



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION ACTIVITIES

GRADE 1, 2 & 3



First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, 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, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

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

Thank you.

HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION



PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also 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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

DR. BELIO R. KIPSANG, 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 and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

PROF. CHARLES O. ONG'ONDO, PhD., MBS.
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.



LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- Use verbal and or non-verbal cues to convey information in varied contexts.
- Demonstrate mastery of number concepts to solve problems in day to day life.
- Use appropriate social skills, moral and religious values to positively impact the society.
- Develop individual talents and interests for self-efficacy.
- Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- Devise innovative strategies for environmental conservation and sustainability.
- Apply digital literacy skills for learning and enjoyment.
- Appreciate the country's rich and diverse cultural heritage for harmonious living.



HINDU RELIGIOUS EDUCATION ACTIVITIES GRADE 1



ESSENCE STATEMENT

Hindu Religious Education (HRE) offers an opportunity to learn about Hinduism, Sanatan Dharma, Jainism, Buddhism, and Sikhism. While religious knowledge is often acquired early in life from family and community, HRE provides a formal setting to nurture faith in Paramatma (God), self-awareness, personal obligations, and duty to the immediate environment. HRE in Lower Primary will be delivered through a combination of formal, non-formal, and informal approaches, making learning enjoyable for students.

The curriculum instils moral values and good social habits, preparing students to be effective individuals, contributing members of their communities, and responsible citizens. HRE goes beyond academics, promoting physical, mental, emotional, and spiritual growth. It empowers students to develop their own beliefs while appreciating the diverse beliefs of others.

The HRE curriculum integrates pertinent and contemporary societal issues, ensuring students acquire the competencies outlined in the Basic Education Curriculum Framework. Hindu Religious Education emphasises ethical values that foster optimism, respect for others, and a positive outlook on life for oneself and others.

GENERAL LEARNING OUTCOMES FOR HINDU RELIGIOUS EDUCATION:

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

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally,
2. Show reverence and adoration for Enlightened Beings as guides for a healthy and harmonious life,
3. Acknowledge the divinity of the Scriptures for respect and appropriate handling,
4. Demonstrate basic rituals to strengthen their faith, self-efficacy, and self-esteem,
5. Practise Sadachaar ethically and morally to care for self and others for sustainable living,
6. Perform simple age-appropriate Yoga exercises for holistic well-being and enjoyment,
7. Appreciate the creation of Paramatma by demonstrating care for themselves, others, and the environment.



SUMMARY OF STRANDS AND SUB-STRANDS

S/N	Strand	Sub-Strand	No. of lessons
1.	1.0 Creation	1.1 Myself and my neighbours	7
		1.2 Panchmahabhoot	7
2.	2.0 Manifestations of Paramatma	2.1 Enlightened Beings	6
		2.2 Other names of Paramatma	7
3.	3.0 Scriptures	3.1 Basic Concepts	5
		3.2 Handling of Scriptures	5
		3.3 Moral Stories	4
4.	4.0 Worship	4.1 Protocols of Worship	4
		4.2 Places of Worship	5
		4.3 Religious Festivals	6
5.	5.0 Sadachaar	5.1 General Etiquette	5
		5.2 Stories on Etiquettes	6
		5.3 Sharing	5
6.	6.0 Yoga	6.1 Basic Concepts of Yoga	6
		6.2 Prerequisites of Yoga	6
		6.3 Pranayamas and Asanas	6
		Total number of lessons	90



STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.1 Myself and my neighbours (7 lessons) <ul style="list-style-type: none"> • <i>Role of neighbours</i> • <i>Role of learners</i> • <i>Role of parents</i> • <i>Role of teachers.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) mention positive experiences with their neighbours for safety, b) express the qualities of a good neighbour for self-efficacy, c) appreciate the qualities of a good neighbour for harmonious coexistence. 	The learner is guided to: <ul style="list-style-type: none"> • listen/watch short stories highlighting the roles of a neighbour, • give the names of their immediate neighbours and mention what they like about them, • share with peers the activities their family carries out together with their neighbours, • watch a video clip / listen to a resource person and discuss the qualities of a good neighbour, • watch videos about having a safe neighbourhood, • discuss cases of right and wrong behaviours among their peers and in the neighbourhood, 	Why are neighbours important in our life?



			<ul style="list-style-type: none"> ask their parents/ guardians to help them identify ways to relate with both their peers and adult neighbours. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Communication: learner develops listening skills when watching and listening to short stories about the roles of a neighbour, develops speaking skills as they share with their peers the activities their family carries out together with the neighbours. Digital literacy: learner develops the skill of connecting using technology when watches and listens to short stories about the roles of a neighbour. 				
Values: Respect: learner enhances human dignity while discussing cases of right and wrong behaviours towards their peers in their neighbourhoods, ask their parents/ guardians to help them relate with both their peers and adult neighbours.				
Pertinent and Contemporary Issues (PCIs): Citizenship: learner becomes aware of child rights when shares knowledge about the right and wrong behaviour towards peers and the neighbours.				
Link to other subjects: The learner can link the learning of good and bad behaviour towards peers and adults in the neighbourhood to learning about good etiquette and the use of polite words in English Language Activities.				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention positive experiences with their neighbours for safety.	The learner mentions positive experiences with their neighbours, giving examples.	The learner mentions positive experiences with their neighbours.	The learner mentions positive experiences with their neighbours with omissions.	The learner mentions positive experiences with their neighbours only when prompted.
Ability to express qualities of a good neighbour for self-efficacy.	The learner expresses the qualities of a good neighbour and models them.	The learner expresses the qualities of a good neighbour.	The learner expresses some of the qualities of a good neighbour.	The learner expresses some of the qualities of a good neighbour when motivated.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.2 Panchmahabhoot (7 lessons) <ul style="list-style-type: none"> <i>Agni</i> (Fire) 	By the end of the sub-strand the learner should be able to: a) state <i>Agni</i> (fire) as a source of energy in creation as a gift from Paramatma, b) practise safe forms of <i>Agni</i> for harmony with nature, c) appreciate the Sun (<i>Surya</i>) the source of <i>Agni</i> as fuel for life.	The learner is guided to: <ul style="list-style-type: none"> prepare a chart showing the ways <i>Agni</i> is used at home and in places of worship, listen to a resource person/ watch a video clip describing <i>Agni</i> and the importance of <i>Agni</i> in life, visit places of worship to collect information on the ways <i>Agni</i> is used in worship and present findings in class, practise safe and age-appropriate use of <i>Agni</i> at home/school, research from parents the appropriate uses of various forms of <i>Agni</i> and present the findings in class, assist peers with special needs to understand the advantages and disadvantages of <i>Agni</i>. 	Why is <i>Agni</i> important in our lives?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication: learner enhances listening skills when listening to and watching a video clip; and interacts with a resource person describing <i>Agni</i> and the importance of <i>Agni</i> in life. Digital Literacy: learner interacts with digital technology when watching and listening to a video clip describing <i>Agni</i> and the importance of <i>Agni</i> in life. 				



Values:

Responsibility: learner exhibits diligence when visiting places of worship to collect information on the ways *Agni* is used in worship, and shares findings in class.

Pertinent and Contemporary Issues (PCIs):

Health Issues: learner is exposed to preventive measures when practising safe and age-appropriate use of *Agni* at home/school.

Link to other subjects:

Learner can relate to preventive measures while practising safe and age-appropriate use of *Agni* at home/school to the skills of preventive measures learnt in Environmental Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state <i>Agni</i> (fire) as a source of energy in creation.	The learner states <i>Agni</i> (fire) as a source of energy in creation giving examples.	The learner states <i>Agni</i> (fire) as a source of energy in creation.	The learner states <i>Agni</i> (fire) as a source of energy in creation with minor omissions.	The learner states <i>Agni</i> (fire) as a source of energy in creation with major omissions.
Ability to employ safe forms of <i>Agni</i> .	The learner employs safe forms of <i>Agni</i> taking necessary precautions.	The learner employs safe forms of <i>Agni</i> .	The learner employs safe forms of <i>Agni</i> missing out on some precautions.	The learner employs safe forms of <i>Agni</i> only with close monitoring.



STRAND 2.0: MANIFESTATION OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings (6 lessons) <ul style="list-style-type: none"> • <i>Shri Ram</i> • <i>Shri Krishna</i> • <i>Lord Mahavir</i> • <i>Lord Buddha</i> • <i>Sri Guru Nanak Dev Ji</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list the main qualities of the Enlightened Beings for reverence, b) relate the Enlightened Beings with their contributions to the society for social cohesion, c) desire to emulate the qualities of the Enlightened Beings in their lives for inspiration. 	The learner is guided to: <ul style="list-style-type: none"> • identify the selected Enlightened Beings using flashcards/pictures, • use a digital device/parent's input to research the qualities of the selected Enlightened Beings and presents the findings in class, • prepare a table to match the Enlightened beings with their contributions to the society, • identify health-related issues that children are facing and how contributions of Enlightened Beings are used to mitigate them, • colour the images of the Enlightened Beings and create a portfolio, • assist peers with special needs in painting and coloring images of Enlightened Beings. 	How does learning about Enlightened Beings influence your life?

**Core Competencies to be developed:**

- Collaboration: learner enhances teamwork while using a digital device to research the qualities of the selected Enlightened Beings.
- Creativity: learner explores new ideas while preparing a table to match the Enlightened Beings with their contributions to society.

Values:

Responsibility: learner develops self-drive when colouring the images of the Enlightened Beings and creates a portfolio.

Pertinent and Contemporary Issues (PCIs):

Health Issues: learner is sensitised on preventive health measures when identifying health-related issues children face, and how contributions of Enlightened Beings are used to mitigate them.

Link to other subjects:

Learner can relate the skills of coloring when colouring the images of the Enlightened Beings and creates a portfolio to creative skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Manifestations of Paramatma	2.2 Other names of Paramatma (7 lessons) <ul style="list-style-type: none"> • <i>Parvati Maa</i> • <i>Lakshmi Maa</i> • <i>Shri Ganesh</i> • <i>Sarswati Maa</i> • <i>Durga Maa</i> • <i>Shabad Guru</i> 	By the end of sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list the names of the <i>Devis/Devtas</i> for familiarisation, b) identify the murtis of <i>Devis/Devtas</i> for self-efficacy, c) acknowledge the listed <i>Devis/Devtas</i> as manifestations of Paramatma for strengthening their faith. 	The learner is guided to: <ul style="list-style-type: none"> • write down the names of Paramatma flashed on large cards in class, • watch a prescribed video clip safely on the <i>murtis</i> of selected <i>Devis/Devtas</i>, • match the <i>murtis</i> to the names of Paramatma on a table with peers, • colour images of <i>murtis</i> and display in class, • ask parents to tell them the roles of <i>Devis/Devtas</i> and presents the findings in class, • role-play some events from the lives of <i>Devis/Devtas</i>, • assist peers with special needs in painting and coloring images of <i>Devis/Devtas</i>. 	Why are <i>murtis</i> important in worship?

**Core Competencies to be developed:**

- **Communication:** learner will enhance speaking skills when asking parents to tell them the roles of *murti* in line with the listed *Devis/Devatas* and presents the findings in class.
- **Digital Literacy:** learner develops the skills of interacting with technology when watching a video clip on the murtis of selected *Devis/Devatas*.
- **Creativity:** learner develops the skills of communication and self-expression when colouring the images of murtis and displays in class.

Values:

Respect: learner shows open-mindedness when asking parents to tell them the roles of murti in line with the *Devis/ Devatas*.

Pertinent and Contemporary Issues (PCIs):

Socio-economic issues: learner observes safety and security when watching a prescribed video clip on the *murtis* of selected *Devis/Devatas*.

Link to other subjects:

Learner can relate to the skills of coloring when colouring the images of murtis and displays them in class to the creative skills learnt in Creative Activities.



SUGGESTED ASSESSMENT RUBRIC

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list six names of the selected <i>Devis/Devtas</i> .	The learner lists all six names of the selected <i>Devis/Devtas</i> correctly with their specific roles.	The learner lists all six names of the selected <i>Devis/Devtas</i> .	The learner lists four to five of the names of the selected <i>Devis/Devtas</i> .	The learner lists less than four of the names of the selected <i>Devis/Devtas</i> with help.
Ability to list the main qualities of the Enlightened Beings.	The learner lists the main qualities of the Enlightened Beings, citing relevant examples.	The learner lists the main qualities of the Enlightened Beings.	The learner lists the main qualities of the Enlightened Beings with minor omissions.	The learner lists the main qualities of the Enlightened Beings with major omissions.
Ability to relate the Enlightened Beings with their contributions.	The learner relates the Enlightened Beings with their contributions with precision.	The learner relates the Enlightened Beings with their contributions.	The learner relates the Enlightened Beings with some of their contributions.	The learner relates the Enlightened Beings with contributions with mix-ups.



STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.1Basic Concepts (5 lessons) <ul style="list-style-type: none"> • <i>Ramayana</i> • <i>Bhagwad Gita</i> 	By the end of the sub-strand, the learner should be able to: a) list basic concepts from each of the two Scriptures listed for memorisation, b) narrate stories on basic concepts from the two Scriptures for righteous living, c) appreciate the Scriptures as sources of inspiration.	The learner is guided to: <ul style="list-style-type: none"> • listen to a discourse from a resource person on the basic concepts in the Scriptures, • discuss with peers the basic concepts of the Scriptures <i>Ramayana</i> and <i>Bhagwad Gita</i>, • list the concepts of <i>Ramayana</i> and <i>Bhagwad Gita</i> and present them to the class, • make presentations depicting the inspirations they acquire from the Scriptures <i>Ramayana</i> and <i>Bhagwad Gita</i>. • visit places of worship to learn about the significance of the <i>Ramayana</i> and <i>Bhagwad Gita</i> from a resource person. • role-play on short stories from <i>Ramayana</i> and <i>Bhagwad Gita</i> on the annual function day. 	What is the role of the Scriptures in our daily living?



