



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-812-3

Published and printed by Kenya Institute of Curriculum Development

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, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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 CBC.



PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION



PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation 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 7 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 provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.



JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION



ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a 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, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 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 roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and 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 Prof. Elishiba Kimani 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 7 and preparation of learners for Grade 8.



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





Property of the Government of Kenya

TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
LESSON ALLOCATION	viii
NATIONAL GOALS OF EDUCATION	ix
LEARNING OUTCOMES FOR MIDDLE SCHOOL	xi
ESSENCE STATEMENT.....	xi
SUBJECT GENERAL LEARNING OUTCOMES.....	xii
STRAND 1.0: MANIFESTATION OF SUPREME BEING (PARAMATMA).....	1
STRAND 2.0: SCRIPTURES.....	5
STRAND 3.0: PRINCIPLES OF DHARMA (<i>DHARMIC SIDDHANT</i>)	8
STRAND 4.0: RELIGIOUS PRACTICES	12
STRAND 5.0: YOG.....	18
STRAND 6.0: RITES OF PASSAGE (<i>SANSKAARS</i>).....	23
COMMUNITY SERVICE-LEARNING CLASS ACTIVITY	26
APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	30



LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.



iii) Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy, and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation, and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Hindu Religious Education (HRE) at Junior Secondary School level builds on knowledge, skills, attitudes, and values acquired and developed by the learner at the primary school level. The learner will be guided to develop a sense of identity, belonging, and a self-inquiry approach to the physical, mental, moral, social, and spiritual fundamental faculties. This is in line with relevant theoretical approaches such as Piaget's Cognitive Theory of Development, Vygotsky's Theory of Learning and Erik Erikson's Stages of Psychosocial Development.

Hindu Religious Education offers an avenue to learn to build positive relationships and solve challenges collectively, with care, empathy, respect and understanding of differences with people of different heritages and religions. This contributes to solidarity and towards building a more tranquil and inclusive society. It also promotes and strengthens mutual understanding, appreciation and respect for religious freedom and diversity. The learner is thus guided to behave



responsibly at local, national and global levels for a more serene and sustainable world. This subject also contributes to the empowerment of the learner, fostering inclusion and social cohesion.

Hindu Religious Education reiterates the importance of core values and empowers the learner to advance human rights and equality, with a respect for different cultures and beliefs and with dignity offers the opportunity to build a peaceful society. HRE will also provide opportunities for exploring, acquiring and practicing core competencies that will lay a firm foundation not only for senior secondary but also for diverse career paths.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Discover self-identity through firm grounding in the (Sanatan/Vedic, Jain, Buddhist, and Sikh) faiths
2. Develop awareness and practise the Principles of Dharma for righteous living
3. Apply teachings from Scriptures for guidance and moral formation in daily life
4. Demonstrate acquired knowledge, skills, and values for coping in the contemporary world
5. Preserve heritage and foster ethical socio-cultural values that promote national and international harmony
6. Use varied media for effective communication and learning
7. Appreciate the importance of Yog for holistic development and well-being.



STRAND 1.0: MANIFESTATION OF SUPREME BEING (PARAMATMA)

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p>1.0 Manifestation of Paramatma (Supreme Being)</p>	<p>1.1 Enlightened Beings (12 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) narrate the listed stories of the Enlightened Beings for better understanding</p> <p>b) explore the interrelationships of the Enlightened Beings for spiritual growth</p> <p>c) illustrate the events mentioned in the lives of the Enlightened Beings for ease of understanding</p>	<p>The Learner is guided to:</p> <ul style="list-style-type: none"> ● use print and digital resources/digital resources with assistive technology to depict the stories of the Enlightened Beings (Guru Har Rai Ji, Lord Krishna, Lord Buddha, Tirthankar Neminath, and Guru Har Krishan ji) ● discuss and present the interrelationships of Enlightened Beings ● research using digital media/ library/ magazines/ resource person(s), discuss and present in groups the events that each Enlightened Being underwent in the following circumstances: <ul style="list-style-type: none"> - <i>Guru Har Rai Ji and Dara Shikoh</i> 	<ol style="list-style-type: none"> 1. How do the teachings of Enlightened Beings contribute to uplifting society today? 2. Why is it important to adopt values drawn from the lives of Enlightened Beings? 3. How can we promote the welfare of others and animals for social well-being?



