



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

PRE PRIMARY I



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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	iv
LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION	vi
ESSENCE STATEMENT	vii
SUBJECT GENERAL LEARNING OUTCOMES	viii
STRAND 1.0: CREATION	1
STRAND 2.0: THE HOLY BIBLE	7
STRAND 3.0: THE LIFE OF JESUS CHRIST	12
STRAND 4.0 CHRISTIAN VALUES	16
STRAND 5.0: THE CHURCH	23
APPENDICES	28
APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)	28
ASSESSMENT OF THE CSL ACTIVITY	30
APPENDIX II: SUGGESTED RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL PROGRAMMES	31



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.



LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

- a) Demonstrate basic literacy and numeracy skills for learning.
- b) Apply creative and critical thinking skills in problem solving.
- c) Practice appropriate etiquette for interpersonal relationships.
- d) Explore the immediate environment for learning and enjoyment.
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
- g) Develop interests, talents and character for positive contribution to the society.



ESSENCE STATEMENT

Christian Religious Education (CRE) at the Preprimary level is an activity area that explores the concepts of God and the Christian way of life, based on teachings from the Bible. The activity area emphasizes the acquisition of living values such as love, sharing, honesty, respect, and responsibility, contributing to the development of balanced individuals and a humane society. This aligns with the National Goal of Education No. 4, which aims to foster the development of sound moral values and the growth of self-disciplined, self-reliant, and integrated citizens. Implementing CRE activities at the Pre-primary level utilizes the life approach incorporating play-based learning and experiential learning. The competencies acquired in CRE at Pre-primary 1 will lay the foundation for learning CRE at Pre-primary 2.



SUBJECT GENERAL LEARNING OUTCOMES

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

- a) demonstrate God's love through all creation in his or her life,
- b) demonstrate understanding of the word of God through prayer, saying simple memory verses and singing Christian songs for his or her spiritual growth,
- c) demonstrate understanding of the person of Jesus Christ and emulate Him in his or her daily life,
- d) apply Christian values in his or her interaction with others from diverse cultural backgrounds for harmonious co-existence,
- e) appreciate the church as a house of God for their spiritual nourishment.



STRAND 1.0: CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
1.0 Creation	1.1 Our God (7 lessons)	By the end of the sub strand, the learner should be able to: a) tell the qualities of God, b) say prayers to God, c) desire to know God.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about God, • name the qualities of God such as <i>protector, creator, loving, and provider.</i> • say the name of God in his or her mother tongue, • sing songs about God in groups, • tell things he or she should do to know God such as praying, listening to the Bible readings and going to Church, • say short prayers to God, • recite simple poems about God in groups. 	Who is God?
Core Competence to be developed: Communication and Collaboration: Speaking engagingly: The learner can reason and show his or her opinion as they take turns talking about God.				
Value: Unity: Cooperation: The learner collaborates with others to recite simple poems about God.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Social cohesion: The learner displays understanding of diversity as he or she appreciates how different communities call God.				
Link to other Activity Areas: Environmental activities: The concept of God as a provider relates to the concept in Environmental activities on things provided to him or her at home.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creation	1.2 God our Creator (8 lessons)	By the end of the sub strand, the learner should be able to: a) narrate the creation story of Adam and Eve, b) name the first human beings created by God according to the Bible, c) recite a simple Bible verse on creation, d) appreciate self as God's creation.	The learner is guided to: <ul style="list-style-type: none"> • listen to the creation story of Adam and Eve from the children's Bible Genesis 1: 26-27, • take turns retelling the creation story of Adam and Eve in Genesis 1: 26-27, • mention the names of the first human beings, • observe pictures of Adam and Eve, • share materials to colour pictures of Adam and Eve, • manipulate ICT devices to watch a video on the story of the creation of Adam and Eve, • talk about self as a creation of God, • model himself or herself, • recite the memory verse Genesis 1:27 in groups, • sing songs on creation in groups. 	<ol style="list-style-type: none"> 1. How were Adam and Eve created? 2. What do you like about yourself?
Core Competencies to be developed: Learning to learn: The learner develops relations by carrying out activities with peers as they take turns retelling the creation story of Adam and Eve in Genesis 1: 26-27. Digital literacy: The learner adopts new digital technology. Uses new digital technology to accomplish own tasks as he or she manipulates ICT devices to watch a video on the story of the creation of Adam and Eve.				
Value: Respect: Etiquette: The learner is patient as he or she awaits turn to retell the creation story of Adam and Eve.				