			<ul style="list-style-type: none"> assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Ramayana</i> and <i>Bhagwad Gita</i> in their class. 	
Core Competencies to be developed: Communication: learner enhances listening skills when listening to a discourse from a resource person on the basic concepts in <i>Ramayana and Bhagwad Gita</i> , develops speaking skills as they discuss with peers the basic concepts of the <i>Ramayana</i> and <i>Bhagavad Gita</i> , and makes presentations depicting inspiration they acquire from <i>Ramayana and Bhagwad Gita</i> .				
Values: Respect: learner demonstrates acceptance when visiting places of worship to learn about the significance of the <i>Ramayana</i> and <i>Bhagavad Gita</i> from a resource person.				
Pertinent and Contemporary Issues (PCIs): Citizenship: Learner practises social cohesion while assisting learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Ramayana</i> and <i>Bhagwad Gita</i> in their class.				
Link to other subjects: Learner can relate the skills while making presentations depicting the inspiration they acquire from the <i>Ramayana</i> and <i>Bhagwad Gita</i> to the creative skills learnt in Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.2 Handling of Scriptures (5 lessons) <ul style="list-style-type: none"> • <i>Ramayana</i> • <i>Bhagwad Gita</i> 	By the end of sub-strand the learner should be able to: a) mention the key protocols in handling the Scriptures for self-drive, b) interpret the appropriate handling of Scriptures for reverence, c) acknowledge appropriate handling of all Scriptures for respect and veneration.	The learner is guided to: <ul style="list-style-type: none"> • ask parents/guardians/ a resource person to explain/demonstrate the protocols for handling the Scriptures at home and in places of worship, • watch/listen to a video clip on how the Scriptures are handled in different situations of use, • demonstrate in class the protocols for handling the Scriptures using prototypes, • engage their parent/ guardian to take a video on handling the Scriptures appropriately in specific situations, • discuss with peers' relevant reasons for handling the Scriptures appropriately, • practise the recitation of hymns that are part of the protocols while handling the Scriptures, 	What makes the handling of the Scriptures different from other reading materials?



			<ul style="list-style-type: none"> assist learners with special needs as per their abilities through peer teaching recitation of hymns and handling of the Scriptures. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Communication: learner will enhance listening skills when listening/watching a video clip on handling the Scriptures in different situations of use and develop speaking skills as they discuss with peers relevant reasons for handling the Scriptures. Learning to Learn: learner develops the skill of sharing learnt knowledge while discussing with peers' reasons for handling the Scriptures appropriately. 				
Values: <ul style="list-style-type: none"> Respect: learner exhibits open-mindedness when discussing in class the protocols on how the Scriptures are handled. Responsibility: learner observes accountability when demonstrating in class the protocols on how the Scriptures are handled using prototypes. 				
Pertinent and Contemporary Issues (PCIs): Health issues: learner observes preventive health when displaying the protocols on how the Scriptures are handled using prototypes.				
Link to other subjects: Learner can relate to the skills while practicing the recitation of hymns that are part of the protocols in handling the Scriptures, to the creativity skills learnt in Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S))
3.0 Scriptures	3.3 Moral Stories (4 lessons) <ul style="list-style-type: none"> ● <i>Ramayana</i> and <i>Bhagwad Gita</i> 	By the end of the sub-strand, the learner should be able to: a) identify short stories on morals from the Scriptures for character formation, b) narrate short stories on moral teachings from the listed Scriptures for ethical living, c) desire to embrace stories with morals from the Scriptures as sources of guidance and inspiration.	The learner is guided to: <ul style="list-style-type: none"> ● read selected age-appropriate short stories on morals from the Scriptures, ● listen to short stories from the listed Scriptures on morals by a resource person /from digital devices, ● retell the short stories they have either read or listened to from their parents/guardians, ● narrate and point out the lessons they learn from the short stories, ● role-plays the stories to practise morals learnt from the listed Scriptures, ● practise sharing and caring in pairs to exchange appropriate items used in school in an ethical manner, ● discuss the lessons they can draw from the moral stories 	1. Why is it important to learn about moral stories? 2. How are stories from the Scriptures useful in character building?



			<p>relating to their daily life in the family and in the community,</p> <ul style="list-style-type: none"> • assist learners with special needs as per their abilities through peer teaching to make them understand the lessons that can be drawn from the moral stories in the Scriptures. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: learner will enhance listening skills when listening to short moral stories from the Scriptures by a resource person /from digital devices develop speaking skills as they role-play the moral stories from the listed Scriptures. • Self-efficacy: the learner will enhance self-confidence when narrating, and role-playing the moral stories from the listed Scriptures. 				
<p>Values:</p> <p>Peace: learner shows empathy when role-playing the stories to practise morals learnt from the listed Scriptures.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Citizenship: learner enhances leadership and good governance when narrating/practising and points out the lessons they learn from the short stories.</p>				
<p>Link to other subjects:</p> <p>Learner can relate to the skills while role-playing the stories to practise morals learnt from the listed Scriptures to the creativity skills learnt in Creative Activities.</p>				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to narrate short stories on moral teachings from the two listed Scriptures.	The learner narrates short stories on moral teachings, citing relevant examples.	The learner narrates short stories on moral teachings.	The learner narrates short stories on moral teachings with minor omissions.	The learner narrates short stories on moral teachings with major omissions.
Ability to mention the key protocols for handling the Scriptures.	The learner mentions the key protocols for handling the Scriptures, guiding peers on appropriate handling.	The learner mentions the key protocols for handling the Scriptures.	The learner mentions the key protocols for handling the Scriptures with minor omissions.	The learner mentions the key protocols for handling the Scriptures with major omissions.
Ability to list basic concepts from each of the two Scriptures.	The learner lists basic concepts from each of the two Scriptures, citing relevant verses from the Scriptures.	The learner lists basic concepts from each of the two Scriptures.	The learner lists some of the basic concepts from each of the two Scriptures.	The learner lists some of the basic concepts from each of the two Scriptures only when prompted.



STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S))
4.0 Worship	4.1 Protocols of Worship (4 lessons) <ul style="list-style-type: none"> • <i>Gayatri Mantra</i> • <i>Navkar Mantra</i> • <i>Buddha Mantra (Namakkara)</i> • <i>Mool Mantar</i> 	By the end of the sub-strand, the learner should be able to: a) identify the four basic mantras from each of the four faiths for understanding, b) recite the four basic mantras from the four faiths enhancing devotional practise, c) appreciate the recitation of the four mantras for spiritual well-being.	The learner is guided to: <ul style="list-style-type: none"> • watch/listen to the reciting or chanting of the four basic mantras in their correct intonations from the four faiths, • list the selected mantras from the four faiths, • practise the reciting of the four mantras in turns using appropriate musical instruments in class/school assembly, • discuss with peers the importance of basic mantras in the devotee's life, • ask parents/guardians/resource persons the meaning and role of selected basic mantras in the life of devotees, • visit places of worship in the company of a 	<ol style="list-style-type: none"> 1. Why is reciting mantras important in someone's faith? 2. What do you learn from reciting the basic mantras?



			parent/guardian/teacher to learn about the importance of reciting mantras, ● assist learners with special needs as per their abilities to understand the importance of reciting mantras through peer teaching.	
Core Competencies to be developed: Creativity and Imagination: learner develops flexibility when reciting mantras in turns, using appropriate musical instruments in class.				
Values: Respect: learner develops patience when watching and listening to the reciting or chanting of the basic mantras.				
Pertinent and Contemporary Issues (PCIs): Life Skills: learner exhibits developmental perspective when asking parents/guardians/resource persons the meaning and role of selected basic mantras in the life of devotees.				
Link to other subjects: Learner can relate to the skills while practising the reciting of the mantras in turns, using appropriate musical instruments in class/school assembly to the creativity skills learnt in Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.2 Places of Worship <ul style="list-style-type: none"> ● <i>Sanatan Mandir</i> ● <i>Derasar (Jains)</i> ● <i>Vihaar (Buddhists)</i> ● <i>Gurdwara (Sikhs)</i> (5 lessons) 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name the features of places of worship for familiarisation, b) illustrate the features of the places of worship from the four faiths, c) acknowledge the importance of features at all places of worship. 	The learner is guided to: <ul style="list-style-type: none"> ● visit the places of worship in the company of a parent/guardian/resource person, to observe the main features found there, ● take notes/videos/photos of the observed features, ● prepare a portfolio that matches the features observed during the visit and their respective names and faiths, ● draw selected features and present them in class, ● discuss the basic use of the features found at the places of worship, ● assist learners with special needs as per their abilities through peer teaching to understand the importance of features found at places of worship. 	<ol style="list-style-type: none"> 1. Why is it important to have places of worship? 2. Why are the features of various places of worship important?

**Core Competencies to be developed:**

- **Citizenship:** learner develops active community life when visiting the places of worship to observe the main features.
- **Self-efficacy:** learner enhances research skills when visiting the places of worship to see the main features and take notes of the observed features.

Values:

- **Respect:** learner demonstrates acceptance of other faiths when visiting the places of worship to see the main features.
- **Integrity:** learner portrays fairness when preparing a portfolio that matches the features observed during the visit.

Pertinent and Contemporary Issues (PCIs):

Life Skills: learner is assisted in their developmental perspective when preparing a portfolio that matches the features observed during the visit.

Link to other subjects:

Learner can relate the skill of taking notes/videos/photos of the observed features to the creative skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.3 Religious Festivals (6 lessons) <ul style="list-style-type: none"> ● <i>Dushera</i> ● <i>Diwali</i> ● <i>Bandi Chhor Diwas</i> ● <i>Ganesh Chaturthi</i> 	By the end of the sub-strand, the learner should be able to: a) name four religious festivals from the faiths for recognition, b) practise appropriate greetings for the different festivals of the four faiths, c) appreciate the role of religious festivals for social cohesion.	The learner is guided to: <ul style="list-style-type: none"> ● refer to appropriate resource material (learners' book, digital device) to read about the four religious festivals, ● use digital devices to gather information on the selected religious festivals from the four faiths, ● visit places of worship and interact with a resource person to get additional information about celebration of the selected religious festivals, ● role-play the appropriate greetings/events from the history of the festivals, ● watch a video clip showing the rituals performed during festivals in the four faiths, ● observe safety measures during the celebration of festivals e.g on Diwali while dealing with 	How do you enjoy celebrating a religious festival?



			firecrackers and lighting oil lamps, ● sensitise their peers with special needs about the safety measures to be observed during the celebration of festivals.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: learner will enhance teamwork skills when role-playing the appropriate greetings/events from the history of the festivals. ● Learning to Learn: learner carries out research/investigations when visiting places of worship and interacts with a resource person to learn about the religious festivals. 				
Values: <ul style="list-style-type: none"> ● Social Justice: learner advocates for freedom when visiting places of worship and interacts with a resource person to get additional information about celebration of the religious festivals. ● Responsibility: learner portrays diligence while referring to appropriate resource material (learners' book, digital device) to read about the religious festivals. 				
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: learner exhibits safety measures during the celebration of festivals e.g on Diwali while dealing with firecrackers and lighting oil lamps.				
Link to other subjects: Learner can relate to the skill of role-playing the appropriate greetings/events from the history of the festivals to the creative skills learnt in Creative Activities.				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the four religious festivals from the four faiths.	The learner names four religious festivals from the four faiths correctly and confidently.	The learner names the four selected religious festivals from the four faiths correctly.	The learner names two to three of the selected religious festivals from the four faiths.	The learner names less than two of the selected religious festivals from the four faiths.
Ability to identify the four selected basic mantras from each of the four faiths.	The learner identifies all the selected basic mantras from each of the four faiths and chants them.	The learner identifies all the four selected basic mantras from the four faiths.	The learner identifies two to three of the selected basic mantras from the four faiths.	The learner identifies less than two of the selected basic mantras from the four faiths.
Ability to recite the basic mantras from the four faiths.	The learner recites the basic mantras from the four faiths with correct intonations.	The learner recites the basic mantras from the four faiths correctly.	The learner recites the basic mantras from the four faiths with minor mix-ups.	The learner recites the basic mantras from the four faiths with major mix-ups.
Ability to illustrate the features of the places of worship from the four faiths.	The learner illustrates the features of the places of worship and explains their uses.	The learner illustrates the features of the places of worship.	The learner illustrates some of the features of the places of worship.	The learner illustrates some of the features of the places of worship when prompted.



STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5.0 Sadachaar	5.1 General Etiquette (5 lessons) <ul style="list-style-type: none"> • <i>at home</i> • <i>at school</i> • <i>keeping safe</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify general etiquettes observed at home/school, demonstrate general etiquette in different situations at home/school, identify siren sounds made by special vehicles in the immediate environment to keep safe, appreciate the role of general etiquette for harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the common terms of general etiquette, • sing songs that are used to encourage the practise of general etiquette in their homes and school, • write short sentences carrying the terms of general etiquette applying to home and the school environment, • role-play the general etiquette applicable both at home and at home, • watch video clips/listen to KICD radio programs/on the general etiquette as can apply at home and school, • discuss the benefits of observing general etiquette both at home and at school, • listen carefully to the siren sounds made by special vehicles such as ambulances, fire brigade, and police vehicles, • role-play with toys using special vehicles and their peculiar sounds, 	Why is it important to observe general etiquette?