		<p>d) adopt the values taught by the Enlightened Beings for holistic development</p> <p>e) integrate inclusivity and welfare of others and animals through acts of kindness.</p>	<ul style="list-style-type: none"> - <i>Lord Krishna saving the honour of the Pandavas in the Jungle</i> - <i>Lord Buddha's research on dukkha</i> - <i>Tirthankar Neminath's compassion for animals</i> - <i>Guru Har Krishan ji and Chhajumal</i> ● draw or paint or make tactile cutouts of the illustrations of events mentioned in the lives of Enlightened Beings ● participate in community service activities that lead to inclusivity, promotion of animal welfare and acts of kindness. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: learners develop socio-cultural sensitivity and awareness skills as they explore the interrelationships of the Enlightened Beings. ● Learning to Learn: learners will share learnt knowledge as they discuss and present interrelationships of Enlightened Beings. 				



<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: learners will develop their open-mindedness and creativity skills while using various media to research on the lives of the Enlightened Beings, and while participating in animal welfare and mentorship programs. ● Digital Literacy: learners will interact with digital devices as they use print and digital resources/digital resources with assistive technology to depict the stories of the Enlightened Beings.
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: will be developed as the learner participates in community service activities that lead to inclusivity, promotion of animal welfare and acts of kindness. ● Responsibility: is enhanced as learners participate in community service activities that lead to inclusivity, promotion of animal welfare and acts of kindness.
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> ● Human rights and responsibilities: as learners participate in community service activities that lead to inclusivity, promotion of animal welfare, and acts of kindness that are influenced by events from the lives of Enlightened Beings. ● Mentorship and Peer Education: will be enhanced as learners interact with resource person(s), and discuss and present in groups the events that each Enlightened Being underwent. ● Social Cohesion: as learners participate in community service activities that lead to inclusivity, promotion of animal welfare and acts of kindness.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social Studies: as learners research on the events that each Enlightened Being underwent, as well as participate in community service activities that lead to inclusivity, promotion of animal welfare and acts of kindness. ● English: as learners discuss and present in groups the events that each Enlightened Being underwent.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to narrate stories of the Enlightened Beings for better understanding.	Sequentially and exhaustively narrate stories of the Enlightened Beings.	Sequentially narrates stories of the Enlightened Beings.	Correctly narrates some stories of the Enlightened Beings.	With assistance, narrates some of the stories of the Enlightened Beings.
Ability to explore the interrelationships of the Enlightened Beings for spiritual growth.	Accurately and correctly explores the interrelationships of the Enlightened Beings.	Correctly explores the interrelationships of the Enlightened Beings.	Correctly explores some of the interrelationships of the Enlightened Beings.	With assistance, correctly explores some of the interrelationships of the Enlightened Beings.
Ability to illustrate the events mentioned in the lives of the Enlightened Beings for ease of understanding.	Accurately and creatively illustrates the events mentioned in the lives of the Enlightened Beings.	Accurately illustrates the events mentioned in the lives of the Enlightened Beings.	Partially illustrates some of the events mentioned in the lives of the Enlightened Beings.	With support, partially illustrates some events mentioned in the lives of the Enlightened Beings.