**Link to Pertinent Contemporary Issues (PCIs):**

Education for Sustainable Development (ESD): Digital literacy: The learner gains knowledge, skills and attitudes necessary to shape a sustainable future as he or she manipulates ICT devices to watch a video on the story of the creation of Adam and Eve.

Link to other Activity Areas:

Environmental activities: The concept of God as our creator relates to the concept of Myself in Environmental activities.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creation	1.3 God our Loving Father (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell ways God shows His love to him or her. b) recite memory verse on creation, c) pray simple prayers to God for self and others. d) appreciate God as his or her loving Father.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about ways God shows love to him or her, • take turns talking about ways God shows love to his family members and friends, • share materials to colour pictures of family members sharing a meal, • recite a poem on God as a loving Father in groups. • listen to the Bible verses, <ul style="list-style-type: none"> ▪ 1st John 3:1 ▪ Isaiah 64:7 • memorise 1st John 3:1, • recite the memory verse 1st John 3:1, • sing songs appreciating self as God's creation and God as a loving Father in groups, • say simple prayers for self, family and friends. 	<ol style="list-style-type: none"> 1. How does God show His love to you? 2. What makes you a child of God?
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: The learner speaks clearly and effectively by participating actively in the activity being carried out as he or she talks about ways God shows His love to us.</p> <p>Self-efficacy: Self-confidence and self-drive: The learner demonstrates the ability to express self as he or she recites a poem on God as a loving Father.</p>				



Value: Social Justice: Unity: The learner relates harmoniously with others as they sing songs appreciating self as God’s creation and God as a loving Father in groups.
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Social cohesion: The learner develops an appreciation for the family as he or she colours pictures of family members sharing a meal.
Link to other Activity Areas: Environmental Activities: The concept of God as a loving Father relates to the concept of family members in Environmental activities.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate knowledge of God as the creator	Tells multiple attributes of God. Identifies God as the creator and narrates the story of creation with ease.	Tells the attributes of God. Identifies God as the creator and narrates the story of creation.	Tells some attributes of God. Identifies God as the creator but requires guidance to narrate the story of creation.	Struggles to tell some attributes of God or provides incorrect information. Identifies God as the creator but sketchily narrates the story of creation with regular prompts.
Ability to demonstrate a relationship with God as his or her creator	Talks about self as God's creation and can relate this to his or her daily life experiences. Says simple prayers to God	Talks about self as God's creation and can relate this to his or her daily life experiences. Says simple prayers to	Talks about self as God's creation and relates this to his or her daily life experiences with prompt.	Shows little ability to talk about self as God's creation or relate this to his or her daily life experiences. Struggles



	eloquently and displays understanding of why he or she prays. Recites the Bible verse on creation with ease.	God and displays understanding of why he or she prays. Recites the Bible verse on creation.	Says simple prayers to God with guidance and shows a limited understanding of the meaning of prayer. Recites the Bible verse on creation with support.	to say simple prayers to God and lacks an understanding of the meaning of prayer. Recites the Bible verse on creation with minimal coherence when guided.
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STRAND 2.0: THE HOLY BIBLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 The Holy Bible	2.1 Bible as a Holy Book (7 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate the Bible from other books, b) take care of the Bible as a Holy book, c) respect the Bible as a Holy book.	The learner is guided to: <ul style="list-style-type: none"> • look at different books and differentiate the Holy Bible from other books, • say the do's and don'ts when handling the Holy Bible, • demonstrate how to hold the Holy Bible, • take turns talking about why he or she should respect the Holy Bible, • sing songs about the Holy Bible in groups, • colour a picture of the Holy Bible. 	<ol style="list-style-type: none"> 1. Why is the Holy Bible different from other books? 2. How do you care for the Holy Bible?
Core Competencies to be developed: Critical thinking and problem-solving: The learner follows simple instructions to complete tasks as he or she is guided to look at different books and differentiate the Holy Bible from other books. Learning to learn: The learner displays self-discipline as he or she works collaboratively with others to demonstrate how to handle the Holy Bible.				
Value: Responsibility: The learner displays accountability as he or she cares for the Holy Bible when demonstrating how to care for it.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Integrity: The learner develops responsibility when he or she acquires knowledge of do's and don'ts when handling the Holy Bible.				