			<ul style="list-style-type: none"> • observe and practise general etiquette with their special needs classmates, • assist their peers with special needs about the benefits of observing general etiquette both at home and school. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication: learner develops writing skills when writing short sentences on general etiquette. • Citizenship: learner develops social and civic skills when role-playing the general etiquette applicable both at home and at school. 				
Values: Respect: learner acquires humility when role-playing the general etiquette applicable both at home and at school.				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Road safety: learner promotes self-awareness on sounds made by special vehicles when listening carefully to the sire sounds made by special vehicles such as ambulances, fire brigades, and police vehicles. • Life Skills: learner is assisted in developmental perspective while discussing the benefits of observing general etiquette both at home and at school. 				
Link to other subjects: <ul style="list-style-type: none"> • Learner can relate to the skill of singing songs used to encourage the practise of general etiquette in their homes and school to the creative skills learnt in Creative Activities. • Learner can relate the skill of writing short sentences on general etiquette to the writing skills learnt in English Language Activities. 				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5.0 Sadachaar	5.2 Stories on Etiquettes (6 lessons) <ul style="list-style-type: none"> • <i>The Golden Goose Jataka Tale</i> • <i>Story of Nandshankar and sadhus</i> • <i>Story goat and the wall</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) re-tell moral stories on etiquettes for character formation, b) choose selected scenes from moral stories that convey etiquette, c) acknowledge moral stories as a good source for learning good behaviour. 	The learner is guided to: <ul style="list-style-type: none"> • refer to appropriate resource material (learners' book, digital device) to read the selected short stories on etiquettes from the four faiths, • use digital devices to watch clips of the selected short stories on etiquettes, • narrate stories with morals on etiquette to the peers, • prepare a skit based on the selected short stories on etiquette, • role-play scenes from identified moral stories, pick out the etiquette displayed, and make a list to present in class, • research more moral stories and share them in class, 	What role do moral stories play in one's life?



			<ul style="list-style-type: none"> engage peers with special needs according to their abilities while role-playing moral stories. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: learner develops the skill of interacting with technology while using digital devices to watch clips of the selected short stories on etiquette. Learning to Learn: learner develops the skill of self-drive when referring to appropriate resource material (learners' book, digital device) to read the selected short stories on etiquette. 				
Values: Responsibility: learner practises self-drive when referring to appropriate resource material (learners' book, digital device) to read the selected short stories.				
Pertinent and Contemporary Issues (PCIs): Life Skill: learner addresses developmental perspective when narrating stories with morals on etiquette to the peers.				
Link to other subjects: Learner can relate to the skill of learning new names and other vocabulary when referring and using appropriate resource material (learners' book, digital device) to read the selected short stories on etiquette from the four faiths to the reading and writing skills learnt in English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5.0 Sadachaar	5.2 Sharing (5 lessons) <ul style="list-style-type: none"> ● <i>Meals</i> ● <i>Stationary items</i> ● <i>Exchanging gifts</i> ● <i>Books</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify situations where they can practise Sadachaar by sharing, practise sharing in their environment for social cohesion, appreciate the significance of sharing for spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm situations/occasions where Sadachaar involves sharing, ● watch a video clip on a festival that shows participants sharing meals, gifts, and the company of each other, ● role-play sharing of selected age-appropriate items in class, ● list the benefits of sharing appropriate items at home, in school, and community, ● in the company of a parent/ guardian/teacher participate in community events involving sharing, ● visit an orphanage/ home of the elderly and share their time, resources, and service with the vulnerable groups, accompanied by parents/guardians, ● assist their peers with special needs to participate in activities that are suitable to their abilities during their visit to an orphanage. 	<ol style="list-style-type: none"> 1. Why do we share with others? 2. In how many ways can we practise sharing?

**Core Competencies to be developed:**

Citizenship: learner will enhance active community life when brainstorming with peers and presenting situations/opportunities where Sadachar involves sharing.

Values:

Love: learner practises selflessness when visiting an orphanage/home of the elderly and sharing their time, resources and service with the vulnerable groups, accompanied by parents/ guardians.

Pertinent and Contemporary Issues (PCIs):

Socio-economic Issues: learner develops financial literacy when visiting an orphanage/home of the elderly and shares their time, resources, and service with the vulnerable groups, accompanied by parents/guardians.

Link to other subjects:

Learner can relate the skill of role-playing on sharing of selected age-appropriate items in class to the creative skills learnt in Creative Activities.



SUGGESTED ASSESSMENT RUBRIC

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify situations where they can practise Sadachaar.	The learner identifies situations where they can practise Sadachaar with ease giving relevant examples.	The learner identifies situations where they can practise Sadachaar.	The learner identifies some situations where they can practise Sadachaar.	The learner identifies some situations where they can practise Sadachaar only when prompted.
Ability to implement sharing in their environment.	The learner implements sharing in their environment while encouraging peers to share.	The learner implements sharing in their environment.	The learner implements sharing in their environment partially.	The learner implements sharing in their environment with motivation.
Ability to retell the three selected scenes from moral stories that convey etiquettes.	The learner retells all the three selected scenes from moral stories with precision giving relevant lessons learnt.	The learner retells all the three selected scenes from moral stories correctly.	The learner retells all the three selected scenes from moral stories with minor omissions.	The learner retells all the three selected scenes from moral stories with major omissions.
Ability to identify siren sounds made by special vehicles in the immediate environment for keeping safe.	The learner identifies siren sounds made by special vehicles in the immediate environment with correct intonations.	The learner identifies siren sounds made by special vehicles in the immediate environment correctly.	The learner identifies siren sounds made by special vehicles in the immediate environment with minor mistakes.	The learner identifies siren sounds made by special vehicles in the immediate environment with mix-ups.



STRAND 6.0: YOGA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.1 Basic Concepts of Yoga (6 lessons) <ul style="list-style-type: none"> • <i>Physical (Asanas, Pranayama)</i> • <i>Mental (Meditation, Pranayama)</i> • <i>Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) define Yoga and its three basic concepts for confidence, b) categorise basic concepts of Yoga for peace and harmony, c) appreciate basic concepts in Yoga for enhancing well-being and happiness. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip on each of the basic concepts of Yoga, • brainstorm the differences in the basic concepts of Yoga, • listen to a Yoga expert explaining the basic concepts of Yoga, • colour-selected postures of Yoga, • categorise the basic concepts of Yoga that can help them to inculcate values like unity, respect, and responsibility, • research with the assistance of a parent or guardian the value of Yoga in life, • assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts of Yoga. 	How does Yoga help our physical, and mental well-being?

**Core Competencies to be developed:**

Digital literacy: learner develops the skill of interacting with technology when watching a video clip on each of the basic concepts of Yoga

- *Physical (Asanas, Pranayam)*
- *Mental (Meditation, Pranayam)*
- *Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)).*

Values:

Responsibility: learner acquires excellence when categorising the basic concepts of Yoga.

Pertinent and Contemporary Issues (PCIs):

Health Issues: learner gets solutions on mental health issues when watching a video clip on each of the basic concepts of Yoga.

- *Physical (Asanas, Pranayam)*
- *Mental (Meditation, Pranayam)*
- *Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)).*

Link to other subjects:

Learner can relate the skill of colouring selected postures of Yoga to the creative skills learnt in Creative Activities.



STRAND 6.0 YOGA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.2 Prerequisites of Yoga (6 lessons) <ul style="list-style-type: none"> ● <i>Place of practise</i> ● <i>Diet</i> ● <i>Time</i> ● <i>Appropriate attire</i> ● <i>Attitude towards the practice</i> 	By the end of sub-strand the learner should be able to: <ol style="list-style-type: none"> a) enumerate the prerequisites for Yoga practise for self-efficacy, b) demonstrate the performance of age-appropriate Yoga by observing the prerequisites, c) acknowledge the benefits of practising Yoga for holistic wellness. 	The learner is guided to: <ul style="list-style-type: none"> ● ask parents/ guardians/ resource persons to list the requirements of performing Yoga, ● watch a video clip on the performance of age-appropriate Yoga observing all prerequisites, ● practise age-appropriate Yoga while observing the prerequisites under the supervision of a resource person, ● work with the parent/guardian to create a diary/schedule for performing age-appropriate Yoga practises, ● discuss with peers with special needs in class on how they can enjoy Yoga practise. 	What role does the prerequisites of Yoga play?
Core Competencies to be developed: Creativity and Imagination: learner develops decision-making skills when working with the parent/guardian to create a diary/schedule for performing age-appropriate Yoga practises.				

**Values:**

Responsibility: learner acquires self-drive when performing age-appropriate Yoga while observing the prerequisites under the supervision of a resource person.

Pertinent and Contemporary Issues (PCIs):

Health issues: learner adopts preventive health measures while performing age-appropriate Yoga while observing the prerequisites under the supervision of a resource person.

Link to other subjects:

Learner can relate the skill of creating a diary/schedule while working with the parent/ guardian to create a diary/schedule for performing age-appropriate Yoga practises to the creative skills learnt in Creative activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.3 Pranayamas and Asanas (6 lessons) <ul style="list-style-type: none"> • <i>Anulom Vilom</i> • <i>Kapalbhati</i> • <i>Pranaam Asana</i> (Prayer pose) • <i>Hasta Uthaan Asana</i> (Raised arms pose) 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name four selected basic pranayamas and asanas for enhancing knowledge, b) perform basic pranayamas and asanas for well-being, c) desire to practise pranayama regularly for self-efficacy. 	The learner is guided to: <ul style="list-style-type: none"> • research using a digital device the pranayamas and asanas to present in class, • watch the performance of the Pranayamas and Asanas on a video clip and follow the steps with the guidance of an expert, • practise performing selected pranayamas and asanas under the supervision of a resource person/ instructor, • prepare a schedule with the guidance of a parent/guardian/ resource person to practise the selected pranayama and asanas, • encourage peers with special needs and assist them in performing simple pranayama and asanas. 	Why is it important to perform Pranayamas and Asanas?

**Core Competencies to be developed:**

Digital Literacy: learner develops the skills of interacting and creating with technology to research the pranayamas and asanas using digital devices.

Values:

Integrity: learner observes discipline while performing selected pranayamas and asanas under the supervision of a resource person/instructor.

Pertinent and Contemporary Issues (PCIs):

Life Skills: learner enhances developmental perspective while practising and performing selected pranayamas and asanas under the supervision of a resource person/instructor.

Link to other subjects:

Learner can relate the skill of practicing the performance of selected pranayamas and asanas under the supervision of a resource person/instructor to the creative skills learnt in Creative Activities.



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the four selected basic pranayamas and asanas.	The learner names the four selected basic pranayamas and asanas with relevant demonstrations.	The learner names the four selected basic pranayamas and asanas.	The learner names the three selected basic pranayamas and asanas.	The learner names less than three selected basic pranayamas and asanas.
Ability to define Yoga and its basic concepts.	The learner defines Yoga and its basic concepts in detail giving relevant examples.	The learner defines Yoga and its basic concepts correctly.	The learner defines Yoga and its basic concepts omitting minor details.	The learner defines Yoga and its basic concepts omitting major details.
Ability to categorise the basic concepts of Yoga.	The learner categorises the basic concepts of Yoga correctly and sequentially.	The learner categorises the basic concepts of Yoga correctly.	The learner categorises the basic concepts of Yoga partially.	The learner categorises the basic concepts of Yoga only when prompted.
Ability to enumerate the prerequisites for Yoga practise.	The learner enumerates the prerequisites for Yoga practise systematically.	The learner enumerates the prerequisites for Yoga practise correctly.	The learner enumerates some of the prerequisites for Yoga practise.	The learner enumerates some of the prerequisites for Yoga practise with mix-ups.



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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Creation	Myself as Parmatma's Creation	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Scriptures	Names of Scriptures	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances



Worship	Basic Chants/Mantras	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • skit performances
Sadachaar	General etiquettes	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting to places of worship • Visiting elderly homes • Dramatisation
Yoga	Basic Concepts of Yoga	<ul style="list-style-type: none"> • Oral questioning • Portfolio • Observations • Self and peer review • Quiz 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Library • Tactile illustrations • Yoga Mat 	<ul style="list-style-type: none"> • Visit to charity organisations and sites



HINDU RELIGIOUS EDUCATION ACTIVITIES GRADE 2



ESSENCE STATEMENT

Hindu Religious Education (HRE) offers an opportunity to learn about Hinduism, Sanatan Dharma, Jainism, Buddhism, and Sikhism. While religious knowledge is often acquired early in life from family and community, HRE provides a formal setting to nurture faith in Paramatma (God), self-awareness, personal obligations, and duty to the immediate environment. HRE in Lower Primary will be delivered through a combination of formal, non-formal, and informal approaches, making learning enjoyable for students.

The curriculum instils moral values and good social habits, preparing students to be effective individuals, contributing members of their communities, and responsible citizens. HRE goes beyond academics, promoting physical, mental, emotional, and spiritual growth. It empowers students to develop their own beliefs while appreciating the diverse beliefs of others.

The HRE curriculum integrates pertinent and contemporary societal issues, ensuring students acquire the competencies outlined in the Basic Education Curriculum Framework. Hindu Religious Education emphasises ethical values that foster optimism, respect for others, and a positive outlook on life for oneself and others.