STRAND 2.0: SCRIPTURES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Scriptures	2.1 Scriptural texts (12 Lessons)	By the end of the sub-strand, the learner should be able to: a) distinguish Scriptural texts that promote peace and harmony b) apply values from Scriptures in daily life for sustainable living. c) create content to share relevant Scriptural messages that foster peace and harmony d) appreciate approaches for restoring peace and harmony in society as stipulated in the Scriptures.	The learner is guided to: <ul style="list-style-type: none"> Conduct research using digital media/digital media with assistive technology library/ magazines to identify Scriptures that promote peace in society through Scriptural texts: <ul style="list-style-type: none"> <i>Yajur Ved – Shanti Mantra (Ch. 36, 17)</i> <i>Uttaradhyan Sutra Chapter 11, 12</i> <i>Buddhist: Suittanipata</i> <i>Sikh: Sukhmani Sahib 1-8Ashtpadi (Summary)</i> discuss in groups, their findings from the research regarding the values drawn from different Scriptures. interact with resource persons on values from Scriptures, 	<ol style="list-style-type: none"> Why are Scriptures important in our lives? How do Scriptures promote peace and harmony in society?



			<p>create audio/video recordings, and present the same in class.</p> <ul style="list-style-type: none"> • create and present skits that address various approaches on how humankind can be more peaceful and harmonious. • read and discuss with the parents/guardians how Scriptures promote peace and harmony. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: learners will develop active community life skills as they conduct research using digital media/digital media with assistive technology library/ magazines to identify Scriptures that promote peace. • Learning to Learn: learners will develop the skill of reflection as they create and present skits that address various approaches on how humankind can be more peaceful and harmonious. • Digital Literacy Skills: learners will develop Digital Citizenship Skills as they conduct research using digital media/digital media with assistive technology. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity and Peace: will be enhanced as they read and discuss with the parents/guardians how Scriptures promote peace and harmony. • Respect: as learners interact with resource person(s) on values from Scriptures. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> • Global Citizenship: will be enhanced as they conduct research using digital media/digital media with assistive technology library/ magazines to identify Scriptures that promote peace. 				



- Parental Engagement: as learners read and discuss with the parents/guardians how Scriptures promote peace and harmony.

Link to other subjects:

- Performing Arts: as learners create and present skits from Scriptural teachings on peace and harmony.
- English: as learners discuss their research findings in groups.
- Social Studies: as learners visit different places of worship and interact with people of different social, cultural, and religious backgrounds.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to distinguish Scriptural texts that promote peace and harmony.	Provides an accurate explanation of the Scriptural texts that promote peace and harmony.	Accurately distinguishes the Scriptural texts that promote peace and harmony.	Correctly distinguishes some of the Scriptural texts that promote peace and harmony.	With assistance distinguishes some of the Scriptural texts that promote peace and harmony.
Ability to create content to share relevant Scriptural messages that foster peace and harmony.	Creates precise and relevant content to be shared.	Creates relevant content to be shared.	Creates basic content to be shared.	Creates content that lacks relevance.



STRAND 3.0: PRINCIPLES OF DHARMA (*DHARMIC SIDDHANT*)

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>3.0 Principles of Dharma (<i>Dharmic Siddhant</i>)</p>	<p>3.1 Fundamental Principles (12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the fundamental Principles of Dharma for knowledge in the four faiths</p> <p>b) examine the Scriptural stories based on the Principles of Dharma for social cohesion</p> <p>c) practice the Principles of Dharma for spiritual nourishment</p> <p>d) appreciate the Principles of Dharma for a balanced life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • create a game on the fundamental principles of Dharma using locally available resources (For example, Monopoly, Snakes and Ladders, and Word Puzzles) <ul style="list-style-type: none"> - <i>Principles of Sanatan/Vedic, Jain Buddhists and Sikh Dharma</i> - <i>Pranidaya (compassion)</i> - <i>Purusharth (hard work)</i> - <i>Jain-Nonviolence (Ahimsa), Non-stealing(Astey),</i> - <i>Sikh Dharma- Compassion (Daya)</i> 	<ol style="list-style-type: none"> 1. Why is it important to learn principles of Dharma? 2. How can the Principles of Dharma be practised in our daily lives?