**Link to other Activity Areas:**

Language Activities: The concept of handling the Bible relates to the concept of book handling in Language activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 The Holy Bible	2.2 Bible Story David and Goliath (6 lessons)	By the end of the sub strand, the learner should be able to: a) narrate the story of David and Goliath, b) recite a simple Bible verse on the story of David and Goliath, c) trust in God to overcome challenges in his or her daily life.	The learner is guided to: <ul style="list-style-type: none"> listen to the story of David and Goliath in the Children's Bible as portrayed in 1st Samuel 17: 41-49, manipulate ICT devices to watch a video on the Bible story of David and Goliath, narrate to other learners the story of David and Goliath, recite 1st Samuel 17:45 in groups, sing songs on the story of David and Goliath in groups, take turns talking about how to trust God in his or her daily life, share materials to colour pictures showing the story of David and Goliath. 	<ol style="list-style-type: none"> How did David show trust in God? How do you show trust in God?
<p>Core Competencies to be developed:</p> <p>Self-efficacy: The learner confidently expresses self as he or she narrates to other learners the Bible story of David and Goliath.</p> <p>Digital literacy: The learner adopts new digital technology. Uses new digital technology to accomplish own tasks as he or she manipulates ICT devices to watch a video on the Bible story of David and Goliath.</p>				



Value: Unity: The learner cooperates with others as they sing songs on the Bible story of David and Goliath in groups.
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Integrity: The learner develops integrity as he or she shares materials with others to colour pictures showing the story of David and Goliath.
Link to other Activity Areas: Language Activities: The concept of listening to Bible stories relates to the concept of storytelling in Language activities.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate care and respect for the Bible	Differentiates the Bible from all other books with ease. Consistently shows great care and respect when handling the Bible. Holds the Bible gently and uses both hands to turn the pages.	Differentiates the Bible from all other books. Usually shows care and respect when handling the Bible. Holds the Bible gently and uses both hands to turn the pages	Differentiates the Bible from some books. Occasionally shows care and respect when handling the Bible. At times holds the Bible too tightly or turns the pages too quickly. Needs some guidance to learn how to handle the Bible with respect.	Struggles to differentiate the Bible from all other books or does it inaccurately. Shows little to no care or respect when handling the Bible. May throw the Bible, rip the pages, or treat it like any other book. Needs significant support and guidance to learn how to handle the Bible appropriately.



<p>Ability to interact with the Bible.</p> <ul style="list-style-type: none"> • Bible story • Bible Verses 	<p>Observes and relates all pictures with the Bible story with ease. Listens attentively to the Bible story and contributes to the story. Narrates the Bible story eloquently; provides vivid details and demonstrates creativity in his or her narration. Recites the Bible verses with a high level of coherence. Tells multiple lessons learnt from the Bible story.</p>	<p>Observes and relates pictures with the Bible story. Listens attentively to the Bible story. Narrates the Bible story; provides details and demonstrates creativity in his or her narration. Recites the Bible verses coherently. Tells lessons learnt from the Bible story.</p>	<p>Observes and relates some pictures with the Bible story. Pays little attention when listening to the Bible story. Narrates the Bible story with a moderate level of fluency; provides some details and demonstrates some creativity in his or her narration. Recites the Bible verse with a moderate level of coherence. Tells a few lessons learnt from the Bible story but requires regular prompts.</p>	<p>Observes and relates some pictures with the Bible story with prompts. Inattentive to the Bible story. Struggles to narrate the Bible story; provides sketchy details with little evidence of creativity in his or her narration. Recites the Bible verse incoherently. Unable to tell lessons learnt from the Bible story.</p>
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STRAND 3.0: THE LIFE OF JESUS CHRIST

