffering

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.3 Church Unity</p> <p><i>5 lessons</i></p>	<p>By the end of the sub-strand, learner should be able to:</p> <p>a) Explain the meaning of Church unity in Christianity</p> <p>b) Discuss the teachings of the Bible on Christian unity</p> <p>c) Describe ways in which church unity fosters peaceful co-existence</p> <p>d) Desire to work together with others for Church unity</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • List in pairs the different churches in their communities • Brainstorm in small groups the meaning of Church/Christian unity and share with the class • read in turns; Matthew 16:18, John 17:20-23 and Galatians 3:28 and note the points • discuss in small groups the Bible’s teaching on Christian unity • discuss in pairs how Christian unity is demonstrated in school and community • identify ways in which different churches work together in the community 	<ol style="list-style-type: none"> 1. What is Christian unity? 2. How do different churches work together? 3. What does the Bible teach on Christian unity?

			<ul style="list-style-type: none"> • watch a video clip on churches working together • compose and sing a song on Christian unity 	
Core competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination as they compose and sing songs • Communication and collaboration as they read and discuss in groups • Digital literacy as they watch a video clip 				
PCIs <ul style="list-style-type: none"> • Assertiveness as they demonstrate ways in which church unity is promoted • Decision making as they live together with others 			Link to values: <ul style="list-style-type: none"> • Love; as they care for one another • Unity; as they live together in harmony 	
Link to other subjects: <ul style="list-style-type: none"> • English Language; as they read, brainstorm and discuss • Music as they compose and sing songs • Science; and Technology; as they use digital devices 			Suggested Community Service Learning Activity Learners gather information on how Churches in their community are fostering unity and report in class	

Assessment Rubrics

Indicator	Exceeds expectations	Meets expectations	Approaches expectation	Below expectations
Explaining the meaning of Church unity in Christianity	Correctly and with ease explains the meaning of Christian unity	Clearly explains the meaning of Christian unity	Explains partly the meaning of Christian unity	Has challenges explaining the meaning of Christian unity
Discussing the teachings of the Bible on Christian unity to promote harmonious living	Accurately and confidently discusses the teachings of the Bible on Christian unity	Accurately discusses the teachings of the Bible on Christian unity	Discusses some teachings of the Bible on Christian unity	Hardly discusses the teachings of the Bible on Christian unity
Describing ways in which Church unity fosters peaceful co-existence	Creatively and accurately identifies and demonstrates ways in which church unity fosters peaceful coexistence	Correctly demonstrates ways in which church unity fosters peaceful coexistence	Demonstrate to some extent ways in which church unity fosters peaceful coexistence	Has challenges demonstrates ways in which church unity fosters peaceful coexistence

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.4 Good citizenship <i>4 lessons</i>	By the end of the sub strand, the learner should be able to: a) Describe the role of good citizens in promoting harmonious living b) Discuss the Bible’s teaching on good citizenship c) Explain how Christians can live Godly lives on earth d) Desire to live Godly and moral lives on earth	Learners to: <ul style="list-style-type: none"> • brainstorm qualities of a good citizen • read in turns 1 Peter 2:13-17 and discuss what the Bible teaches on being a good citizen • debate on the topic “citizens should be loyal to their country” • discuss in small groups how Christians can live godly lives • compose a poem on “ I am a good citizen” 	<ol style="list-style-type: none"> 1. What are the characteristics of a good citizen? 2. What is good citizenship? 3. How can Christians live godly lives? 4. Why should Christians obey the rulers?
Core competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination- as they debate and compose a poem • Communication and collaboration- as they read, brainstorm and discuss • Citizenship as they brainstorm on the characteristics of a good citizen 				
Link to PCIs <ul style="list-style-type: none"> • Effective communication as they debate • Self-awareness as they describe how Christians can be good citizens 			Link to values <ul style="list-style-type: none"> • Responsibility- as they live godly lives • Patriotism-as they show the characteristics of a good citizen 	

<p>Link to other Subjects</p> <ul style="list-style-type: none"> • English Language- as they read, discuss and compose poems • Social Studies- as they learn about good citizenship 	<p>Suggested community Service Learning activity</p> <p>Learners to take part in a tree planting, clearing bushes and cleaning drains in their community</p>
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Assessment Rubrics

