



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

HINDU RELIGIOUS EDUCATION

GRADE 7

First Published 2022

Reviewed 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



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

PREFACE

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. 1 of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner's potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for a smooth transition to Grade 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR 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 (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 7 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. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 7 and the preparation of learners for transition to Grade 8.



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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfillment**

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

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

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

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

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

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

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

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Lesson)
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		40 + 1*

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

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

ESSENCE STATEMENT

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

HRE provides an avenue for the learner to learn to build positive relationships and solve challenges collaboratively, with care, empathy, respect, and understanding of people from different backgrounds and religions. This fosters solidarity and contributes to building a more peaceful and inclusive society. It also promotes and strengthens mutual understanding, appreciation and respect for religious freedom and diversity. The learner is guided to behave responsibly at local, national and global levels to contribute to a more serene and sustainable world. HRE also empowers the learner, fostering inclusion and social cohesion.

HRE reiterates the importance of core values and empowers the learner to advocate for human rights and equality. It fosters respect for different cultures and beliefs, offering a dignified foundation for building a peaceful society. HRE provides opportunities for exploring, acquiring, and practising core competencies that will lay a firm foundation not only for senior secondary but also for diverse career paths.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands	Suggested Number of Lessons
1.0 Manifestations of Paramatma	1.1. Enlightened Beings	15
2.0 Scriptures	2.1. Scriptural Texts	14
3.0 Principles of Dharma	3.1. Fundamental Principles	14
4.0 Religious Practices	4.1 Buddhist Practices	15
	4.2 Places of Worship	16
5.0 Yog	5.1 Concepts of Yog	16
	5.2 Path of Devotion (<i>Bhakti Yog</i>)	15
6.0 Rites of passage	6.1 Religious Ceremonies	15
Total Number of Lessons		120

Note: The suggested number of lessons per sub-strand may be less or more depending upon the context.

STRAND 1.0: MANIFESTATION OF SUPREME BEING (PARAMATMA)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Manifestation of Paramatma (Supreme Being)	1.1. Enlightened Beings • <i>Guru Har Rai Ji, Lord Krishna, Lord Buddha, Tirthankar Neminath,</i> • <i>Guru Har Krishan ji)</i> • <i>Guru Har Rai Ji and</i> • <i>Dara Shikoh</i> • <i>Lord Krishna saving the honour of the Pandavas in the Jungle</i> • <i>Lord Buddha's research on dukkha</i> • <i>Tirthankar Neminath's compassion for animals</i> • <i>Guru Har Krishan ji and Chhajumal.</i> (15 Lessons)	By the end of the sub-strand, the learner should be able to: a) narrate the listed stories of the Enlightened Beings for better understanding, b) explore the interrelationships of the Enlightened Beings for spiritual growth, c) illustrate the events mentioned in the lives of the Enlightened Beings for ease of understanding, d) appreciate the values taught by the Enlightened Beings	The learner is guided to: • discuss and present the interrelationships of Enlightened Beings, • use print and digital resources/digital resources with assistive technology to research on the stories of the Enlightened Beings, • research using digital media/ library/ magazines/ resource person(s), the events that each Enlightened Being underwent, • draw or paint or make tactile cut-outs of the illustrations of events mentioned in the lives of Enlightened Beings to assist learners with special needs in class, • participate in community service activities that lead to	1. How do the teachings of Enlightened Beings contribute to uplifting society today? 2. Why is it important to adopt values drawn from the lives of Enlightened Beings?