			<p>- <i>Humility (Nimrata)</i></p> <ul style="list-style-type: none"> • discuss in groups the importance of Principles of Dharma in their lives. • dramatise the Scriptural stories based on the fundamental principles of Dharma that enhance spiritual uplift • visit animal shelters, homes for the elderly and orphanages to practice fundamental principles. • visit places of worship and interact with resource person(s) to gain insight into the application of Principles of Dharma. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: will be enhanced as they create games on the fundamental Principles of Dharma using locally available resources. • Self-efficacy: learners will develop Discuss in groups the importance of Principles of Dharma in their lives. • Creativity and Imagination: the learners create the games and dramatise the Scriptural stories based on the Principles of Dharma. 				



- **Citizenship:** learners will develop communication skills as they visit places of worship and interact with resource person(s) to gain insight on the application of Principles of Dharma. They will also develop an active community life as they visit homes of elderly, orphanages, and animal shelters around them.

Values:

- **Love:** learners will develop a love for humanity and animals as they visit the orphanages/homes for the elderly and animal shelters and learn how to take care of them.
- **Responsibility:** will be developed as learners research and apply the Principles of Dharma in their lives.
- **Integrity:** as learners apply the Principles of Dharma.

Pertinent and Contemporary Issues (PCI's):

- **Positive Discipline:** as learners discuss in groups the importance of Principles of Dharma in their lives.
- **Environmental Issues:** learners will develop skills on human and animal welfare issues as they visit animal shelters and homes for the elderly.
- **Sports and Games:** will be achieved as learners create games using available resources.

Link to other Subjects:

- **English:** as learners look for the translations of the terminologies used in explaining the Principles of Dharma.
- **Performing Arts:** as learners perform skits and create games on the Principles of Dharma.
- **Social Studies:** as learners take care of the environment and animals in line with the teachings from the Principles of Dharma.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the fundamental Principles of Dharma for knowledge.	Accurately and comprehensively describes the Principles of Dharma.	Accurately describes the Principles of Dharma.	Partially describes the Principles of Dharma.	When prompted describes the Principles of Dharma.
Ability to examine the Scriptural stories based on the Principles of Dharma for social cohesion.	Provides accurate evidence while examining the Scriptural stories based on the Principles of Dharma.	Accurately examines the Scriptural stories based on the Principles of Dharma.	Correctly examines some Scriptural stories based on the Principles of Dharma.	With guidance, correctly examines some Scriptural stories based on the Principles of Dharma.



STRAND 4.0: RELIGIOUS PRACTICES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Religious Practices	4.1. Buddhist Practices (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) examine the Buddhist daily scheduled practices for generalisation b) illustrate the observance of the scheduled religious practices in daily life c) practice the Buddhist scheduled religious practices in daily life d) appreciate the benefits of the Buddhist daily scheduled practices for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> • conduct research on the Buddhist daily scheduled practices using digital devices/ resource persons/ library <ul style="list-style-type: none"> - Paying homage to the Buddha (<i>Buddha Vandana</i>) - Taking refuge in the triple gem (<i>Tisarana</i>) - Taking the five precepts (<i>Panchasila</i>) - Offerings (<i>Puja</i>) - Tranquillity meditation (<i>Samantha</i>) - Insight meditation (<i>Vipassana</i>) - <i>Metta</i> meditation and sharing of merits • tabulate and make a presentation of the findings on Buddhist daily scheduled practices 	<ol style="list-style-type: none"> 1. How do daily scheduled practices benefit society? 2. How do meditation practices impact one's life?