GENERAL LEARNING OUTCOMES FOR HINDU RELIGIOUS EDUCATION:

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

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally,
2. Show reverence and adoration for Enlightened Beings as guides for a healthy and harmonious life,
3. Acknowledge the divinity of the Scriptures for respect and appropriate handling,
4. Demonstrate basic rituals to strengthen their faith, self-efficacy, and self-esteem,
5. Practise Sadachar ethically and morally to care for self and others for sustainable living,
6. Perform simple age-appropriate Yoga exercises for holistic well-being and enjoyment,
7. Appreciate the creation of Paramatma by demonstrating care for themselves, others, and the environment.



SUMMARY OF STRANDS AND SUB-STRANDS

S/N	Strand	Sub-Strand	No. of lessons
7.	7.0 Creation	1.1 Myself and my neighbours	7
		1.2 Panchmahabhoot	7
8.	2.0 Manifestations of Paramatma	2.1 Enlightened Beings	6
		2.2 Other names of Paramatma	7
9.	3.0 Scriptures	3.1 Basic Concepts	5
		3.2 Handling of Scriptures	5
		3.3 Moral Stories	4
10.	4.0 Worship	4.1 Protocols of Worship	4
		4.2 Places of Worship	5
		4.3 Religious Festivals	6
11.	5.0 Sadachaar	5.1 General Etiquette	5
		5.2 Stories on Etiquettes	6
		5.3 Sharing	5
12.	6.0 Yoga	6.1 Basic Concepts of Yoga	6
		6.2 Prerequisites of Yoga	6
		6.3 Pranayamas and Asanas	6
		Total number of lessons	90



STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
1.0 Creation	1.1 Myself and the School Environment (7 lessons) <ul style="list-style-type: none"> ● <i>Gardener</i> ● <i>Cleaner</i> ● <i>Watchman</i> ● <i>Timekeeper</i> ● <i>Messenger</i> ● <i>First-aid staff</i> ● <i>School canteen staff</i> ● <i>Swimming pool attendant</i> 	By the end of the sub-strand, the learner should be able to: a) name the people they interact with at school, b) report unpleasant incidents to the class teacher and parents for appropriate action, c) recognise everyone in school as Paramatma's creation.	The learner is guided to: <ul style="list-style-type: none"> ● identify the school staff and be encouraged to show respect to them, ● report any experience of unpleasant incidents to teachers and parents/guardians by anybody within the school such as inappropriate touches, ● avoid receiving food, drinks, sweets from strangers, ● tell the teacher/parents when they feel sick, ● respect themselves and others in the school, ● keep and maintain the cleanliness in their classroom and around it, ● look after the kitchen garden of their school, water the plants, and weed it under the supervision of the teacher, ● request their parents to attend forums to meet and exchange ideas with teachers, ● assist peers with special needs in age-appropriate activities. 	1. Why should we respect everyone? 2. Why is it important to report unpleasant incidents in school?

**Core Competencies to be developed:**

- Learning to Learn: learner develops self-discipline when identifying the school staff and are encouraged to show respect to them.
- Self-efficacy: learner enhances the skill of self-awareness when reporting any unpleasant incidents by anybody within the school.

Values:

Respect: learner demonstrates humility and acceptance when identifying the school staff and are encouraged to show respect to them.

Pertinent and Contemporary Issues (PCIs):

Citizenship: learner develops social cohesion when respecting themselves and others in the school, keeping and maintaining cleanliness in their classroom and around it.

Link to other subjects:

The learner can relate the skills learnt on maintaining cleanliness in their classroom to skills of keeping their environment clean in Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
1.0 Creation	1.2 Panchmahabhoot Prithvi (earth) (7 lessons)	By the end of the sub-strand, the learner should be able to: a) identify plants, animals, and insects as Paramatma's creation, b) care for the Earth as Paramatma's given home for all creation, c) appreciate plants and animals on Earth as Paramatma's creation.	The learner is guided to: <ul style="list-style-type: none"> • observe the globe and point out their continent, their country, and their town, • visit a botanical garden, farms, and national park to see and learn about a variety of plants and animals existing on the Earth, • adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them, • draw and paint pets and wild animals with peers in class, • participate in cleaning their classroom and its environment, • practise economy in the use of paper/water/electricity/food, • watch videos of performing rites and rituals/listen to parents on the importance of rites and rituals to worship Earth, 	1. How do game parks help in conserving wildlife? 2. Why should we practise economy in the use of natural resources from the Earth?



			<ul style="list-style-type: none"> assist peers with special needs as they adopt a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and take care of them. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: learner develops teamwork when participating in cleaning their classroom and its environment. Decision-making and Problem-solving: learner develops judgement when practising prudence in the use of paper/water/electricity/food. Digital Literacy: learner uses digital technology as they watch videos of performing rites and rituals to worship Earth. 				
Values: Responsibility: learner displays self-drive when participating in cleaning their classroom and its environment in groups. Practise prudence in the use of paper/water/electricity/food.				
Pertinent and Contemporary Issues (PCIs): Socio-economic Issues: learner acquires environmental education when adopting a small place in the school garden/kitchen garden to plant seasonal vegetables and flowers and takes care of them.				
Link to other subjects: <ul style="list-style-type: none"> The learner can relate the skills learnt in adopting a small place in the school garden/kitchen garden to planting seasonal vegetables and flowers and taking care of them in Environmental Activities. The learner can relate the skills of drawing and painting pets and wild animals as a class activity learnt in Creative Activities. 				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name the people they interact with at school.	The learner names the people they interact with at school and explains their work.	The learner names the people they interact with at school correctly.	The learner names some of the people they interact with at school.	The learner names some of the people they interact with at school only with prompts.
Ability to care for the Earth as Paramatma's given home for all creation.	The learner cares for the Earth as Paramatma's given home and encourages the peers to do the same.	The learner cares for the Earth as Paramatma's given home.	The learner cares for the Earth as Paramatma's given home without consistency.	The learner cares for the Earth as Paramatma's given home only with motivation.



STRAND 2.0: MANIFESTATIONS OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings (6 lessons) Qualities of <ul style="list-style-type: none"> • <i>Hanumaan ji,</i> • <i>Rishabhdev</i> • <i>Lord Buddha</i> • <i>Guru Angad Dev ji</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) enumerate the qualities of the Enlightened Beings for familiarization, b) dramatize the qualities of Enlightened Beings for inspiration, c) appreciate the Enlightened Beings for their contributions to society. 	The learner is guided to: <ul style="list-style-type: none"> • learn the qualities of the Enlightened Beings through listening to stories from parents/guardians/ using audio-visual aids, • share knowledge about the Enlightened Beings with peers, • narrate stories on the qualities of Enlightened Beings, • dramatise the qualities of the Enlightened Beings that depict how to mitigate some common issues such as accepting food items from strangers, • make a collage of the Enlightened Beings and show the faith they belong to, • draw and paint images of the Enlightened Beings and display them in their classroom, 	<ol style="list-style-type: none"> 1. How can qualities of Enlightened Beings influence our life? 2. Why is it important for us to learn about our Enlightened Beings?



			<ul style="list-style-type: none"> • sing songs glorifying the qualities of the Enlightened Beings from the four faiths with peers, • visit places of worship with their parents/guardians/teacher during the celebration of birth/death anniversaries of the Enlightened Beings, • assist peers with special needs in painting and colouring images of the Enlightened Beings. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication: learner develops speaking skills when singing songs glorifying the qualities of the Enlightened Beings in groups. • Learning to Learn: learner shares learnt knowledge about the Enlightened Beings in pairs/groups. 				
Values: Respect: learner develops acceptance when singing songs glorifying the qualities of the Enlightened Beings with peers.				
Pertinent and Contemporary Issues (PCIs): Health issues: learner is sensitised on preventive health when dramatising the qualities of the Enlightened Beings that depict how to mitigate some common issues such as food substance and accepting food items from strangers.				
Links to other subject(s): <ul style="list-style-type: none"> • Learner can relate to the skills of narrating stories on the qualities of the Enlightened Beings, dramatise the qualities of the Enlightened Beings, create a collage of the Enlightened Beings. They can also show the faith they belong to, draw and paint images of the Enlightened Beings, and sing songs glorifying the qualities of the Enlightened Beings from the four faiths with peers as learnt in Creative Activities. • Learner can relate the skills of narrating stories on the qualities of the Enlightened Beings to the speaking skills learnt in English Language Activities. 				



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
2.0 Manifestations of Paramatma	2.2 Role of Trimurti (7 lessons) <ul style="list-style-type: none"> • <i>Brahma</i> (Creator), • <i>Vishnu</i> (Sustainer) • <i>Shiva/Mahesh</i> (Liberator) 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) recall the role of Trimurti for internalisation, b) deduce the role of Trimurti for balanced living, c) appreciate the role of Trimurti for spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories from their parents/guardians/teachers/resource persons, • watch pictures/use audio-visual aids that show the role of Trimurti, • look for examples of the role of Trimurti in everyday life such as growing, nourishing, and utilising the products of farming, • role-play on short stories from the lives of Brahma, Vishnu, and Mahesh, • assist peers with special needs in painting and colouring images of Brahma, Vishnu, and Mahesh. 	How is role of Trimurti related to the concept of Creation?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: learner connects using technology while watching pictures/using audio-visual aids that show the role of Trimurti. • Critical thinking: learner develops critical thinking when analysing examples of the roles of Trimurti from everyday life such as growing, nourishing and utilising the products of farming. 				



Values:

Responsibility: learner develops excellence while role-playing short stories from the lives of Brahma, Vishnu, and Mahesh.

Pertinent and Contemporary Issues (PCIs):

Life Skills: learner learns developmental perspectives when looking for examples of the role of Trimurti from everyday life such as growing, nourishing, and utilising the products of farming.

Links to other subject(s):

- Learner can relate the skills of role-playing short stories from the lives of Brahma, Vishnu, and Mahesh to the creative skills learnt in Creative Activities.
- Learner can relate the skills of listening to stories about Brahma (Creator), Vishnu (Sustainer), and Shiva/Mahesh (Liberator) from parents/guardians/teachers/resource persons to the listening skills learnt in English Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to enumerate the qualities of the Enlightened Beings for familiarisation.	The learner enumerates the qualities of the Enlightened Beings, citing relevant examples.	The learner enumerates the qualities of the Enlightened Beings.	The learner enumerates the qualities of the Enlightened Beings with minor omissions.	The learner enumerates the qualities of the Enlightened Beings with major omissions.
Ability to recall the role of Trimurti for internalisation	The learner recalls the role of Trimurti precisely.	The learner recalls the role of Trimurti.	The learner recalls the role of Trimurti fairly.	The learner recalls the role of Trimurti only with prompts.



3.0 SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 Scriptures	3.1 Basic Concepts (7 lessons) <ul style="list-style-type: none"> <i>Kalpasutra</i> <i>Tipitaka</i>. 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify Kalpasutra and Tipitaka as a source of divine knowledge, live the teachings of Kalpasutra and Tipitaka for spiritual growth, appreciate the importance of Kalpasutra and Tipitaka as holy Scriptures. 	The learner is guided to: <ul style="list-style-type: none"> watch videos/ pictures on the basic concepts of the Scriptures, listen to a resource person giving information on the basic concepts of the Scriptures, get additional information about Scriptures from parents/guardians/teachers/library, visit Derasar and Stupa on special days when these Scriptures are read accompanied by their parents/guardians, engage parents/guardians to tell stories from Scriptures that can help to resolve age-appropriate issues in the learner's life, visit places of worship when resource persons give discourses on the Scriptures accompanied by parents/guardians, attend Youth camps conducted in places of worship to sensitise children on the basic concepts in Scriptures accompanied by parents, 	<ol style="list-style-type: none"> How do the Scriptures guide us to live a peaceful life? How should we respect our Scriptures?



			<ul style="list-style-type: none"> • participate in age-appropriate community services such as keeping the surroundings clean and avoiding junk food as prescribed in Scriptures under the guidance of parents/guardians, • assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Kalpasutra and Tipitaka</i> in their class. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication: learner enhances listening skills when listening to a resource person giving information on the basic concepts about the Scriptures. • Digital Literacy: learner connects using technology while watching videos/pictures on the basic concepts of the Scriptures Kalpasutra and Tipitaka. 				
Values: <ul style="list-style-type: none"> • Peace: learner acquires compassion when visiting Derasar and Stupa on special days when these Scriptures are read, accompanied by their parents/guardians. • Patriotism: learner becomes devoted when visiting places of worship when resource persons give discourses on Scriptures accompanied by parents/guardians. 				
Pertinent and Contemporary Issues (PCIs): Citizenship: learner enhances social cohesion when visiting places of worship, and when resource persons give discourses on Scriptures accompanied by parents/guardians.				
Links to other subject(s): Learner can relate to the skills of listening when listening to a resource person giving information on the basic concepts about the Scriptures in English Language Activities.				



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 Scriptures	3.2 Moral stories (7 lessons) <ul style="list-style-type: none"> • <i>Lord Mahavir's bravery</i> • <i>Quest for knowledge</i> • <i>Story on compassion of lord Buddha</i> • <i>Stories based on truthful living</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> recall the moral stories derived from the lives of Lord Mahavir and Lord Buddha for character formation, dramatise moral stories based on health-related issues for healthy living, appreciate moral stories in inculcating values. 	The learner is guided to: <ul style="list-style-type: none"> • watch video clips on the stories derived from the lives of Lord Mahavir and Lord Buddha • dramatise the moral stories that are based on health-related issues such as <ul style="list-style-type: none"> - food substance - taking wrong medication - inappropriate touch - accepting food items from strangers, • draw and paint some incidents from the stories and display in the classroom, • listen to moral stories from parents/guardians that encourage them to keep the surroundings clean, and on eating food that is good for keeping good health, • role-plays age-appropriate moral stories as a classroom activity with including children with disabilities, • participate in chanting mantras on morals during morning assembly/festivals in places of worship, 	How can the value of compassion help us in life?