		for holistic development.	inclusivity, promotion of animal welfare, and acts of kindness.	
Core Competencies to be developed: • Citizenship: learner develops socio-cultural sensitivity and awareness skills when exploring the interrelationships of the Enlightened Beings. • Learning to Learn: learner enhances their knowledge when sharing learnt knowledge as they discuss and present interrelationships of Enlightened Beings. • Critical thinking and Problem-solving: learner will develop their open-mindedness and creativity skills while using various media to research on the lives of the Enlightened Beings, and while participating in animal welfare and mentorship programs. • Digital Literacy: learner will interact with digital devices when using print and digital resources/digital resources with assistive technology to depict the stories of the Enlightened Beings.				
Values: Social Justice: learner will cooperate when participating in community service activities that lead to inclusivity, promotion of animal welfare, and acts of kindness.				
Pertinent and Contemporary Issues (PCIs): Socio-economic and Environmental issues: learner acquires Environmental Education skills when participating in community service activities that lead to inclusivity, promotion of animal welfare, and acts of kindness that are influenced by events from the lives of Enlightened Beings.				
Link to other Subjects: • The learner can relate skills learnt while participating in community service activities to community service learning activities in Social Studies. • Learner can relate speaking skills learnt to discuss and present the events that each Enlightened Being underwent to speaking skills in English.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to narrate stories of the Enlightened Beings.	The learner narrates stories of all the selected Enlightened Beings confidently with illustrations.	The learner narrates stories of all the selected Enlightened Beings confidently.	The learner narrates some stories of the Enlightened Beings with minor mix-ups.	The learner narrates stories of some of the Enlightened Beings with major mix-ups.
Ability to explore the interrelationships of the Enlightened Beings.	The learner explores the interrelationships of the Enlightened Beings using diagrams.	The learner explores the interrelationships of the Enlightened Beings correctly.	The learner explores some of the interrelationships of the Enlightened Beings.	The learner explores some of the interrelationships of the Enlightened Beings only when prompted.
Ability to illustrate the events mentioned in the lives of the Enlightened Beings.	The learner illustrates the events mentioned in the lives of the Enlightened Beings creatively.	The learner illustrates the events mentioned in the lives of the Enlightened Beings.	The learner illustrates some of the events mentioned in the lives of the Enlightened Beings partially.	The learner illustrates some of the events mentioned in the lives of the Enlightened Beings with support.

STRAND 2.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0. Scriptures	2.1. Scriptural texts • <i>Yajur Ved – Shanti Mantra (Ch. 36, 17)</i> • <i>Uttaradhyan Sutra Chapter 11, 12</i> • <i>Buddhist: Suittanipata</i> • <i>Sikh: Sukhmani Sahib1-8Ashtpadi (Summary)</i> (14 Lessons)	By the end of the sub-strand, the learner should be able to: a) distinguish the four selected Scriptural texts that promote peace and harmony, b) apply values from the four selected Scriptures in daily life for sustainable living, c) create content to share relevant Scriptural messages that foster peace and harmony, d) appreciate approaches for restoring peace and harmony in society as stipulated in the Scriptures.	The learner is guided to: • discuss with peers their findings from the research regarding the values drawn from different Scriptures, • interact with resource persons on values from Scriptures, create audio/video recordings, and present the same in class, • conduct research using digital media/digital media with assistive technology libraries/magazines to identify Scriptures that promote peace in society through Scriptural texts, • discuss with peers, their findings from the research regarding the values drawn from different Scriptures,	1. Why are Scriptures important in our lives? 2. How do the Scriptures promote peace and harmony in society?

			• interact with resource persons on values from Scriptures, create audio/video recordings, and present the same in class, • create and present skits that address various approaches to how humankind can be more peaceful and harmonious, • read and discuss with the parents/guardians how Scriptures promote peace and harmony, • assist learners with special needs as per their abilities through peer teaching basic concepts from the Scriptures in their class.	
Core Competencies to be developed: • Citizenship: learner will develop active community life skills when conducting research using digital media/digital media with assistive technology libraries/ magazines to identify Scriptures that promote peace. • Learning to Learn: learner will develop the skill of self-reflection when creating and presenting skits that address various approaches to how humankind can be more peaceful and harmonious. • Digital Literacy Skills: learner will develop Digital Citizenship Skills when conducting research using digital media/digital media with assistive technology.				

Values:

- Peace: learner will uphold love when displays calmness and respect for others during discussions and interaction with the parents/guardians on how the Scriptures promote peace and harmony.
- Respect: learner will exhibit patience when interacting with resource person(s) on values from the Scriptures.

Pertinent and Contemporary Issues (PCI's):

Citizenship: learner enhances social cohesion when researching using digital media/digital media with assistive technology library/ magazines to identify Scriptures that promote peace.