			<ul style="list-style-type: none"> • participate in group discussions on individual findings on the benefits of each practice • visit the Vihara (Buddhist temple) and record a video/take photographs (with permission) of the daily scheduled practices and present it in class. • recite Mantras used during scheduled practices. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: socio-cultural sensitivity is enhanced as the learner participates in group discussions on individual findings on the benefits of each practice. • Self-efficacy and Critical thinking: self-awareness, planning skills and critical thinking will be enhanced as the learner tabulates and makes a presentation of the findings on Buddhist daily scheduled practices. • Digital Literacy: will be developed as the learner creates with technology and conducts research on the Buddhist daily scheduled practices using digital devices. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: as the learner observes scheduled practices in the Buddhist faith. • Respect and Unity: as the learner participates in group discussions on individual findings on the benefits of each practice. 				
<p>Pertinent and Contemporary Issues (PCI's):</p> <ul style="list-style-type: none"> • Social Cohesion: will be enhanced as the learner visits the <i>Vihara</i> (Buddhist temple) and record a video/take photographs (with permission) of the daily scheduled practices and present it in class. 				



Link to other Subjects:

- Social Studies: as the learner interacts with various individuals and resource person(s) from the Buddhist faith.
- Performing Arts: as the learner participates in reciting mantras used during scheduled practices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the Buddhist daily scheduled practices for generalisation	Accurately and systematically examines the Buddhist daily scheduled practices.	Accurately examines the Buddhist daily scheduled practices.	Accurately examines some of the Buddhist daily scheduled practices.	With assistance, examine some of the Buddhist daily scheduled practices.
Ability to illustrate the observance of the scheduled religious practices in daily life	Correctly and precisely illustrates the observance of the scheduled religious practices.	Correctly illustrates the observance of the scheduled religious practices.	Partly illustrates the observance of the scheduled religious practices.	With guidance, illustrates the observance of the scheduled religious practices.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Religious Practices	4.2 Places of Worship (12 Lessons)	By the end of the sub-strand, the learner should be able to: a) outline the practices conducted during the festivals at the places of worship for a deeper understanding b) illustrate the religious practices of the four faiths for community integration c) acknowledge commonalities within the religious practices for self-reflection.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices/digital devices with assistive technology for learners with special needs /resource persons/ library, to conduct research on religious practices that occur at places of worship during festivals such as <ul style="list-style-type: none"> - <i>Durga Pooja</i>, - <i>Ayambil</i>, - <i>Vesak</i> - <i>GurPurab</i> ● attend at least one of the listed festivals and discuss their findings in groups ● prepare and present a creative piece of artwork on their understanding of the commonalities of the religious practices in the four faiths ● interact with a resource person(s) on the commonalities of the religious practices in the four faiths. 	<ol style="list-style-type: none"> 1. How do celebrations of festivals at places of worship help in inculcating moral values in our life? 2. Why is it important to celebrate religious festivals at places of worship?



Core Competencies to be developed:

- Communication and Collaboration: as the learners attend at least one of the listed festivals and discuss their findings in groups.
- Self-efficacy: Self-awareness is enhanced as learners prepare and present a creative piece of artwork on their understanding of the commonalities of the religious practices in the four faiths.
- Digital Literacy: as the learners use digital devices/digital devices with assistive technology for learners with special needs /resource persons/ library, to research on religious practices.

Values:

- Integrity and Respect: as the learners attend at least one of the listed festivals and discuss their findings in groups.

Pertinent and Contemporary Issues (PCI's):

- Community Involvement: as the learner interacts with a resource person(s) on the commonalities of the religious practices in the four faiths.
- Mentorship and Peer Education: as the learner interacts with a resource person(s) on the commonalities of the religious practices in the four faiths.
- Social Cohesion: as the learners attend at least one of the listed festivals and discuss their findings in groups.

Link to other Subjects:

- Visual Arts: as learners prepare and present a creative piece of artwork on their understanding of the commonalities of the religious festivals
- Social Studies, IRE and CRE: through festivals.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to outline the practices conducted during the festivals at the places of worship for a deeper understanding.	Accurately and systematically outlines the practices conducted at the places of worship during festivals.	Accurately outlines the practices conducted at the places of worship during festivals.	Accurately outlines some of the practices conducted at the places of worship during festivals.	With guidance outlines some of the practices conducted at the places of worship during festivals.
Ability to illustrate the religious practices of the four faiths for community integration.	Confidently and creatively illustrates the religious practices of the four faiths.	Confidently illustrates the religious practices of the four faiths.	Correctly illustrates some of the religious practices of the four faiths.	With support illustrates some of the religious practices of the four faiths.