			<ul style="list-style-type: none"> • listen to the mantras using digital devices/resource persons with peers. • assist learners with special needs as per their abilities through peer teaching in the correct pronunciation of mantras. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication: learner develops listening skills when listening to the mantras using digital devices/resource person. • Digital Literacy: learner connects using technology while watching videos of the stories of Lord Mahavir's bravery, Quest for knowledge, and Story of compassion of Lord Buddha. The learners listen to the mantras using digital devices/resource persons. 				
Values: Love: learner develops compassion while watching a story on the compassion of lord Buddha.				
Pertinent and Contemporary Issues (PCIs): Health Issues: learner sensitizes on preventive health when dramatising the moral stories on drug and substance abuse, inappropriate touch, and accepting food items from strangers.				
Link to other subjects: <ul style="list-style-type: none"> • Learner can relate to the listening skills while listening to the mantras using digital devices/resource persons with peers, and moral stories from parents/guardians that encourage keeping the surroundings clean and on eating food that is good for keeping good health in English Language Activities. • Learner can relate to the skills of dramatising the moral stories, draw and paint some incidents from the stories, display them in the classroom, and chant mantras on morals during morning assembly/festivals in places of worship as learnt in Creative Activities. 				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Kalpasutra and Tipitaka as a source of divine knowledge.	The learner identifies Kalpasutra and Tipitaka as a source of divine knowledge providing examples.	The learner identifies Kalpasutra and Tipitaka as a source of divine knowledge.	The learner identifies Kalpasutra and Tipitaka as a source of divine knowledge without details.	The learner identifies Kalpasutra and Tipitaka as a source of divine knowledge only when prompted.
Ability to dramatise moral stories based on health-related issues for good health.	The learner dramatises moral stories creatively and explains them.	The learner dramatises moral stories.	The learner dramatises moral stories fairly.	The learner dramatises moral stories only with mix-ups.



STRAND 4.0 WORSHIP

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Worship	4.1 Religious Symbols (6 lessons) <ul style="list-style-type: none"> • <i>Hindu Aum and Swastika,</i> • <i>Jain Aum and Swastika</i> • <i>Wheel of Dharma</i> • <i>Ik-Oang-Kaar and Khanda,</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the religious symbols for familiarisation, b) match the religious symbols to places of worship, c) revere the religious symbols for religious practises. 	The learner is guided to: <ul style="list-style-type: none"> • visit places of worship to familiarise him/her with religious symbols from the four faiths accompanied by parents/guardians/teachers, • draw and colour the religious symbols of the four faiths, • cross-match the symbols with their respective faiths using digital devices/manually in groups, • make a collage of religious symbols and display them in class, • participate in inter-school art competitions/at community centers as an activity to raise funds for the less fortunate members of the community, • assist learners with special needs as per their abilities through peer teaching to draw and color religious symbols. 	Why is it important to learn about religious symbols?

**Core Competencies to be developed:**

- Communication and Collaboration: learner acquires teamwork skills when engaging in cross matching the symbols with their respective faiths using digital devices/manually in groups.
- Digital Literacy: learner connects using technology when cross-matching the symbols with their respective faiths using digital devices in groups.

Values:

Respect: learner becomes open-minded when drawing and colouring the religious symbols from the four faiths.

Pertinent and Contemporary Issues (PCIs):

Socio-economic issues: learner develops financial literacy talents and abilities when participating in inter-school art competitions/at community centres as an activity to raise funds for the less fortunate members of the community.

Link to other subjects:

Learner can relate to the skills learnt on drawing and colouring the religious symbols of the four faiths, crossmatch the symbols with their respective faiths and making collages of religious symbols to the creative skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
4.0 Worship	4.2 Religious Festivals (7 lessons) <ul style="list-style-type: none"> • <i>Ram Navmi</i> • <i>Mahavir Jayanti</i> • <i>Buddha Jayanti</i> • <i>Gurpurab</i> and the prayers such as • <i>Pratahkal Sandhya</i> • <i>Samayik</i> • <i>Tisarana (refuge in triple gem).</i> • <i>Japji Sahib.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention religious festivals and morning prayers that are performed while celebrating birthdays of Enlightened Beings for social cohesion, b) use appropriate greetings while interacting with people during festivals, c) appreciate festivals for their role in promoting peace and friendship. 	The learner is guided to: <ul style="list-style-type: none"> • watch pictures/videos on the celebration of religious festivals and the prayers that are performed in morning hours during the celebration of festivals, • visit places of worship accompanied by parents/guardians during the celebration of festivals and greet people appropriately, • listen/sing appropriate Bhajan/ stavan/ shabad and chanting related to festivals, • participate in age-appropriate activities for keeping the venue clean in places of worship during the celebration of festivals under the supervision of elders, • share their experiences in the classroom in a group activity about the celebration of festivals, 	How does the celebration of festivals bring peace and harmony in society?



			<ul style="list-style-type: none"> • create greeting cards at the time of the celebrating different religious festivals in groups, • assist learners with special needs as per their abilities through peer teaching while making greeting cards, • sensitise their peers with special needs about the safety measures to be observed during the celebration of festivals. 	
Core Competencies to be developed: Communication: learner enhances networking when creating greeting cards at the time of celebrating different religious festivals in groups.				
Values: Respect: learner enhances open-mindedness when sharing their experiences in the classroom in a group activity about the celebration of festivals.				
Pertinent and Contemporary Issues (PCIs): Citizenship: learner enhances social cohesion and nationalism when visiting places of worship accompanied by parents/guardians during the celebration of festivals and greeting people appropriately, participating in age-appropriate activities for keeping the venue clean in places of worship during the celebration of festivals under the supervision of elders.				
Links to other subject(s): Learner can relate to the skills of singing appropriately Bhajan/stavan/shabad and chanting related to festivals and creating greeting cards at the time of celebrating different religious festivals to the creative skills learnt in Creative Activities.				



SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the religious symbols for familiarisation.	The learner identifies the religious symbols correctly.	The learner identifies the religious symbols.	The learner identifies some of the religious symbols.	The learner identifies some of the religious symbols with guidance.
Ability to match the religious symbols to places of worship.	The learner matches the religious symbols to places of worship appropriately.	The learner matches the religious symbols to places of worship.	The learner matches some of the religious symbols to places of worship.	The learner matches some of the religious symbols to places of worship with help.
Ability to mention religious festivals and morning prayers that are performed while celebrating birthdays of the Enlightened Beings for social cohesion.	The learner mentions religious festivals and morning prayers correctly.	The learner mentions religious festivals and morning prayers.	The learner mentions some religious festivals and morning prayers.	The learner mentions some religious festivals and morning prayers with guidance.



STRAND 5.0 SADACHAAR

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.1 General Étiquettes: (6 lessons) <ul style="list-style-type: none"> • <i>Welcoming visitors</i> • <i>Attending to visitors</i> • <i>Bidding farewell to visitors</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify appropriate words used to welcome visitors at home and school, b) use appropriate words to welcome visitors for social cohesion, c) nurture the habit of using appropriate words to welcome visitors. 	The learner is guided to: <ul style="list-style-type: none"> • get information from parents/guardians/teachers on the appropriate words used in the hospitality of visitors at home and school, • watch videos based on moral stories depicting appropriate words used in the hospitality of visitors, • role-play on moral stories that portray the advantages of appropriate words used in welcoming visitors, • prepare a colorful chart/posters/fliers having all possible polite words used in welcoming visitors and display in their classroom as a group activity, • make a portfolio using collected pictures of hospitality, • participate in community service-learning activity organised on a tree planting drive in 	<ol style="list-style-type: none"> 1. How do we greet visitors who visit us at home? 2. Why is it important to welcome visitors to our school?



			<p>which learners can be assisted by parents to raise funds to buy plants/trees,</p> <ul style="list-style-type: none"> • assist their peers with special needs in community service learning activities appropriate to their abilities. 	
<p>Core Competencies to be developed: Learning to Learn: learner enhances self-discipline when working collaboratively and preparing a chart having all possible polite words used in welcoming visitors and display them in their classroom as a group activity.</p>				
<p>Values: Respect: learner practises etiquette by using polite words in welcoming visitors at home.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills: learner enhances developmental perspective when role-playing on moral stories that portray the advantages of appropriate words used in welcoming visitors.</p>				
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Learner can relate to the skills of role-playing on moral stories that portray the advantages of appropriate words used in the hospitality of visitors to creative skills learnt in Creative Activities. • Learner can relate to the skills of speaking as learners learn new words used in Hospitality to the speaking skills learnt in English Language Activity. 				



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.2 Moral stories on etiquettes (6 lessons) <ul style="list-style-type: none"> • <i>Story of Sheru and the Beggar</i> • <i>Story of Mamta (Truth)</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify moral stories on etiquettes for knowledge, b) apply the teachings from moral stories in their daily life for solving problems, c) desire to learn from stories with moral teachings for spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> • get knowledge of moral stories from parents/guardians, • watch videos on moral stories prescribed by the teacher, • practise values learnt from the moral stories and apply them in solving certain problems in daily life, • dramatise prescribed moral stories on annual day function, • prepare a colorful chart on values learnt from different moral stories in groups, • narrate and share moral stories in their own words in groups, • visit children's homes/learners with disabilities, share stories, sing songs, dance with them, and share some stationery items with them, 	How does the story of Sheru and the beggar help us to instill the value of honesty?



			<ul style="list-style-type: none"> assist peers with special needs to participate in activities appropriate to their abilities. 	
Core Competencies to be developed: Critical thinking and Problem-solving: learner practises values learnt from moral stories and applies them in solving certain problems in daily life.				
Values: Love: learner practises sharing when visiting children's homes and can share stories, sing songs/dance with them and donate some stationary items to them.				
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: learner addresses socio-economic issues when visiting children's homes/learners with disabilities and can share stories, sing songs/dance with them and share some stationery items with them.				
Links to other subject(s): <ul style="list-style-type: none"> Learner can relate to the skills of speaking when narrating and sharing moral stories in their own words with peers to the speaking skills in English Language Activities. Learner can relate to the skills of dramatising prescribed moral stories on annual day function, prepare a colorful chart on values learnt from different moral stories with peers to the creative skills learnt in Creative Activities. 				



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
5.0 Sadachaar	5.3 Sewa (Community Service) (6 lessons) <i>Selfless service</i> <ul style="list-style-type: none"> • <i>at home,</i> • <i>school and</i> • <i>places of worship.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) define <i>sewa</i> (community service) for familiarisation, b) demonstrate willingness to do community service for social welfare, c) appreciate the use of polite words while doing community service. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories on <i>sewa</i> (community service) from parents/guardians and read stories, • watch animated videos on <i>Sewa</i> in different faiths, • participate in collecting litter lying in their immediate surrounding as an act of community service learning in groups, • visit and participate in age-appropriate tasks such as the distribution of <i>prasaad</i>,/serviettes to the congregation, • participate in a charity walk to raise funds to assist less fortunate members as part of community service with the help of parents, 	How do our words affect the listener?



			<ul style="list-style-type: none"> ● participate in fundraising activities along with their parents for a tree-planting drive to mitigate climate change that has affected the whole world, ● assist their peers with special needs to participate in activities that are suitable to their abilities in a place of worship. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: learner develops active community life skills while participating in collecting litter in their immediate surroundings as an act of community service learning, in groups. ● Digital Literacy: learner connects using technology while watching animated videos on <i>Sewa</i> in different faiths. 				
Values: Responsibility: learner demonstrates self-drive while participating in fundraising activities along with their parents for a tree-planting drive to mitigate the effects of the global climate change.				
Pertinent and Contemporary Issues (PCIs): Socio-economic Issues: learner practises financial literacy while participating in fundraising activities along with their parents for a tree-planting drive to mitigate the effects of the global climate change.				
Links to other subject(s): <ul style="list-style-type: none"> ● Learner can relate the skill of participating in collecting litter lying in their immediate surroundings as an act of community service with peers to the skills learnt in Environmental Activities. ● Learner can relate the skill of listening and reading while listening to stories on <i>sewa</i> (community service) from parents/guardians and read stories to the skills learnt in English Language Activities. 				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify appropriate words used to welcome visitors at home and school.	The learner identifies appropriate words used to welcome visitors using examples.	The learner identifies appropriate words used to welcome visitors.	The learner identifies some of the appropriate words used to welcome visitors.	The learner identifies some of the appropriate words used to welcome visitors only when prompted.
Ability to identify moral stories on etiquettes for knowledge.	The learner identifies moral stories on etiquettes and the lessons learnt.	The learner identifies moral stories on etiquettes correctly.	The learner identifies some of the moral stories on etiquettes.	The learner identifies some of the moral stories on etiquettes with major mix-ups.
Ability to demonstrate willingness to do community service.	The learner demonstrates a willingness to do community service regularly.	The learner demonstrates a willingness to do community service.	The learner demonstrates a willingness to do community service partially.	The learner demonstrates a willingness to do community service with motivation.