Indicator	Exceeds expectations	Meets expectations	Approaches Expectations	Below expectations
Describing the role of good citizens in promoting harmonious living	Confidently and accurately describes the role of good citizens in promoting harmonious living	Correctly describes the role of good citizens in promoting harmonious living	Describes partly the role of good citizens in promoting harmonious living	Requires support to describe the role of good citizens in promoting harmonious living
Discussing the Bible teachings on good citizenship to promote social cohesion	Accurately and clearly discusses the Bible teaching on good citizenship	Accurately discusses the Bible teaching on good citizenship	Discusses some Bible teaching on good citizenship	Hardly discusses the Bible teaching on good citizenship with assistance
Explaining how Christians can live Godly lives on earth	Correctly and perfectly explains how Christians can live Godly lives	Correctly explains how Christians can live Godly lives	Explains some ways in which Christians can live Godly lives	Has difficulty explaining how Christians can live Godly lives with guidance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.5 Interpersonal relationships among Christians</p> <p><i>4 lessons</i></p>	<p>By the end of this sub-strand, learners should be able to:</p> <p>a) Describe how Christians should relate with one another for peaceful co-existence</p> <p>b) Analyse Peter’s teaching on the relationship among Christians</p> <p>c) Explain moral values that can promote good interpersonal relationships among Christians</p> <p>d) Desire to live in harmony with others around them</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Brainstorm in pairs how they relate with others <i>at</i> home, school and church. • read in pairs 1 Peter 5:1-11, and discuss Peter’s teaching on interpersonal relationship among Christians • Discuss in small groups moral values that can promote good interpersonal relationships among Christians • Role play good and bad interpersonal relationships • compose a poem on good interpersonal relationships 	<ol style="list-style-type: none"> 1. What is interpersonal relationship 2. What is Peter’s teaching on interpersonal relationships? 3. How can Christians live together in harmony?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • communication and collaboration; as they discuss and read • critical thinking and problem solving; as they compose poems 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • assertiveness- as they list the moral values that can promote good interpersonal relationships • decision making-as they learn to live in harmony 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility-as they take care of one another • Love-as they relate well with one another
<p>Links to learning activity areas:</p> <ul style="list-style-type: none"> • English Languages-as they discuss Paul’s teachings • Music; as they compose and sing songs • Creative Arts; as they role play 	<p>Suggested Community Service Learning Activities:</p> <p>Learners to visit a priest or pastor and learn about interpersonal relationship</p>

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Describing how Christians should relate with one another for peaceful co-existence	Correctly and confidently describes how Christians should relate with one another	Correctly describes how Christians should relate with one another	Fairly describes how Christians should relate with one another	Has difficulty describing how Christians should relate with one another.
Analysing Peter’s teaching on relationship among Christians to promote harmonious liking	Correctly and with ease analyses Peter’s teaching on relationship among Christians	Correctly analyses Peter’s teaching on relationship among Christians	Analyses some of Peter’s teaching on relationship among Christians	Is able to mention one of Peter’s teaching on relation among Christians with assistance.

Explaining moral values that can promote good interpersonal relationship to foster unity	Confidently and accurately explains moral values that can promote good interpersonal relationship	Accurately explains moral values that can promote good interpersonal relationship	Explains moral values that can promote good interpersonal relationship	Has challenges explaining moral values that can promote good interpersonal relationship
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Christian Living	5.1 Friendship Formation <i>4 Lessons</i>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Analyse the importance of Godly friendships among Christians</p> <p>b) Explain the teachings of Jesus on friendship</p> <p>c) appreciate the importance of maintaining true friendship as Christian</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • brain storm in pairs how they maintain good friendship • read in turns John 15:13-15 and explain the teachings of Jesus on friendships • Analyse in small groups the importance of Godly friendships • compose a poem on ‘Godly friendship’, on their digital devices • watch a video clip on Godly friendships 	<ol style="list-style-type: none"> 1. What should you do to maintain friends? 2. Why did Jesus call his disciples friends? 3. What is a Godly friendship?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination- as the learners analyse importance of Godly friendships • Learning to Learn- as they embrace Godly friendships • Communication and collaboration-As they work in groups • Digital literacy; as they use digital devices to watch video clips 	<p>Link to Values:</p> <p>Responsibility; as they choose good and worthy friends</p> <p>Integrity; as they commit to stand by their friends</p> <p>Love; as they care for and nurture their friendships</p>
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Learning to live together- As they analyse the importance of friendship • Decision making- As they discuss the teachings of Jesus on friendship 	<p>Community Service-Learning Activities:</p> <p>Learners to discuss with church leaders/teachers the essence of Godly friendships</p>
<p>Link to other Subjects Areas:</p> <p>English Language; as they read the Bible verses and compose poems</p> <p>Social Studies; as they learn how to relate with others</p> <p>Science and Technology -as they use digital devices to compose a poem</p>	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectations	Below Expectations
Analysing the importance of Godly friendships among Christians	Correctly and confidently analyses the importance of Godly friendships among Christians	Correctly analyses the importance of Godly friendships among Christians	Analyses inadequately the importance of Godly friendships among Christians	Hardly analyses the importance of Godly friendship among Christians
Explaining the teachings of Jesus on friendship	Confidently and correctly explains the teachings of Jesus on friendship	Correctly explains the teachings of Jesus on friendship	Hardly explains the teachings of Jesus on friendship	Explains the teachings of Jesus on friendship with support