Link to other subjects:

- Learner can relate learnt skills to create and present skits from Scriptural teachings to skills of creating and presenting skits in Creative Arts and Sports.
- Learner can relate learnt skills of speaking to discuss their research findings in groups to speaking skills in English.
- Learner can relate learnt skills of socialising when visiting different places of worship and interacting with people of different social, cultural, and religious backgrounds to skills of socialising with people in Social Studies.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish Scriptural texts that promote peace and harmony.	The learner distinguishes all the four selected Scriptural texts that promote peace and harmony providing an accurate explanation.	The learner distinguishes all the four selected Scriptural texts that promote peace and harmony.	The learner distinguishes three of the selected Scriptural texts that promote peace and harmony.	The learner distinguishes less than three of the selected Scriptural texts that promote peace and harmony.
Ability to create content to share relevant Scriptural messages.	The learner creates captivating content to share relevant Scriptural messages.	The learner creates content to share relevant Scriptural messages precisely.	The learner creates the content to share relevant Scriptural messages with minor omissions.	The learner creates content to share the relevant Scriptural messages with major omissions.

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Principles of Dharma (<i>Dharmic Siddhant</i>)	3.1. Fundamental Principles • <i>Principles of the Four Faiths</i> • <i>Pranidaya (compassion)</i> • <i>Purusharth (hard work) the</i> • <i>Jain-Nonviolence (Ahimsa), Non-stealing (Asteya),</i> • <i>Sikh Dharma-Compassion (Daya)</i> • <i>Humility (Nimrata)</i> (14 Lessons)	By the end of the sub-strand, the learner should be able to: a) describe the four selected fundamental Principles of Dharma for knowledge in the four faiths, b) examine the Scriptural stories based on the four selected Principles of Dharma for social cohesion, c) practice the Principles of Dharma for spiritual nourishment, d) appreciate the Principles of Dharma for a balanced life.	The learner is guided to: • create a game on the fundamental principles of Dharma using locally available resources (For example, Monopoly, Snakes and Ladders, and Word Puzzles), • discuss with peers the importance of compassion to road crash survivors/victims following the Principles of Dharma in their lives, • dramatise the Scriptural stories based on the fundamental principles of Dharma that enhance spiritual uplift, • visit animal shelters, homes for the elderly, and orphanages to practice fundamental principles, • visit places of worship and interact with resource person(s) to gain insight into the application of the Principles of Dharma, • assist learners with special needs as per their abilities through peer teaching the lessons drawn from the Scriptural stories.	1. Why is it important to learn the principles of Dharma? 2. How can the Principles of Dharma be practised in our daily lives?

Core Competencies to be developed:

- Learning to Learn: learner will develop relationships when creating games on the fundamental Principles of Dharma using locally available resources.
- Self-efficacy: learner will interact with technology when researching new information about the importance of Principles of Dharma in their lives.
- Creativity and Imagination: learner will enhance originality in creating games and dramatise the Scriptural stories based on the Principles of Dharma.
- Citizenship: learner will develop social and civil skills when visiting places of worship and interacting with resource person(s) to gain insight into the application of the Principles of Dharma. They will also develop active community life skills as they visit the homes of the elderly, orphanages, and animal shelters around them.

Values:

- Love: learner will develop generosity and hospitality when visiting the orphanages/homes for the elderly and animal shelters.
- Responsibility: learner will develop the skills of diligence as they research and apply the Principles of Dharma in their lives.

Pertinent and Contemporary Issues (PCI's):

- Citizenship: learner will acquire Ethics and racial relationship skills when studying the teachings and the lives of the Enlightened Beings.
- Social-economic and Environmental issues: learner will develop skills on human and animal welfare issues when visiting animal shelters and homes for the elderly.