STRAND 6.0 YOGA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	6.1 Basic Concepts of Yoga (6 lessons) <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Inner Calmness and Peace:</i> • <i>Imagination and Creativity:</i> • <i>Unity and Togetherness</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) define the basic concepts of Yoga to enhance self-discipline, b) model the benefits of Yoga for general well-being, c) desire to adopt Yoga in daily life. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices responsibly to watch/listen to videos/talks on the general benefits of Yoga, • discuss the following benefits/concepts of Yoga, including <i>Inner Calmness and Peace:</i> <i>Imagination and Creativity:</i> <i>Unity and Togetherness</i> • role-play the benefits of Yoga individually, • ask parents/guardian/resource person for additional information on the benefits of Yoga, • create presentations depicting the concepts and benefits of Yoga, • assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts of Yoga. 	How does practise of Yoga help us in life?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: learner explores new ideas while creating presentations depicting the concepts and benefits of Yoga. • Digital Literacy: learner develops the skill of interacting with technology while using digital devices responsibly to watch/listen to videos/talks on the general benefits of Yoga. 				

**Values:**

Respect: learner practises patience while creating presentations depicting the concepts and benefits of Yoga.

Pertinent and Contemporary issues (PCIs):

Health Promotion Issues: learner sensitises on health-related issues addressed through Yoga while discussing the following benefits/concepts of Yoga, including

- *Inner Calm and Peace:*
- *Imagination and Creativity:*
- *Unity and Togetherness*

Link to other subjects:

Learner can relate to the skills of discussing the following benefits/concepts of Yoga, including

- *Inner Calm and Peace:*
- *Imagination and Creativity: Unity and Togetherness*

to the skill of enhancing environmental knowledge learnt in Environmental activities.



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	6.2 Pranayam (6 lessons) <ul style="list-style-type: none"> ● <i>Sheetali Pranayam</i> (cooling breath), ● <i>Sheet kari Pranayam</i> (hissing breath) 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify exercises for physical development, b) demonstrate the posture of performing simple breathing exercises for physical well-being, c) appreciate pranayam as a way of coping with emotions. 	The learner is guided to: <ul style="list-style-type: none"> ● use audio-visual aids/charts/Resource person/teacher to gather information on, ● practise pranayam as a group activity, ● follow instructions from the Yoga expert on the correct ways of performing the breathing exercises, ● practise correct rhythmic breathing to help increase attention span and ways of coping with emotions, ● assist learners with special needs as per their abilities through peer teaching correct rhythmic breathings that help to increase attention span and ways of coping with emotions. 	<ol style="list-style-type: none"> 1. Why do we practise Pranayama? 2. How does Pranayam help us to keep healthy?

**Core Competencies to be developed:**

Communication: learner enhances listening skills when following instructions from the Yoga expert on the correct ways of breathing and performs in groups.

Values:

Integrity: learner demonstrates consistency when practising correct rhythmic breathings to increase the attention span and ways of coping with emotions.

Pertinent and Contemporary issues (PCIs):

Life Skills: learner acquires developmental perspective when practising the correct rhythmic breathing to increase attention span and ways of coping with emotions.

Links to other subject(s):

Learner can relate to the skills of practising correct rhythmic breathing to increase attention span and ways of coping with emotions to the creative skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
6.0 Yoga	6.3 Asanas (6 lessons) <ul style="list-style-type: none"> ● <i>Padahastasana</i> (hand to foot pose), ● <i>Ashwa sanchalan aasan</i> (equestrian pose) ● <i>Parvat aasan</i> (Mountain pose) 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) label the age-appropriate asanas for familiarisation, b) demonstrate asanas for physical well-being, c) appreciate the performance of asanas in Yoga. 	The learner is guided to: <ul style="list-style-type: none"> ● watch videos/pictures of people performing asanas, ● practise asanas in appropriate attire, in groups or pairs, ● perform asanas on International Yoga Day, ● encourage peers with special needs and assist them in performing simple pranayams and asanas suitable to their level of performance. 	How does the performing of Padamasana help us?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: learner connects using technology while watching videos/pictures of people performing asanas: <i>padahastasana</i> (hand to foot pose), <i>Ashwa sanchalan aasan</i> (equestrian pose), <i>Parvat aasan</i> (mountain pose) ● Learning to Learn: learner enhances self-discipline when performing Asanas on International Yoga Day. 				
Values: Responsibility: learner practises self-drive when performing asanas in appropriate attire, in groups or pairs.				
Pertinent and Contemporary issues (PCIs): Citizenship: learner embraces social cohesion and nationalism when participating in performing Asanas on International Yoga Day.				
Links to other subject (s): Learner can relate to the skills of practising asanas in appropriate attire in groups or pairs to creative skills learnt in Creative Activities.				



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Define the basic concepts of Yoga.	The learner defines the basic concepts of Yoga precisely.	The learner defines the basic concepts of Yoga.	The learner defines some of the basic concepts of Yoga.	The learner defines some of the basic concepts of Yoga with prompts.
Model the benefits of Yoga.	The learner models the benefits of Yoga appropriately.	The learner models the benefits of Yoga.	The learner models the benefits of Yoga partially.	The learner models the benefits of Yoga with omissions.
Ability to demonstrate the posture of performing simple breathing exercises.	The learner demonstrates the posture of performing simple breathing exercises systematically.	The learner demonstrates the posture of performing simple breathing exercises correctly.	The learner demonstrates the posture of performing simple breathing exercises with missing minor steps.	The learner demonstrates the posture of performing simple breathing exercises missing major steps.
Ability to label the age-appropriate asanas.	The learner labels the age-appropriate asanas accurately.	The learner labels the age-appropriate asanas.	The learner labels some of the age-appropriate asanas.	The learner labels some of the age-appropriate asanas with prompts.



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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested learning resources	Suggested Non-Formal Activities
Creation	Myself as Parmatma's Creation	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Scriptures	Names of Scriptures	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances



			<ul style="list-style-type: none"> • Tactile illustrations 	
Worship	Basic Chants/Mantras	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances
Sadachaar	General etiquettes	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting to places of worship • Visiting elderly homes • Dramatisation
Yoga	Basic Concepts of Yoga	<ul style="list-style-type: none"> • Oral questioning • Portfolio • Observations • Self and peer review • Quiz 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Library • Tactile illustrations • Yoga Mat 	<ul style="list-style-type: none"> • Visit to charity organisations and sites



HINDU RELIGIOUS EDUCATION ACTIVITIES GRADE 3



ESSENCE STATEMENT

Hindu Religious Education (HRE) offers an opportunity to learn about Hinduism, Sanatan Dharma, Jainism, Buddhism, and Sikhism. While religious knowledge is often acquired early in life from family and community, HRE provides a formal setting to nurture faith in Paramatma (God), self-awareness, personal obligations, and duty to the immediate environment. HRE in Lower Primary will be delivered through a combination of formal, non-formal, and informal approaches, making learning enjoyable for students.

The curriculum instils moral values and good social habits, preparing students to be effective individuals, contributing members of their communities, and responsible citizens. HRE goes beyond academics, promoting physical, mental, emotional, and spiritual growth. It empowers students to develop their own beliefs while appreciating the diverse beliefs of others.

The HRE curriculum integrates pertinent and contemporary societal issues, ensuring students acquire the competencies outlined in the Basic Education Curriculum Framework. Hindu Religious Education emphasises ethical values that foster optimism, respect for others, and a positive outlook on life for oneself and others.

GENERAL LEARNING OUTCOMES FOR HINDU RELIGIOUS EDUCATION:

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

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally,
2. Show reverence and adoration for Enlightened Beings as guides for a healthy and harmonious life,
3. Acknowledge the divinity of the Scriptures for respect and appropriate handling,
4. Demonstrate basic rituals to strengthen their faith, self-efficacy, and self-esteem,
5. Practise Sadachar ethically and morally to care for self and others for sustainable living,
6. Perform simple age-appropriate Yoga exercises for holistic well-being and enjoyment,
7. Appreciate the creation of Paramatma by demonstrating care for themselves, others, and the environment.



SUMMARY OF STRANDS AND SUB-STRANDS

S/N	Strand	Sub-Strand	No. of lessons
13.	13.0 Creation	1.1 Myself and my neighbours	7
		1.2 Panchmahabhoot	7
14.	2.0 Manifestations of Paramatma	2.1 Enlightened Beings	6
		2.2 Other names of Paramatma	7
15.	3.0 Scriptures	3.1 Basic Concepts	5
		3.2 Handling of Scriptures	5
		3.3 Moral Stories	4
16.	4.0 Worship	4.1 Protocols of Worship	4
		4.2 Places of Worship	5
		4.3 Religious Festivals	6
17.	5.0 Sadachaar	5.1 General Etiquette	5
		5.2 Stories on Etiquettes	6
		5.3 Sharing	5
18.	6.0 Yoga	6.1 Basic Concepts of Yoga	6
		6.2 Prerequisites of Yoga	6
		6.3 Pranayamas and Asanas	6
		Total number of lessons	90



STRAND 1.0 CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.1 Self-awareness (7 lessons) <ul style="list-style-type: none"> • Scriptural stories • <i>Story of Hanuman ji</i> • <i>Mai Bhago ji</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) state qualities they have for self-awareness, b) interpret love and care for self and others for peaceful co-existence, c) acknowledge oneself and others as part of Paramatma's creation. 	The learner is guided to: <ul style="list-style-type: none"> • listen to Scriptural stories on self-awareness, • discuss with peers the aspects of self-awareness from the Scriptural stories, • discuss qualities that make their bodies the temple of Paramatma, • share what they like about themselves and write short sentences in respect of each other, • role-play in pairs/groups to demonstrate love and care for each other responsibly, • draw themselves, colour their drawings, and display them in class, • assist peers with special needs to role-play in age-appropriate activities that help to enhance self-awareness in them. 	Why is it important to respect oneself?
Core Competence to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: learner enhances teamwork when role-playing in pairs/groups to demonstrate love and care for each other, responsibly. • Self-efficacy: learner develops 'knowing who I am' when sharing what they like about themselves. 				

**Values:**

- Unity: learner enhances cooperation when role-playing in pairs/groups to demonstrate love and care for each other responsibly.
- Responsibility: learner becomes self-driven when drawing, colouring their drawings, and displaying them in class.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: learner develops social cohesion when role-playing in pairs/groups to demonstrate love and care for each other responsibly.
- Health Issues: learner acquaints with preventive measures when listening to Scriptural stories on self-awareness.

Links to other subject(s):

- Learner can relate to the skills of writing short sentences in respect of each other and sharing what they like about themselves to the skills learnt in English Language Activities.
- Learner can relate to the skills of drawing themselves, colouring their drawings and displaying them in class to the skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.2 Panchmahabhoot (7 lessons) <ul style="list-style-type: none"> <i>Akash</i> (Sky/Space) 	By the end of the sub-strand, the learner should be able to: a) name eight celestial bodies in <i>Akash</i> (space/sky) as part of Paramatma's creation, b) illustrate the elements of Panchmahabhoot for better understanding, c) appreciate the celestial bodies in <i>Akash</i> (sky) as part of Paramatma's creation.	The learner is guided to: <ul style="list-style-type: none"> use digital devices to watch videos/animations of celestial bodies and share their observations, research on the following celestial bodies and make observations in the sky on the Sun, Moon, Stars, Jupiter, Saturn, and Constellations. draw and colour the celestial bodies, research the following elements of Panchmahabhoot and present them in class; <ul style="list-style-type: none"> Sky, wind/air, sun, water, earth. create an observation journal for observing heavenly bodies across the month and report back to class at the end of the month using digital devices, 	How does the sky change throughout the day and across different seasons?



			<ul style="list-style-type: none"> ● prepare a sky observation journal of the celestial bodies, ● sing songs or chant in praise of celestial bodies, ● engage peers with special needs to sing along with them songs in praise of celestial bodies. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: learner develops in interacting with technology while using digital devices to watch videos/animations of celestial bodies and shares their observations. ● Creativity and Imagination: learner develops in making connections while creating an observation journal for observing heavenly bodies across the month and reports back to class at the end of the month using digital devices. 				
Values: Responsibility: learner develops diligence while creating an observation journal for observing heavenly bodies across the month and reports back to class at the end of the month.				
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: learner enhances Environmental Education and climate change while creating an observation journal for observing heavenly bodies across the month and reports back to class at the end of the month using digital devices.				
Links to other subject(s): <ul style="list-style-type: none"> ● Learner can relate to the skills of using digital devices to watching videos/animations of celestial bodies and sharing their observations to the skills learnt in Environmental Activities. ● Learner can relate the skills of drawing and colouring the celestial bodies to skills learnt in Creative Activities. 				



SUGGESTED ASSESSMENT RUBRIC

Indicator \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state qualities they have.	The learner states qualities they have, providing relevant details.	The learner states qualities they have.	The learner states qualities they have with minor omissions.	The learner states qualities they have with mix-ups.
Ability to name eight celestial bodies in Akash (space/sky) as part of Paramatma's creation.	The learner names eight celestial bodies in Akash (space/sky) using other names in vernacular.	The learner names eight celestial bodies in Akash (space/sky).	The learner names four to six celestial bodies in Akash (space/sky).	The learner names less than four celestial bodies in Akash (space/sky).
Ability to prepare a sky observation journal of the celestial bodies.	The learner prepares a sky observation journal in detail with precision and creativity.	The learner prepares a sky observation journal.	The learner prepares a sky observation journal with fewer details.	The learner prepares a sky observation journal with fewer details through assistance.