STRAND 5.0: YOG

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0. Yog (8 Lessons)	5.1 Concepts of Yog (9 lessons)	By the end of the sub-strand the learner should be able to: a) explore the concepts of Yog for personal development b) distinguish the different Yog concepts for better understanding c) illustrate circumstances under which Yog is applicable in daily life d) acknowledge the role of Yog for spiritual growth.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices/ digital devices with assistive software for learners with special needs /resource person(s)/ library to research on the three different concepts of Yog <ul style="list-style-type: none"> - <i>devotion (bhakti)</i> - <i>knowledge (jnana)</i> - <i>action (karma)</i> • discuss and present the findings in groups • categorise and tabulate or write the different concepts of Yog • make a presentation to illustrate the circumstances under which Yog is applicable • participate in charitable activities that foster the three concepts of Yog. 	<ol style="list-style-type: none"> 1. How is Yog beneficial in developing life skills? 2. Why is Yog significant in spiritual nourishment?



Core Competencies to be developed:

- Learning to Learn and Critical Thinking: as the learners categorise and tabulate or write the different concepts of Yog.
- Communication and Collaboration: as the learners participate in charitable activities that foster the three concepts of Yog.
- Citizenship: learners will develop active community life as they participate in charitable activities that foster the three concepts of Yog.

Values:

- Patriotism and Responsibility: as the learners participate in charitable activities that foster the three concepts of Yog.

Pertinent and Contemporary Issues (PCI's):

- Community Involvement: as the learners participate in charitable activities that foster the three concepts of Yog.

Link to other Subjects:

- Life Skills: as learners learn how to participate in charitable activities that foster the three concepts of Yog.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the concepts of Yog for personal development	Precisely and exhaustively explores the concepts of Yog.	Precisely explores the concepts of Yog.	Precisely explores some of the concepts of Yog.	When prompted, explores some of the concepts of Yog.
Ability to distinguish the different Yog concepts for better understanding	Clearly and concisely distinguishes the different Yog concepts.	Clearly distinguishes the different Yog concepts.	Clearly distinguishes some of the different Yog concepts.	With assistance, distinguishes some of the different Yog concepts.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0. Yog	5.2. Path of Devotion (<i>Bhakti Yog</i>) (11 Lessons)	By the end of the sub-strand the learner should be able to: a) describe the elements of Bhakti Yog as per the four faiths for a deeper understanding b) explore the key activities of Bhakti Yog among the four faiths for self-development c) practice the elements of Bhakti Yog for spiritual growth d) acknowledge the role of Bhakti Yog for spiritual development.	The learner is guided to: <ul style="list-style-type: none"> • interact with resource person(s) from the four faiths (<i>Sanatan/Vedic, Jain, Buddhist, and Sikh</i>) to understand the key elements of Bhakti Yog <ul style="list-style-type: none"> - Personal (<i>mantras, mala, meditation, chanting/recitation</i>) - Communal (<i>Satsang, Sangha, Sangat</i>) • design and present a poster/chart/tactile illustration of their findings from the resource person • use digital devices/print media to capture devotional activities for discussion and performance (recite/sing/sign/dance) • compose and recite their own unique devotional poem for self-reflection • participate in activities that focus on faith and trust towards each other while practising Bhakti Yog. 	<ol style="list-style-type: none"> 1. Why is devotion important in our lives? 2. How can we use the key elements of Bhakti Yog to strengthen devotion?



Core Competencies to be developed:

- Self-efficacy: as the learners design and present a poster/chart/tactile illustration of their findings from the resource person.
- Digital Literacy: as the learners develop the creating with technology skills to effectively accomplish tasks as they use digital devices/print media to capture devotional activities for discussion and performance (recite/sing/dance).
- Creativity and Imagination: as learners compose and recite their own, unique devotional poems.