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>5.2 Human Sexuality</p> <p><i>5 lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain the importance of learning about Human sexuality</p> <p>b) analyse the teachings of the Bible, on responsible and irresponsible sexual behaviour</p> <p>c) outline the causes of irresponsible sexual behaviour among the youth</p> <p>d) discuss the appropriate skills required to overcome irresponsible sexual</p> <p>e) appreciate his or her body as the temple of God</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Share and review in small groups the bodily and emotional changes in boys and girls during adolescence • Discuss in pairs the meaning of human sexuality and share with the class • read in turns Genesis 1:27; I Corinthians 6: 18-20, 2Timothy 2: 22, James 1: 14-15 and discuss the Bible’s teachings on responsible and irresponsible sexual behaviour • in pairs, list some irresponsible sexual behaviour 	<ol style="list-style-type: none"> 1. What is human Sexuality? 2. What are the causes of irresponsible sexual behaviour 3. What does the Bible teach about responsible sexual behaviour 4. How can you overcome irresponsible Sexual behaviour?

			<ul style="list-style-type: none"> • in small groups do an internet search on the causes of irresponsible sexual behaviour using digital devices; and report to the class • discuss in pairs appropriate skills to overcome irresponsible sexual behaviour • outline types of responsible • discuss in small groups skills that are required to overcome irresponsible sexual behaviour 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they identify examples and causes of irresponsible sexual behaviour among young people • Self-efficacy-as they discuss skills required to overcome irresponsible sexual behaviour • Communication and collaboration-as they discuss in groups • Digital literacy as they use digital devices 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Self-awareness as they identify examples and causes of irresponsible sexual behaviour • Assertiveness- as they say no to irresponsible sexual behaviour • Common communicable and chronic diseases as they learn about the health consequences of irresponsible sexual behaviour • Decision making as they resolve to appreciate their bodies by shunning irresponsible actions 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they take charge of their lives and sexuality; • Integrity -as they take care of their bodies
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • English Language as they read the Bible and discuss in groups • Science and Technology as they use digital devices 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners participate in debates about responsible sexual behaviour in the church and community meetings

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the importance of learning about Human sexuality	With ease, accurately explains the importance of learning about Human sexuality	Accurately explains the importance of learning about human sexuality	Partly explains the importance of learning about Human sexuality	Hardly explain the importance of learning about human sexuality
Explaining the teaching of the Bible on responsible and irresponsible sexual behaviour	Correctly and consistently explains the teaching of the Bible on responsible and irresponsible sexual behaviour	Correctly explains the teaching of the Bible, on irresponsible sexual behaviour	Explains some of the Bible teachings on responsible and irresponsible sexual behaviour	Hardly explains the teaching of the Bible on responsible and irresponsible sexual behaviour with assistance
Discussing the appropriate skills required to overcome irresponsible sexual behaviour	Correctly and confidently discusses skills required to overcome irresponsible sexual behaviour	Correctly discusses skills required to overcome irresponsible sexual behaviour	Discusses partly skills to overcome irresponsible sexual behaviour	Has difficulty discusses skills to overcome irresponsible sexual behaviour