STRAND 2.0 MANIFESTATION OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Manifestation of Paramatma	2.1 Qualities of Enlightened Beings (6 lessons) <ul style="list-style-type: none"> • <i>Lord Parshuram,</i> • <i>Adi Shankaracharya,</i> • <i>Ajitnath,</i> • <i>Lord Buddha,</i> • <i>Guru Amar Das ji.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention qualities of the selected the Enlightened Beings for spiritual nourishment, b) relate the qualities of the selected Enlightened Beings that offer solutions to daily challenges in school, c) nurture virtues drawn from the lives of the Enlightened Beings in their daily lives. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to view and watch pictures / flashcards / videos, • read and discuss qualities in the stories from the lives of the above-mentioned Enlightened Beings and present them in class, • role-play the qualities of Enlightened Beings as solutions to daily challenges experienced in school, • sing songs that glorify the qualities of the Enlightened Beings, • crossmatch the qualities of the Enlightened Beings with the respective faiths, 	<ol style="list-style-type: none"> 1. Why is it important to learn about Enlightened Beings? 2. How do stories and teachings about Enlightened Beings inspire you to be better?



			<ul style="list-style-type: none"> • visit places of worship to learn from resource persons the qualities and relevance of the Enlightened Beings in their daily lives, • write a simple composition on three qualities from the Enlightened Beings, • get additional information from parents/guardians on the qualities of the Enlightened Beings and share the knowledge with peers, • engage and encourage peers with special needs to sing songs that glorify the qualities of the Enlightened Beings. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: learner develops reading skills when reading and discussing stories from the lives of the Enlightened Beings and present them in class. 				



- Critical Thinking and Problem-solving: learner develops interpretation and inference when role-playing the qualities of the Enlightened Beings as solutions to daily challenges experienced in school.

Values:

- Integrity: learner develops honesty and fairness when role-playing the qualities of the Enlightened Beings as solutions to daily challenges experienced in school.
- Social Justice: learner develops when role-playing the qualities of the Enlightened Beings as solutions to daily challenges experienced in school.

Pertinent and Contemporary Issues (PCIs):

Life Skills and Moral Education: learner enhances their developmental perspective when visiting places of worship to learn from resource persons the qualities and relevance of the Enlightened Beings in their daily life.

Links to other subject(s):

The learner can relate singing songs that glorify the qualities of the Enlightened Beings to performing music in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Manifestation of Paramatma	2.2 Significance of Religious Symbols (7 lessons) <ul style="list-style-type: none"> • <i>Om and Swastika (Sanatan)</i> • <i>Aum and Swastika (Jain)</i> • <i>Ik-Oang-Kaar and Khanda (Sikh faith)</i> • <i>Wheel of Dharma –Dharmachakra (Buddh faith)</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify religious symbols in the four faiths, b) model religious symbols according to the four faiths, c) appreciate the significance of religious symbols in daily life. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to watch and view videos/charts/pictures of • discuss the significance of the above-mentioned religious symbols, • model religious symbols and display them in class, • prepare a chart to match the religious symbols to their faiths in groups, • discuss the role of each symbol from a religious context and present it in class, • visit places of worship listen/watch talks by a resource person discussing the importance of religious symbols, • assist learners with special needs in modelling religious symbols. 	How are religious symbols important to the devotees?

**Core Competencies to be developed:**

- Digital Literacy: learner enhances connecting with technology by using digital devices to watch and view videos/charts/pictures of religious symbols.
- Self-efficacy: learner enhances sharing learnt knowledge when modelling religious symbols and displays them in class.

Values:

Love: learner develops caring when visiting places of worship, listening/watching talks by a resource person, and discussing the importance of religious symbols.

Pertinent and Contemporary Issues (PCIs):

Citizenship: learner develops social cohesion when visiting places of worship and listening to talks from resource persons on the importance of religious symbols.

Links to other subject(s):

Learner can relate to the skills of modelling religious symbols and display them in class to the creative skills learnt in Creative Activities.



SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify religious symbols in the four faiths.	The learner identifies religious symbols in the four faiths and provides details on the significance of religious symbols.	The learner identifies religious symbols in the four faiths.	The learner identifies some of the religious symbols in the four faiths.	The learner identifies religious symbols in the four faiths only with guidance.
Ability to model religious symbols according to the four faiths.	The learner models religious symbols according to the four faiths with creativity.	The learner models religious symbols according to the four faiths.	The learner models religious symbols according to the four faiths fairly.	The learner models religious symbols according to the four faiths only with assistance.
Ability to mention qualities of the selected Enlightened Beings for spiritual nourishment.	The learner mentions qualities of the selected Enlightened Beings, citing examples from Scriptures.	The learner mentions qualities of the selected Enlightened Beings.	The learner mentions qualities of the selected Enlightened Beings with minor omissions.	The learner mentions the qualities of the selected Enlightened Beings with major omissions.



STRAND 3.0 SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.1 Basic Concepts (7 lessons) <ul style="list-style-type: none"> <i>Sri Guru Granth Sahib Ji.</i> 	By the end of the sub-strand, the learner should be able to: a) list four main concepts of the selected Scripture for understanding, b) interpret the main concepts of the Scriptures to enhance critical thinking, c) acknowledge the Scripture as a source of divine teaching.	The learner is guided to: <ul style="list-style-type: none"> use digital devices to watch/listen to audio-visual aids depicting the basic teachings from, refer to the learner's book to study the main concepts in the Scripture, discuss main concepts from scripture with peers, prepare presentations showcasing the main concepts from the Scripture that address a simple challenge in the school, use flashcards to list four basic concepts drawn from the selected scripture, visit Gurdwara to learn the basic concepts from a resource person accompanied by the teacher/ parent/ guardian, assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Sri Guru Granth Sahib ji</i> in their class. 	Why is it important to understand the basic concepts of the Scriptures?

**Core Competencies to be developed:**

Critical Thinking and Problem-solving: learner enhances active listening and communication when preparing presentations showcasing the main concepts from the Scriptures that address a simple challenge in the school.

Values

- Respect: learner enhances open-mindedness when visiting places of worship to learn the basic concepts from a resource person accompanied by the teacher/parent/guardian.
- Unity: learner enhances cooperation when discussing main concepts from the Scripture with peers.

Pertinent and Contemporary Issues (PCIs):

Citizenship: learner enhances social cohesion when visiting places of worship to learn the basic concepts from a resource person accompanied by the teacher/parent/guardian.

Links to other subject(s):

Learner can relate the skills of speaking while discussing main concepts from scripture in groups to the skills of speaking in English Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.2 Handling of Scriptures (5 lessons) <ul style="list-style-type: none"> • <i>Ramayan</i> • <i>Kalpasutra</i> • <i>Dhammapada</i> • <i>Sri Guru Granth Sahib Ji</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) state protocols for handling the Scriptures for self-efficacy, b) illustrate the process of handling the Scriptures for reverence, c) acknowledge the importance of handling all Scriptures appropriately. 	The learner is guided to: <ul style="list-style-type: none"> • watch and listen to videos/resource persons on appropriate ways of handling the Scriptures. • ask parents/guardians to monitor their practise on how to handle, open and close (<i>Parkash and Sukhasan</i>) the Scriptures. • take videos/pictures of adults who are handling the Scriptures appropriately. • visit places of worship and engage with a resource person to learn about the handling of Scriptures in the four faiths. • Role-play the appropriate handling of Scriptures. • engage in group discussions about the handling of Scriptures. • assist learners with special needs as per their abilities through peer teaching to make them understand the protocols for handling Scriptures. 	Why should Scriptures be handled with reverence and respect?

**Core Competencies to be developed:**

- Learning to Learn: learner enhances learning independently when takes videos/pictures of adults who are handling the Scriptures appropriately.
- Communication: learner enhances listening skills while watching and listening to videos/resource persons on appropriate ways of handling the Scriptures.

Values:

- Responsibility: learner enhances self-drive when asking parents/guardians to monitor their practise on how to handle, open, and close (*Parkash and Sukhasan*) the Scriptures.
- Respect: learner enhances etiquette when visiting places of worship and engaging with a resource person to learn about the handling of Scriptures in the four faiths.

Pertinent and Contemporary Issues (PCIs):

Citizenship: learner enhances child's rights when asking parents/guardians to monitor their practise on how to handle and open the Scriptures.

Links to other subject(s):

Learner can relate to the skills of role-playing the appropriate handling of Scriptures to the skills learnt in Creative Activities.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (S)
3.0 Scriptures	3.3 Moral Stories (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify short stories on morals from the selected Scriptures for inspiration, b) narrate short stories from the selected Scriptures for righteous living, c) appreciate moral stories from the Scriptures for spiritual development.	The learner is guided to: <ul style="list-style-type: none"> • read short stories from selected scriptures and discuss in groups to identify the morals, • listen to moral stories from peers/teachers/resource persons from Scriptures, • use digital devices to watch/listen to videos/audio recordings of short stories adapted from the Scriptures in groups, • discuss the moral lessons drawn from the short stories, • narrate short stories with moral teachings learnt from Scriptures, • practise morals learnt from Scriptural stories they have encountered in daily life, • assist learners with special needs as per their abilities through peer teaching to make them understand the lessons drawn from the short stories. 	<ol style="list-style-type: none"> 1. How do moral stories influence communal living? 2. How can moral stories from the Scriptures improve your life?

**Core Competencies to be developed:**

- **Citizenship:** learner enhances social cultural sensitivity and awareness when listening to moral stories from peers/teachers/resource persons from the Scriptures.
- **Communication:** learner enhances speaking skills when narrating short stories with moral teachings either told to them or learnt from reading the Scriptures.

Values:

- **Respect:** learner will enhance acceptance as they listen to moral stories from peers/teachers about Scripture and articulate the meaning and lessons learnt.
- **Patriotism:** learner will enhance devotion as they list moral stories they have encountered in life situations.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: learner will acquire developmental perspective as they listen to moral stories from peers/teachers/resource persons from the Scriptures.

Links to other subject(s):

Learner can relate to the skills of speaking when narrating short stories with moral teachings learnt from reading Scriptures to the skills learnt in English Language Activities.



SUGGESTED ASSESSMENT RUBRIC

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state protocols for handling the Scriptures for self-efficacy.	The learner states protocols for handling the Scriptures providing ample details.	The learner states protocols for handling the Scriptures.	The learner states the protocols for handling the Scriptures with minor omissions.	The learner states the protocols for handling the Scriptures only when prompted.
Ability to illustrate the process of handling the Scriptures for respect and reverence.	The learner illustrates the process of handling the Scriptures with precision.	The learner illustrates the process of handling the Scriptures.	The learner illustrates the process of handling the Scriptures fairly.	The learner illustrates the process of handling the Scriptures only with assistance.
Ability to narrate short stories on morals from the selected Scriptures.	The learner narrates short stories on morals from the selected Scriptures citing relevant verses.	The learner narrates short stories on morals from the selected Scriptures.	The learner narrates short stories on morals from the selected Scriptures with missing details.	The learner narrates short stories on morals from the selected Scriptures missing most key issues.



STRAND 4.0 WORSHIP

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.1 Daily Religious Practises (6 lessons) <ul style="list-style-type: none"> • <i>Japa</i> • <i>Dhyan</i> • <i>Prayer</i> • <i>Mantras</i> 	By the end of the sub-strand, the learner should be able to: a) list the benefits of daily religious practises in their life, b) demonstrate religious practises observed at home for spiritual growth, c) desire to engage in religious practise in their daily life.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to watch/listen to a resource person giving a discourse on the benefits of daily religious practises and take notes, • discuss with parents the importance of daily religious practise, • engage in group discussions on the benefits of religious practises, • visit places of worship under the guidance of their parents to identify religious practises that are age-appropriate, • draw charts to showcase religious practises and their benefits. display the charts in class, • prepare a journal to track their daily religious practise, • Assist learners with special needs as per their abilities through peer teaching to make them understand the religious practises carried out in a place of worship. 	1. How do performing daily religious practises help us in our life? 2. Why is it important to observe religious practises at the community level?

**Core Competencies to be developed:**

- **Self-efficacy:** learner enhances self-expression while discussing with parents the importance of daily religious practise.
- **Critical Thinking and Problem-solving:** learner enhances evaluation and decision-making skills when visiting places of worship under the guidance of their parents to identify religious practises that are age-appropriate.

Values:

Responsibility: learner develops excellence when prepares a journal to track their daily spiritual practise.

Pertinent and Contemporary Issues (PCIs) to be addressed:

Citizenship: learner observes the child's rights when discussing the importance of daily religious practise with parents.

Links to other subject(s):

- Learner can relate to the skills of speaking when engaging in group discussions on the benefits of religious practises to the skills learnt in English Language Activities.
- Learner can relate the skills of drawing charts to showcase religious practises and their benefits, and display the charts in class to the skills learnt in Creative Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Worship	4.2 Religious and Cultural Festivals (7 lessons) <ul style="list-style-type: none"> • <i>Raksha Bandhan</i> • <i>Uttarayan,</i> • <i>Vaisakhi,</i> • <i>Holi,</i> • <i>Vesak,</i> • <i>Holla Mohalla.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> enumerate the selected religious and cultural festivals for familiarisation, interpret the celebration of religious and cultural festivals for social cohesion, acknowledge religious and cultural festivals for harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> • watch the celebrations of different cultural festivals using digital devices, • discuss in groups about religious and cultural festivals, • share in groups the names given to those festivals, • plan a visit to observe simple religious rituals at places of worship in the company of parent/guardian/ teacher, • participate in the celebration of the religious and cultural festivals, • make a collage to represent the identified religious and cultural festival and prepare a portfolio, • tell short stories in pairs about the significance of the cultural festivals, 	How do religious and cultural festivals foster harmony in society?