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell the names of the parents of Jesus, b) Listen to the story of the birth of Jesus, c) Appreciate the birth of Jesus as the Son of God.	The learner is guided to: <ul style="list-style-type: none"> • listen to the story of the birth of Jesus from the Children's Bible - Luke 2:1-7, • manipulate ICT devices to watch a video on the birth of Jesus, • observe pictures in a gallery walk of the birth of Jesus showing the place of birth and parents of Jesus, • take turns talking about the town Jesus was born in and the names of His parents in groups, • take turns talking about his or her parents, caregivers or guardians, • sing songs about the birth of Jesus in groups, • share materials to colour pictures of Jesus, his parents and animals in the manger. 	<ol style="list-style-type: none"> 1. Who is Jesus? 2. Why was Jesus born in a manger?
Core Competence to be developed: Creativity and Imagination: Exploration: The learner displays imagination and originality as he or she roleplays the birth of Jesus.				
Value: Love: Sharing: The learner shares materials and colours pictures of Jesus, his parents and animals in the manger.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Integrity: The learner demonstrates integrity by sharing materials with other learners to colour pictures of Jesus, his parents and animals in the manger.				

**Link to other Activity Areas:**

Environmental Activities: The concept of the family of Jesus relates to the concept of family in Environmental activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 The Life of Jesus Christ	3.2 Celebrating the Birth of Jesus (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways the wise men celebrated the birth of Jesus. b) read picture stories on the celebration of the birth of Jesus. c) appreciate the celebration of the birth of Jesus.	The learner is guided to: <ul style="list-style-type: none"> share stories about how he or she celebrates birthdays, listen to the Bible verse Matthew 2:11, take turns talking about how the wise men celebrated the birth of Jesus, look at pictures showing the birth of Jesus and tell the story in the pictures, colour pictures of Jesus in the manger and the wise men, take turns talking about why he or she celebrates the birth of Jesus. Sing songs on the birth of Jesus in groups. 	<ol style="list-style-type: none"> How do you celebrate your birthday? Why do you celebrate the birth of Jesus?
Core Competence to be developed: Communication and collaboration: The learner listens actively and speaks engagingly as they share stories about how he or she celebrates birthdays.				
Value: Respect: The learner is patient as he or she awaits his or her turn to talk about the events that took place during the birth of Jesus according to Matthew 2:11.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Social cohesion: The learner demonstrates positive interaction with peers, as they share stories about how they celebrate their birthdays.				



Link to other Activity Areas:

Environmental Activities: The concept of celebrating the birth of Jesus relates to the concept of family in Environmental activities.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability of the learner to demonstrate knowledge of the birth of Jesus.	Names parents and place of birth of Jesus with ease.	Names parents and place of birth of Jesus.	Names parents and place of birth of Jesus with prompts.	Provides incorrect information on the names of parents and place of birth of Jesus.
Ability of the learner to tell the events during the celebration of the Birth of Jesus.	Listens attentively to the story of the birth of Jesus. Is focused throughout the story. Tells how the wise men celebrated the birth of Jesus with accurate details.	Listens to the story of the birth of Jesus. Is focused for most of the story. Tells how the wise men celebrated the birth of Jesus with accurate details.	Struggles to stay engaged when listening to the story of the birth of Jesus. Loses focus and must be prompted to listen attentively. Tells how the wise men celebrated the birth of Jesus with few accurate details.	Inattentive when listening to the story of the birth of Jesus. Regularly loses focus when listening and requires regular prompts. Tells how the wise men celebrated the birth of Jesus providing only sketchy details that have little to no accuracy.



STRAND 4.0 CHRISTIAN VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.1 Love for God (7 lessons)	By the end of the sub strand, the learner should be able to: a) tell ways of showing love to God as instructed in the first commandment, b) recite a simple Bible verse on love for God, c) appreciate the importance of showing love to God.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about how he or she shows love for God, • listen to Bible reading Matthew 22:37-38, • recite the Bible verses Matthew 22: 37-38, • take turns talking about God's first commandment about loving God, • sing songs about love for God in groups, • recite short poems about love for God, • manipulate ICT devices to watch videos of people showing love for God by helping others. 	How do you show love for God?
Core Competencies to be developed: Communication and Collaboration: The learner listens keenly and actively and shows understanding of simple concepts as he or she listens and recites with other learners the Bible verse on the love for God.				
Values: Peace: Love: Respects self and others as he or she takes turns talking about how he or she shows love for God.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Social cohesion: The learner demonstrates positive interaction with peers as he or she explores ways of showing love for God through loving others.				