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>5.3 Sanctity of Life</p> <p><i>4 lessons</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Identify practices that violate the right to life for a human being</p> <p>b) Outline the effects of violation of the right to life for a human being</p> <p>c) Analyse Christian teachings on the abuse of the right to life</p> <p>d) Examine virtues that young people can practice to maintain sanctity of life</p> <p>e) Appreciate life as a gift from God</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • Discuss in small groups practices that violate the right to life and report to the class • read in pairs Exodus 20:13, Matthew 5:21-26 discuss the Bible/Christian teaching on upholding the sanctity of life • debate in two groups the ‘effects of violating the right to life’ • Discuss in small groups virtues that can be practiced to maintain the sanctity of life. • compose a poem thanking God for the gift of life using digital devices • Watch a video clip on different ways the right to life is violated 	<ol style="list-style-type: none"> 1. What is the meaning of sanctity of life? 2. What does the Bible teach about the right to Life? 3. How can you uphold the gift of life?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy- as they learn to value their lives • Imagination and creativity as they compose a poem • Learning to learn as they discuss the sanctity of life • Digital Literacy; as they use digital devices 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Self-awareness as they recognize that life is a gift from God • Assertiveness as they decide to uphold the sanctity of life. 	<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect as they care of their lives • Responsibility as they uphold the gift of life • Love as they honour God’s commandment to respect life
<p>Links to other subjects:</p> <p>English Language; as they compose a poem, discuss and read in groups</p> <p>Social Studies as they learn about right to life</p> <p>Science and Technology; as they watch a video clip and handle digital devices.</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners are guided by the teacher to identify a religious leader or lawyer to discuss the right to life and how to uphold it

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying practices that violate the right to life for a human being	Skilfully and correctly identifies and gives relevant examples practices that violate the right to life	Correctly identifies practices that violate the right to life	Identifies some practices that violate the right to life	Hardly identifies any of the practices that violate the right to life
Outlining the effects of violating the right to life for a human being	Correctly and with ease outlines the effects of violation the right to life	Correctly outlines the effects of violation the right to life	Outlines some of the effects of violation of the right to life	Hardly outlines the effects of the violation of the right to life with assistance
Analysing Christian teachings on abuse of the right to life	Skilfully and accurately analyses Christian teaching on the abuse of the right to life	Appropriately analyses the Christians teaching on the abuse of the right to life	analyses some Christian teaching on the abuse of the rights	Has difficult in analysing Christians teachings on the on abuse of the right to life
Listing virtues required for one to maintain the sanctity of life	With ease, accurately lists and examines virtues required for one to maintain the sanctity of life	Explicitly examines virtues required for one to maintain sanctity of life	examines some virtues required for one to maintain the sanctity of life	Hardly lists any of the virtues required for one to maintain the sanctity of life with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>5.4 Alcohol and Substance abuse 4 lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) explain the Christian teachings on dangers of alcohol and substance misuse and abuse</p> <p>b) outline strategies used by Christians to prevent alcohol drugs and substance abuse</p> <p>c) analyse the measures taken by government agencies to fight drug trafficking and abuse</p> <p>d) desire to respect his or her body as the temple of the Holy Spirit</p>	<p>Learners to:</p> <ul style="list-style-type: none"> • brainstorm in groups tricks used to trap young people into alcohol drugs and substance abuse • read in pairs Ephesians 5:18, Hosea 4:11 and discuss Christian teachings on dangers of alcohol, drugs and substance abuse • discuss in small groups strategies used by Christians to prevent alcohol, drugs, and substance abuse • in pairs discuss measures being taken by government agencies to fight drug trafficking and abuse • watch a video clip on drugs, alcohol and substance free life 	<ol style="list-style-type: none"> 1. What are the commonly abused drugs and substances? 2. How can you avoid alcohol drugs and substance abuse? 3. Why do young people abuse alcohol and drugs?

			<ul style="list-style-type: none"> • In pairs discuss skills required to eliminate alcohol, drugs, and substance abuse in the school and community from the video clip • compose a poem on the dangers of alcohol abuse 	
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy-as they learn to choose to do what is the right thing, • Imagination and creativity as they help others to overcome alcohol, drugs and substance abuse • Learning to learn as they discuss the strategies used by Christians to prevent alcohol, drugs and substance abuse • Critical thinking and problem solving as they discuss ways of eliminating alcohol, drugs and substance abuse • Digital literacy as they use digital devices • Communication and collaboration as they discuss in groups and watch the video clip 				