			<ul style="list-style-type: none"> • sensitise their peers with special needs about the safety measures to be observed during the celebration of festivals. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: learner enhances socio-cultural sensitivity and awareness when watching and participating in the celebrations of different cultural festivals. • Critical Thinking: learner enhances open-mindedness and creativity when making a collage to represent the identified religious and cultural festival and prepares a portfolio. • Communication and Collaboration: learner enhances speaking skills when sharing the names given to those festivals with peers. 				
Values: Unity: learner practises non-discrimination when participating in the celebration of religious/cultural festivals.				
Pertinent and Contemporary Issues (PCIs): Socio-economic issues: learner observes safety and security when participating in the celebration of the Uttarayan, Vaisakhi, Raksha Bandhan, Vesak, Holi, and Holla Mohalla (sports day).				
Links to other subject(s): Learner can relate the skills of environmental conservation while participating in the celebration of the religious and cultural festivals to the skills learnt in Environmental Activities.				



SUGGESTED ASSESSMENT RUBRIC

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to list the benefits of daily religious practises in their life.	The learner lists the benefits of daily religious practises with relevant examples.	The learner lists the benefits of daily religious practises.	The learner lists the benefits of daily religious practises, giving too general ones.	The learner lists the benefits of daily religious practises missing key issues.
Ability to enumerate selected religious and cultural festivals for familiarisation.	The learner enumerates selected religious and cultural festivals systematically.	The learner enumerates selected religious and cultural festivals.	The learner enumerates some of the selected religious and cultural festivals with a missing fair chronology.	The learner enumerates selected religious and cultural festivals only with prompts.



STRAND 5.0 SADACHAAR

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar	5.1 General Etiquettes (6 lessons) <ul style="list-style-type: none"> • <i>apology,</i> • <i>forgiveness,</i> • <i>humility,</i> • <i>gratitude.</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the selected general etiquette referring to the Scriptural stories for harmonious living, b) apply general etiquette in school/home for social interactions, c) appreciate the use of general etiquette for healthy relationships. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories using digital devices on general etiquette, • practise general etiquette by role-playing ways of expressing <i>apology/forgiveness/kindness/gratitude</i> in daily life, • select from the talking walls/quotes/flashcard words of apology, forgiveness, and gratitude, • prepare personal charts on words expressing general etiquette such as <i>forgiveness/humility/ kindness/ gratitude</i> and share in class, • make cards in pairs to show the ways of apologising and forgiving/requesting and thanking others and share the cards with parents/guardians/teachers, • assist learners with special needs as per their abilities through peer teaching while making cards. 	Why is it important to practise general etiquette?

**Core Competencies to be developed:**

- Citizenship: learner enhances socio-cultural sensitivity and awareness when making cards in pairs to show the ways of apologising, forgiving/requesting, thanking others, and sharing the cards with parents/guardians/teachers.
- Learning to Learn: learner enhances learning independently when preparing personal charts on words expressing general etiquette such as *forgiveness/humility/ kindness/ gratitude* and share in class.

Values:

Respect: learner enhances general etiquette when role-playing ways of expressing apology/forgiveness/kindness/gratitude in daily life.

Pertinent and Contemporary Issues (PCIs):

Citizenship: learner enhances social cohesion when preparing personal charts on words expressing apology and forgiveness/humility/ kindness/ gratitude and shares them in class.

Links to Other Subject(S)

- Learner can relate the skills of preparing personal charts on words expressing apology and forgiveness/humility/kindness/gratitude and sharing in class, to the creative skills learnt in Creative Activities.
- Learner can relate the skills of speaking while role-playing ways of expressing apology/forgiveness/ kindness/gratitude in daily life, to the skills learnt in English Language Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Sadachaar	5.2 Role of Etiquettes (6 lessons) <ul style="list-style-type: none"> • <i>At home</i> • <i>At School</i> • <i>At Places of worship</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> mention the roles of etiquette at home, school, and places of worship, demonstrate general etiquettes at home, school, and places of worship, appreciate the role of general etiquette at school homes and places of worship. 	The learner is guided to: <ul style="list-style-type: none"> • name various etiquettes that are practised at home school and places of worship, • watch a short video at home, school, and places of worship using a digital device as they observe general etiquette, • discuss with peers the importance of etiquette, • role-play general etiquette in class with peers as they are guided by the teacher, • recite a poem on the importance of etiquette, • compose songs on general etiquette and sing in the class with the guidance of their teacher, • assist peers with special needs to role-play general etiquette as per their ability to perform. 	<ol style="list-style-type: none"> Why is it important to practise etiquette in your daily life? How does etiquette enhance well-being both at school and at home?

**Core Competencies to be developed:**

- **Citizenship:** learner develops social cohesion when singing songs in the class.
- **Communication and Collaboration:** learner enhances speaking skills when reciting poems on the importance of etiquette.

Values:

Unity: learner enhances cooperation when role-playing with peers' general etiquette in class.

Pertinent and Contemporary Issues (PCIs):

Life Skills: learner promotes developmental perspective when watching a short video at home, school, and places of worship using a digital device as they observe general etiquette.

Links to other subject(s):

Learner can relate the skills of speaking when reciting a poem on the importance of etiquette, to the skills learnt in English Language Activities.



SUGGESTED ASSESSMENT RUBRIC

Indicator \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the selected general etiquette referring to Scriptural stories.	The learner explains the selected general etiquette referring to Scriptural stories from the four faiths.	The learner explains the selected general etiquette from Scriptural stories.	The learner explains the selected general etiquette from Scriptural stories from two of the faiths.	The learner explains the selected general etiquette from Scriptural stories only from one faith.
Ability to mention the roles of etiquette at home, school, and places of worship.	The learner mentions the roles of etiquette with their positive effects in life.	The learner mentions the roles of etiquette.	The learner mentions the roles of etiquette with minor omissions.	The learner mentions the roles of etiquette only with prompts.



STRAND 6.0 YOGA

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.1 Pranayama (6 lessons) <ul style="list-style-type: none"> • <i>Breathing Exercises</i> • <i>Bhramari</i> • <i>Bhastrika</i> 	By the end of the sub-strand, the learner should be able to: a) state the importance of Pranayama in promoting physical and mental well-being, b) practise Pranayama to promote calmness and emotional well-being, c) appreciate the practise of Pranayama for personal well-being.	The learner is guided to: <ul style="list-style-type: none"> • mention the importance of Pranayama that they are familiar with, • use digital devices/consult their parents or guardians to gather information on the performance of pranayama and its benefits, • discuss in groups the findings on pranayama, • demonstrate pranayama to promote calmness and emotional well-being, • watch and listen to a video on the performance of Bhramari and Bhastrika, • practise the performance of Bhramari and Bhastrika under the instruction of an expert, • prepare a schedule for systematic practise of 	<ol style="list-style-type: none"> 1. How is normal breathing different from Pranayama? 2. How does the regular practise of pranayama benefit you?



			<p>Bhramari and Bhastrika with the help of a parent/guardian/instructor,</p> <ul style="list-style-type: none"> • perform Bhramari and Bhastrika as a group activity under the supervision of an instructor, • assist learners with special needs as per their abilities through peer teaching to make them understand the four paths in Yoga. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learner enhances self-drive when preparing a schedule for systematic practise of Bhramari and Bhastrika with the help of a parent/guardian/ instructor. • Learning to Learn: learner enhances research/investigations by using digital devices/consulting their parents or guardians to gather information on the performance of pranayama and its benefits. 				
<p>Values:</p> <p>Responsibility: learner enhances accountability when preparing a schedule for systematic practise of pranayama under the guidance of their parents and teacher.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Health Issues: learner enhances Mental health when practises the performance of <i>Bhramari</i> and <i>Bhastrika</i> under the instruction of an expert.</p>				
<p>Links to other subject(s):</p> <p>Learner can relate to the skills of practising the performance of Bhramari and Bhastrika under the instruction of an expert to the skills learnt in Creative Activities.</p>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Yoga	6.2 Asanas (6 lessons) <ul style="list-style-type: none"> <i>Surya Namaskaar</i> 	By the end of the sub-strand, the learner should be able to: a) name the benefits of Yoga Asanas for knowledge, b) practise <i>Surya Namaskar</i> for self-efficacy, c) recognise the regular practise of Asanas for well-being.	The learner is guided to: <ul style="list-style-type: none"> use digital devices/parent/ guardian/ teacher to gather information on the importance of Asana, discuss with peers the benefits of Asanas for the body well-being, watch and listen to an instructional video/yoga expert on the performance of <i>Surya Namaskar</i>, practise <i>Surya Namaskar</i> correctly with peers, demonstrate <i>Surya Namaskar</i> for self-efficacy, prepare a schedule for systematic practise of basic Asanas with the help of a parent/ guardian/ instructor, visit a yoga training centre accompanied by a parent/guardian/ instructor to observe the performance of Asanas, 	How does Asanas contribute to your physical well-being?



			<ul style="list-style-type: none"> assist learners with special needs as per their abilities through peer teaching to make them understand the benefits of <i>Surya Namaskar</i>. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: learner enhances self-regulation when practising <i>Surya Namaskar</i> correctly with peers. Creativity: learner enhances the exploration of new ideas when discussing the findings on Asanas and their contribution to body flexibility and strength with peers. 				
Values: Responsibility: learner develops accountability when preparing a schedule for systematic practising of basic Asanas under the watch of a parent/ guardian/instructor.				
Pertinent and Contemporary Issues (PCIs): Health Issues: learner enhances preventive measures when practising <i>Surya Namaskar</i> correctly with peers.				
Links to other subject(s): Learner can relate to the skills of practising <i>Surya Namaskar</i> correctly with peers to the skills learnt in Creative Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Yoga	6.3 Basic meditation (6 lessons) <ul style="list-style-type: none"> • <i>Observing the breath</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the role of meditation in promoting mental well-being, b) practise basic meditation skills for mental well-being, c) appreciate the practise of basic meditation for holistic well-being. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices/parent/guardian/instructor to gather information on the observance of basic meditation and its benefits in life, • discuss with peers the findings on the benefits of basic meditation, • watch and/or listen to a video on the performance of basic and age-appropriate meditation, • follow basic instructions for meditation on the breath (<i>Anapana Sati</i>), • share their experiences of basic meditation on the breath (<i>Anapana Sati</i>) in groups, • prepare a schedule for systematic practise of basic meditation in the company of a parent/guardian/instructor, 	Why should you practise meditation regularly?



			<ul style="list-style-type: none"> • visit a yoga training centre accompanied by a parent /guardian / instructor to learn the observance of basic meditation. • assist learners with special needs as per their abilities through peer teaching to make them understand basic meditation in Yoga. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: learner enhances sharing learnt knowledge when discussing with peers the findings on the benefits of basic meditation. • Communication: learner enhances speaking when sharing experiences of basic meditation on the breath (<i>Anapana Sati</i>) in groups. 				
Values: Peace: learner enhances calmness when following basic instructions for meditation on the breath (<i>Anapana Sati</i>).				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Health Issues: learner enhances mental health when following basic instructions for meditation on the breath (<i>Anapana Sati</i>). • Socio-Economic Issues: learner observes safety and security when visiting a yoga training centre accompanied by a parent /guardian / instructor to learn the observance of basic meditation. 				
Links to other subject(s): <ul style="list-style-type: none"> • Learner can relate the skills of listening and learning new vocabulary when watching and/ listening to a video on the performance of basic and age-appropriate meditation, to the listening skills learnt in English Language Activities. • Learner can relate the skills of following basic instructions for meditation on the breath (<i>Anapana Sati</i>), to the creative skills learnt in Creative Activities. 				



SUGGESTED ASSESSMENT RUBRIC

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise <i>Surya Namaskar</i> for self-efficacy.	The learner practises <i>Surya Namaskar</i> observing specific discipline and focussing all the postures.	The learner practises <i>Surya Namaskar</i> .	The learner practises <i>Surya Namaskar</i> with missing some postures.	The learner practises <i>Surya Namaskar</i> with mix-ups in the sequence of postures.
Ability to state the importance of Pranayama in promoting physical and mental well-being.	The learner states the importance of Pranayama with precision.	The learner states the importance of Pranayama.	The learner states the importance of Pranayama fairly.	The learner states the importance of Pranayama only with guidance.
Ability to explain the role of meditation in promoting mental well-being.	The learner explains the role of meditation with relevant examples and benefits.	The learner explains the role of meditation.	The learner explains the role of meditation partially.	The learner explains the role of meditation only with prompts.



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

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Creation	Myself as Parmatma's Creation	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres • Interact with Community service activities • Role-play
Scriptures	Names of Scriptures	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances



Worship	Basic Chants/Mantras	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship • Discussing with parents • Skit performances
Sadachaar	General etiquettes	<ul style="list-style-type: none"> • Self and peer review • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Parents as resource persons • Library • Scriptural stories • Tactile illustrations 	<ul style="list-style-type: none"> • Visiting to places of worship • Visiting elderly homes • Dramatisation
Yoga	Basic Concepts of Yoga	<ul style="list-style-type: none"> • Oral questioning • Portfolio • Observations • Self and peer review • Quiz 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Library • Tactile illustrations • Yoga Mat 	<ul style="list-style-type: none"> • Visit to charity organisations and sites



APPENDIX: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to:

- identify and guide learners to undertake age-appropriate, whole-class integrated CSL activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners.
- Map out the targeted core competencies, values, and specific learning areas skills for the CSL activity.
- Identify resources required for the activity (focusing on locally available materials).
- Stagger the activities across the term (set dates and times).
- Communicate with learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.
- Identify and develop assessment tools.

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.



3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt?

There will be **one** integrated CSL activity conducted **annually**. The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.



Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale, or any other appropriate assessment tool.