**Link to other Activity Areas:**

Environmental Activities: The concept of love for God by loving others relates to the concept of responsibilities at home and school in Environmental activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.2 Love for Neighbour (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell ways of showing for his or her neighbour, b) recite a simple Bible verse on love for neighbour, c) appreciate the importance of showing love for God and his or her neighbour.	The learner is guided to: <ul style="list-style-type: none"> • name his or her neighbours at home and school, • listen to Bible reading Matthew 22:39, • take turns talking about ways of showing love for his or her neighbour at home and school, • demonstrate ways of showing love for their neighbours at school and home, • recite Bible verse John 15:12, • sing songs about love for neighbor in groups, • look and talk about pictures of people demonstrating love for others. 	How do you show love for your neighbour?
Core Competence to be developed: Citizenship: Information and Communication skills: Developing and applying compassion and empathy for others as he or she demonstrates ways of showing love to their neighbours.				
Value: Love: Empathy: The learner portrays a caring attitude as he or she demonstrates ways of showing love to their neighbours.				
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Social cohesion: The learner shows concern for others as he or she talks about ways of showing love to his or her neighbour at home and school.				

**Link to other Activity Areas:**

Environmental Activities: The concept of loving others relates to the concept of responsibilities at home and school in Environmental activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.3 Sharing with Others (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell the importance of sharing with others at home and school, b) identify ways of sharing with others at home and school, c) recite a memory verse on sharing from the Bible, d) appreciate the importance of sharing with others.	The learner is guided to: <ul style="list-style-type: none"> • take turns talking about incidents where he or she has shared what they have with others, • say why he or she should share, • take turns talking about ways he or she can share with others, • listen to the Bible verse Hebrews 13:16, • recite Hebrews 13:16, • sing songs about sharing with others in groups, • roleplay sharing with others in groups, • take turns talking about sharing with others at home and school, • observe pictures of people sharing in the community, • stick cut-out pictures of things he or she can share with others on plain pieces of paper. 	<ol style="list-style-type: none"> 1. Why should you share what you have with others? 2. What should you share with others?
Core Competencies to be developed: Learning to learn: The learner develops relations by carrying out activities with peers as he or she role plays on sharing with others. Citizenship: The learner shares personal experiences as he or she talks about sharing with others at home and school.				



Values: Responsibility: Self-drive: The learner demonstrates self-drive to proactively solve problems as he or she talks about sharing with others at home and school. Unity: Cooperation: The learner collaborates with others to sing songs on sharing.
Link to Pertinent Contemporary Issues (PCIs): Citizenship: Integrity: The learner shows a willingness to share with others at home and school as he or she takes turns talking about ways he or she can share with others.
Link to other Activity Areas: Environmental Activities: The concept of sharing with others relates to the concept of responsibilities at home and school in Environmental activities.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability of the learner to recite Bible verses on Christian values.	Recites Bible verses on Christian values eloquently.	Recites Bible verses on Christian values.	Recites Bible verses on Christian values with few errors or hesitations.	Recites Bible verses on Christian values with significant errors or hesitations.
Ability of the learner to apply Christian values in daily life. <ul style="list-style-type: none"> Love: The learner is kind, forgiving, respectful, patient and supportive of others. 	Demonstrates the criteria consistently and independently in various situations and contexts.	Demonstrates the criteria in various situations and contexts.	Demonstrates the criteria in some situations and contexts.	Demonstrates the criteria in some situations and contexts with frequent prompts.



<ul style="list-style-type: none">• Sharing: The learner shares materials, toys and space with others in a kind and respectful manner.				
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STRAND 5.0: THE CHURCH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.1 The Church as a House of God (7 lessons)	By the end of the sub strand, the learner should be able to: a) tell the differences between the church and other buildings in the community, b) Observe features of church buildings in the community, c) respect the Church as a house of God.	The learner is guided to: <ul style="list-style-type: none"> look at pictures of different buildings in the community and tell the difference between the church and other buildings in the community. take a nature walk around the school to observe buildings and identify features that differentiate the church from other buildings. name things found in the church. Tell where their church is located in the community. Demonstrate how to behave in church. Colour a picture of the church. Sing songs about the church in groups. 	<ol style="list-style-type: none"> What is a church? How should you behave in church?
Core Competencies to be developed: Self-efficacy: Self-drive: The learner displays motivation to begin and complete tasks as he or she demonstrates how to behave in church.				
Values: <ul style="list-style-type: none"> Unity: The learner strives to achieve a common goal as he or she sings songs about the church with other learners. Patriotism: The learner shows devotion by being aware of his or her responsibilities as he or she demonstrates how to behave in church. 				