Values:

- Respect and Peace: will be enhanced as the learners participate in activities that focus on faith and trust towards each other while practising Bhakti Yog.

Pertinent and Contemporary Issues (PCI's):

- Social Cohesion: will be enhanced as the learners participate in activities that focus on faith and trust towards each other while practising Bhakti Yog.
- Self-Management Skills: will be acquired as the learner composes and recites their own, unique devotional poem.

Link to other Subjects:

- CRE & IRE: as learners interact with devotional activities.
- Home Science and Health Education: as learners adopt devotional practices that have health benefits.
- Performing Arts: as learners recite/ sing/ sign/dance through devotional practices.
- Visual Arts: as learners design and present a poster/chart on their findings.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the elements of Bhakti Yog as per the four faiths for deeper understanding	Systematically and comprehensively describes the elements of Bhakti Yog as per the four faiths.	Systematically describes the elements of Bhakti Yog as per the four faiths.	Systematically describes some of the elements of Bhakti Yog as per the four faiths.	With support correctly describes some of the elements of Bhakti Yog as per the four faiths.
Ability to practice the elements of Bhakti Yog for spiritual growth	Precisely and consistently practices the elements of Bhakti Yog.	Precisely practices the elements of Bhakti Yog.	Precisely practices some of the elements of Bhakti Yog	With support practises some of the elements of Bhakti Yog.



STRAND 6.0: RITES OF PASSAGE (*SANSKAARS*)

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0. Rites of Passage (<i>Sanskaars</i>)	6.1. Religious Ceremonies (12 lessons)	By the end of the sub-strand, the learner should be able to: a) examine the religious ceremonies performed in the four faiths b) interpret the significance of the religious ceremonies for social cohesion c) participate in the religious ceremonies for social cohesion d) advocate for the practice of religious ceremonies for cultural preservation.	The learner is guided to: <ul style="list-style-type: none"> use different digital devices/ digital devices with assistive software for learners with special needs /print media to explore the following religious ceremonies in Sanatan/Vedic: <ul style="list-style-type: none"> Birth Ceremony (<i>Jatkaram</i>) Naming Ceremony (<i>Naamkaran</i>) Sikh - Naming ceremony tying the turban (<i>dastar bandhan</i>) watch/listen to audio-visual clips or visit places of worship accompanied by elders/parents/guardians to gather more information on religious ceremonies in the four faiths from a resource 	<ol style="list-style-type: none"> Why are the religious ceremonies significant in modern society? How do religious ceremonies contribute to the purification of the mind, body and soul?



			<p>person (priest/community management)</p> <ul style="list-style-type: none"> ● make a video/participate in making an audio-visual clip on the religious ceremonies which can be shown in class ● write an essay for peer review on the traditions of religious ceremonies ● sing/sign/listen to the songs/hymns/verses related to religious ceremonies. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: as the learners write an essay for peer review on the traditions of religious ceremonies. ● Digital Literacy: ‘interacting with technology skills’ as learners research using different digital devices/ digital devices with assistive software for learners with special needs /print media to explore the religious ceremonies. ● Citizenship: active communication skills will be enhanced as learners participate in making a video/participate in making an audio-visual clip on the religious ceremonies. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity and Responsibility: will be realised as learners make a video/participate in making an audio-visual clip on the religious ceremonies which can be shown in class. 				
<p>Pertinent and Contemporary Issues (PCI’s):</p> <ul style="list-style-type: none"> ● Social Cohesion: as learners watch/listen to audio-visual clips or visit places of worship accompanied by elders/parents/guardians to gather more information on religious ceremonies from a resource person (priest/community management). 				



- Parental Engagement: as the learners visit places of worship accompanied by elders/parents/guardians to gather more information on religious ceremonies from a resource person (priest/community management).