<p>Link to PCIs: Assertiveness as they take a stand not to use alcohol, drugs and substances and alcohol Decision making-as they change their attitudes on the use of alcohol and substances Safety issues as they avoid harmful substances and maintain good health Self -discipline- as they avoid peer pressure</p>	<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility as they say no to alcohol, drug and substance abuse • Integrity as they stand firm against the use of alcohol, drug and substance abuse • Respect as they care for their bodies by avoiding harmful substances
<p>Links to other Learning Activity Areas: English Language as they discuss and compose poems Social Studies as they learn about human rights Science and Technology as they use digital devices Home Science as they learn about alcohol, and substance use</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners to create awareness in the community on the abuse of alcohol, drugs and substances

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the Christian teachings on dangers of alcohol and substance abuse	With ease ,accurately identifies and explains the Christian teachings on dangers of alcohol, drug and substance abuse	Accurately explains Christian teachings on dangers of alcohol and substance misuse	Explains some of the Christian teachings on dangers of alcohol drugs and substance abuse	Needs guidance, to explain Christian teaching on dangers of alcohol, drugs and substance abuse
Outlining strategies used by Christians to prevent alcohol, drugs, substance abuse	Skilfully and accurately outlines strategies used by Christians to prevent alcohol, drugs, and substance abuse	Correctly outlines strategies used by Christians to prevent to alcohol, drugs, and substance abuse	Outlines some strategies used by Christians to prevent alcohol, drugs and substance abuse	Outlines a strategy used by Christians to prevent to alcohol drugs, and substance abuse
Analysing the measures taken by government agencies to fight drug trafficking and abuse	Confidently and accurately analyses the measures taken by government agencies to fight drug trafficking and abuse	Analyses measures taken by government agencies to fight drugs trafficking and abuse	Analyses some of the measures taken by government agencies to fight drugs trafficking and abuse	Analyses with difficulty a measure taken by government agencies to fight drugs trafficking and abuse

APPENDICES

CRE CURRICULUMDESIGN GRADE SIX

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non – Formal Activities
1.0 Creation	1.1 My purpose 1.1.1 Nurturing Talents/abilities <i>4 lessons</i>	<ul style="list-style-type: none"> • Observation Schedules, • Written Quizzes • Checklists, • Oral questions 	Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts, Poems	Participating in career and talent building at school and church level
	1.2 Marriage and Family <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Portfolio, • Observation Schedule • Written Quizzes 	Good News Bible ,flash cards, pictures, songs , digital devices, charts	Read and discuss Bible stories with family members
	1.3 God rested 1.3.1 Leisure <i>4 Lessons</i>	<ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric 	Good News Bible ,Flash cards, Pictures, Songs , digital devices, charts, relia	Attending youth camps and trainings developing skills responsible living

2.0 The Holy Bible	2.1 The Inspired Word of God (God rested) <i>4 Lessons</i>	<ul style="list-style-type: none"> • Oral questions • Observation schedules • Checklists 	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts,	Participating in church or school programmes that writing and reading the Bible and Christian books
	2.2 The Ten Commandments <i>4 lessons</i>	<ul style="list-style-type: none"> • Written questions • Assessment rubric • Profiles 	Good News Bible, learners’ tablets, projectors, radio, smart phone, TV, camera	Coming up with clubs and societies that enhance peace education and respect for the law
	2.2 Bible Stories: 2.2.1 God’s power <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral questions • Profiles • Written questions • Assessment rubric 	Good News Bible, hymn books, resource persons, community resources, realia, songs, digital devices, poems	Practicing creative writing about memorable events and role model personalities
	2.2.2 Faith in God <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Checklists • Anecdotal Notes 	Good News Bible, Bible story books, audio player, picture cards, pencils,	Listening to biblical stories from religious leaders
	2.2.4 Determination <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions • Checklists • Journals 	Good News Bible, Bible story books resource persons, community resources, realia	school clubs and societies that education about resilience and

				determination
3.0 Life of Jesus Christ	3.1 The Call of the first four Disciples <i>5 lessons</i>	<ul style="list-style-type: none"> • Oral questions, • portfolio, • observation schedule 	Good News Bible ,Flash cards, Pictures, Songs , Digital devices, Charts, realia, videos, charts, posters	Practising leadership roles at the church and home
	3.2 The Temptations of Jesus Christ <i>5 lessons</i>	<ul style="list-style-type: none"> • question and answer • Assessment rubric • Anecdotal notes 	Good News Bible ,Flash Cards, Songs , Digital devices, Charts, , videos, charts, posters	Clubs and Societies that encourage responsible behaviour
	3.3 Miracles of Jesus 3.3.1 Jesus the universal saviour <i>4 lessons</i>	<ul style="list-style-type: none"> • Observation • Written quizzes • Question and answer 	Good News Bible, community resources, realia, videos, charts, posters	With guidance from the teachers/parents and guardian come up with child friendly income generating activities
	3.3.2 The bleeding woman <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, learners’ tablets, projectors, radio, smart phone, TV, camera	Organize fund drives to help the needy, the sick and poor aged