**Link to Pertinent Contemporary Issues (PCIs):**

Environmental Education: The learner familiarises with his or her environment when he or she takes a nature walk around the school to observe buildings and identify features that differentiate the church from other buildings.

Link to other Activity Areas:

Environmental Activities: The concept of the church as a House of God relates to the concept of structures/buildings at home and school in Environmental activities.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.2 Church Activities (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell the activities that take place in the church, b) demonstrate service to the church by taking part in church activities, c) practice honesty in giving offerings in church, d) appreciate activities carried out in church.	The learner is guided to: <ul style="list-style-type: none"> • demonstrate activities carried out in Church such as praying, singing, dancing and giving offerings, • listen to the Bible reading 2 Corinthians 9:7, • recite the Bible verse 2 Corinthians 9:7, • take turns talking about why he or she should be honest when giving offerings in church, • manipulate ICT devices to watch a video on activities that take place in the church, • sing songs using musical instruments, on activities done in church in groups. 	<ol style="list-style-type: none"> 1. What do you do in church? 2. Why should you be honest in giving offerings in church?
Core Competencies to be developed: Digital literacy: The learner adopts new digital technology. Uses new digital technology to accomplish own tasks as he or she manipulates ICT devices to watch a video on activities that take place in the church. Self-efficacy: Self-drive: The learner displays motivation to begin and complete tasks as he or she demonstrates activities carried out in Church.				
Values: Integrity: Honesty: The learner chooses to do the right thing always as he or she talks about being honest when giving offering in Church.				



Link to Pertinent Contemporary Issues (PCIs):

Financial literacy: The learner demonstrates integrity and honesty in the use of financial resources as he or she talks about being honest when giving offerings in church.

Link to other Activity Areas:

Creative Activities: The concept of activities done in church such as singing and dancing relate to the concept of singing and performing simple dances in Creative activities.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability of the learner to differentiate the church from other buildings.</p> <ul style="list-style-type: none"> Identifying: Can correctly identify the church from a group of buildings. Describing: Can give at least two characteristics that make the church different from other buildings. Applying: Can apply their knowledge in real-life situations such as pointing out a church when passing by one. 	<p>Demonstrates a strong understanding of the church as a unique type of building and can easily identify, describe and apply this knowledge.</p>	<p>Demonstrates a solid understanding of the church as a unique type of building and can accurately identify, describe and apply this knowledge.</p>	<p>Demonstrates some understanding of the church as a unique type of building but may struggle with identifying, describing or applying this knowledge.</p>	<p>Demonstrates limited understanding of the church as a unique type of building and may struggle with identifying, describing or applying this knowledge.</p>



Ability of the learner to take part in Church activities.	Takes part in a variety of church activities willingly.	Takes part in church activities willingly.	Takes part in some church activities with frequent reminders.	Demonstrates little to no willingness to take part in church activities or may actively resist doing so.
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APPENDICES

APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. 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 activity within the school. The safety of the learners should also be taken into account when selecting the CSL 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 (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to 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 that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning



and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE CSL ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and 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.



APPENDIX II: SUGGESTED RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL PROGRAMMES

Suggested Resources	Suggested Assessment Methods	Suggested Assessment tools	Non-formal Programmes to support learning
<ul style="list-style-type: none"> • Good News Bible • Children's Bible • ICT devices • Flashcards • Picture cut-outs • Picture books • Modelling materials (clay, dough, plasticine) • Colouring materials (Coloured pencils/chalk/crayons) • Wallcharts • Musical instruments 	<ul style="list-style-type: none"> • Oral questions • Observations • Portfolios 	<ul style="list-style-type: none"> • Checklist • Observation schedules • Anecdotal records • Portfolio 	<ul style="list-style-type: none"> • Pastoral Programmes of Instruction