Link to other Subjects:

- English: as learners interact with new terminologies.
- Performing Arts: sing/sign/listen to the songs/hymns/verses related to religious ceremonies.
- Social Studies, Life Skills Education, CRE and IRE: through socio-cultural practices.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the religious ceremonies in the four faiths.	Confidently and consistently examines the religious ceremonies.	Confidently examines the religious ceremonies.	Confidently examines some of the religious ceremonies.	With guidance, examines some of the religious ceremonies.
Ability to interpret the significance of the religious ceremonies for social cohesion	Accurately and explicitly interprets the significance of the religious ceremonies.	Accurately interprets the significance of the religious ceremonies.	Partially interprets the significance of the religious ceremonies.	With help, partially interprets the significance of the religious ceremonies.



COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience, and learn from the community. CSL is expected to benefit the learner, the school, and the local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners in Grade 7 will be expected to participate in only one CSL class activity. The activity will allow learners to practise the CSL project skills covered under LSE. This activity will be undertaken in groups for purposes of learning. Learners will be expected to apply knowledge and skills on the steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning approach will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners to execute a simple school-based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways, and tools to collect the data. They will also learn to analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes, etc.
- iii) **Citizenship:** Learners will explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project, as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.



Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCIs provided in the various subjects in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solutions to the identified problem, e) share the findings with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on issues/pertinent and contemporary issues in their school that need attention • choose a PCI that needs immediate attention and explain why • discuss possible solutions to the identified issue • propose the most appropriate solution to the problem • discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) • develop tools for collecting the information/data • identify resources they need for the activity • collect the information/data using various means • develop various reporting documents on their findings 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging



		<ul style="list-style-type: none"> • use the developed tools to report on their findings • implement project • collect feedback from peers and the school community regarding the CSL activity • share the report on activity through various media to peers and the school community • discuss the strengths and weaknesses of the implemented project and lessons learnt • reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community. 	
--	--	---	--

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed.	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.



The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities, and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them.	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.
Ability to share findings with relevant actors.	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, but lacks the necessary details.
The ability to reflect on own learning and relevance of the activity.	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Scriptures	Sanatan/Vedic scriptures	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of artwork Audio//Video recordings' presentation	Resource persons Digital media Library Magazines Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances



Principles of Dharma	Principles of Sanatan/Vedic Dharma	Self and peer review Oral questioning Projects Portfolio Observations Written work Presentations of games	Parents as resource persons Library Magazines Scriptural stories Tactile illustrations	Visiting to places of worship Visiting animal shelter Visiting elderly homes Visiting orphanages Dramatization
Religious Practices	Buddhist Practices	Oral questioning Projects Portfolio Observations Written work Quiz Presentation of tabulated work Photograph presentations Self and peer review	Digital devices Resource persons Library Tactile illustrations Magazines	Visiting to places of worship Photographing Recording videos



	Places of worship	<p>Oral questioning Projects Portfolio Observations Written work Self and peer review Quiz Photograph presentations Artwork presentations</p>	<p>Tactile illustrations Resource persons Digital devices Library</p>	<p>Visit to places of worship (Vihara) Singing and reciting Mantras</p>
Yog	Concepts of Yog	<p>Oral questioning Projects Portfolio Observations Self and peer review Written work Quiz Presentations Creative writing</p>	<p>Resource persons Digital devices Library Tactile illustrations</p>	<p>Visit to charity organisations and sites</p>



	Bhakti Yog (Devotion)	Oral questioning Projects Portfolio Observations Written work Self and peer review Quiz Posters/charts Presentations Creative writing (poem)	Resource persons Digital devices Library Tactile illustrations	Visiting community centres and places of worship Engagement in devotional activities
Rites of Passages (Samskars)	Sanatan/Vedic Samskars	Self and Peer review Video presentation projects Essay writing Oral questioning Portfolio Observations Written work Quiz Posters/charts	Curated written material Digital devices Print material Resource persons: elders, guardians, parents, priests, community management Tactile illustrations	Visiting places of worship Visiting community centres Singing hymns/verses/songs