	<p>3.3.3 Jesus power over death</p> <p><i>4 lessons</i></p>	<ul style="list-style-type: none"> • Oral questions • Observation Schedules • Written Quizzes 	<p>Good News Bible, learners' tablets, projectors, radio, smart phone, TV, cameras, songs</p>	<p>Training learners through After school support/holiday camps for both spiritual, social, emotional and economic matters</p>
	<p>3.4 The kingdom of God</p> <p><i>4 lessons</i></p>	<ul style="list-style-type: none"> • Oral Questions, • Observation Schedule • Written Quizzes 	<p>Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems</p>	<p>Mentorship and coaching programmes which emphasis values such as compassion Strengthening clubs such as 4K club, Lions Club, Girls guides and Scouts</p>
	<p>3.5 Attitude towards wealth</p> <p>4 lessons</p>	<ul style="list-style-type: none"> • Oral Questions, • Observation Schedule <p>Written Quizzes</p>	<p>Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems</p>	

4.0 The Church	4.1 Christian suffering <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer 	Good News Bible, digital devices e.g radio,TV,digital content and video clips, songs and poems	Use of motivational spiritual and entrepreneurial speakers
	4.2 Church Unity 5 lessons	<ul style="list-style-type: none"> • Checklists • Written quizzes Question and answer	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Learners to visit a different Church form their own and observe how they worship
	4.3 Good Citizenship 4 lessons	<ul style="list-style-type: none"> • Checklists • Written quizzes Question and answer	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Participate in local, church and national celebrations and note their importance
	4.4 Interpersonal relationship 4 lessons	<ul style="list-style-type: none"> • Checklists • Written quizzes Question and answer	Good News Bible, hymn books, resource persons, community resources, realia, Songs, digital devices, poems	Learners to listen to a motivational speaker in church on why people should care and relate well with one another

5.0 Christian Living	5.1 Friendship Formation <i>4 lessons</i>	<ul style="list-style-type: none"> • Oral Questions, • Written Quizzes, • Question And Answer 	Good News Bible, Bible story books resource persons,	Role play a situation involving making right choices during Pastoral Programs Instructions
	5.2 Human Sexuality <i>5 lessons</i>	<ul style="list-style-type: none"> • Checklists • projects, • anecdotal notes 	Good News Bible, Bible story books resource persons, community resources,	Youth seminars and camps to learn social issues
	5.3 Alcohol and Substance Use <i>4 lessons</i>	<ul style="list-style-type: none"> • Checklists • projects, • anecdotal notes 	Good News Bible, Bible story books resource persons, community resources, realia	Listen to a medical doctor discussing the dangers of alcohol, drugs and substance abuse
	5.4 Sanctity of life 4 lessons	<ul style="list-style-type: none"> • Checklists • Written quizzes • Question and answer • Checklists • projects, • anecdotal notes 	Good News Bible, hymn books, resource persons, community resources,	Listen to a Clergy or a doctor on the importance of human life

Suggested Non-Formal Activities

- a) Initiate income generating activities at home or school and report on the progress weekly to the teacher
- b) Role play a situation involving making right choices during Pastoral Programs Instructions
- c) Read and discuss Bible stories with family members
- d) Present a drama on Bible stories during the schools' Parents' Day
- e) Write values on flash cards and pin them at the school Notice board
- f) Give a talk at the school Assembly on the effects of drug and substance abuse and prevention measures
- g) The school community and the larger community should provide meaning learning experiences where learners can emulate exemplary behaviour and nurture values.
- h) These can be mainstreamed through; giving Awards for outstanding students in their schools for their 'contribution to peace, Outreach, empowerment and mentorship programmes that bring together youth who are targets of exclusion, hate and discrimination to share their stories through digital media and dialogue.

Suggested Assessment: Oral questions, portfolio, observation, written quizzes, question and answer, reciting, checklists, filling in blank spaces, anecdotal notes, authentic tests, word search/ puzzle, projects, unravelling a maze, journals.