Link to other Subjects:

- Learner can relate skills learnt to write and look for the translations of the terminologies used in explaining the Principles of Dharma to the skills of writing in English.
- Learner can relate skills learnt to perform skits and create games on the Principles of Dharma to skills of performing skits in Creative Arts and Sports.
- Learner can relate skills learnt to take care of the environment and animals to the skills of taking care of the environment in Social Studies.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the fundamental Principles of Dharma.	The learner describes all the four selected Principles of Dharma comprehensively.	The learner describes all the four selected Principles of Dharma.	The learner describes the three selected Principles of Dharma.	The learner describes less than three selected Principles of Dharma.
Ability to examine the Scriptural stories based on the Principles of Dharma.	The learner examines the Scriptural stories based on the Principles of Dharma with correct evidence.	The learner examines the Scriptural stories based on the Principles of Dharma accurately.	The learner examines some Scriptural stories based on the Principles of Dharma with some evidence.	The learner examines some Scriptural stories based on the Principles of Dharma without evidence.

STRAND 4.0: RELIGIOUS PRACTICES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0. Religious Practices	4.1. Buddhist Practices • <i>Paying homage to the Buddha (Buddha Vandana)</i> • <i>Taking refuge in the triple gem (Tisarana)</i> • <i>Taking the five precepts (Panchasila)</i> • <i>Offerings (Puja)</i> • <i>Tranquillity meditation (Samantha)</i> • <i>Insight meditation (Vipassana)</i> • <i>Metta meditation and sharing of merits.</i> (15 Lessons)	By the end of the sub-strand, the learner should be able to: a) examine the Buddhist daily scheduled practices for generalisation, b) illustrate the observance of the scheduled religious practices in daily life, c) practice the Buddhist scheduled religious practices in daily life, d) appreciate the benefits of the Buddhist daily scheduled practices for harmonious living.	The learner is guided to: • mention Buddhist daily scheduled practices, • research on the Buddhist daily scheduled practices using digital devices/ resource persons/ library, • tabulate and make a presentation of the findings on Buddhist daily scheduled practices, • participate in discussions with peers on individual findings on the benefits of each practice, • visit the Vihar (Buddhist temple) and record a video/take photographs (with permission) of the daily scheduled practices and present it in class, • recite Mantras used during scheduled practices,	1. How do daily scheduled practices benefit society? 2. How do meditation practices impact one's life?

			assist learners with special needs as per their abilities in the religious practices carried out in a place of worship.	
Core Competencies to be developed: - Citizenship: learner enhances socio-cultural sensitivity when participating in group discussions on individual findings on the benefits of each practice. - Self-efficacy and Critical thinking: learner enhances self-awareness, planning skills, and critical thinking when tabulates and making a presentation of the findings on Buddhist daily scheduled practices. - Digital Literacy: learner develops digital literacy when interacting with technology while conducting research on the Buddhist daily scheduled practices using digital devices.				
Values: - Peace: learner enhances peace when displaying calmness as they observe scheduled practices in the Buddhist faith. - Respect: learner will develop the skill of patience as they appreciate diverse opinions of each other in group activities.				
Pertinent and Contemporary Issues (PCIs): Citizen Education: learner will acquire social cohesion skills when visiting the Vihara (Buddhist temple) and record a video/take photographs (with permission) of the daily scheduled practices and present it in class.				
Link to other Subjects: - Learner can relate skills learnt to interact with various individuals and resource person(s) from the Buddhist faith to skills in Social Studies. - Learner can relate skills learnt to participate and recite mantras used during scheduled practices to skills of reciting mantras in Creative Arts and Sports. - Learner can relate skills learnt in speaking and reciting Mantras used during scheduled practices to skills of speaking and reciting in English.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Religious Practices	4.2 Places of Worship • <i>Durga Pooja,</i> • <i>Ayambil,</i> • <i>Vesak</i> • <i>GurPurab</i> (16 Lessons)	By the end of the sub-strand, the learner should be able to: - outline the practices conducted during the festivals at the places of worship for a deeper understanding, - illustrate the religious practices of the four faiths for community integration, - acknowledge commonalities within the religious practices for self-reflection.	The learner is guided to: • use digital devices/digital devices with assistive technology for learners with special needs /resource persons/ library, to research on religious practices, • attend at least one of the listed festivals and discuss their findings with peers, • prepare and present a creative piece of artwork on their understanding of the commonalities of the religious practices in the four faiths, • interact with a resource person(s) on the commonalities of the religious practices in the four faiths.	- How do celebrations of festivals at places of worship help in inculcating moral values in our lives? - Why is it important to celebrate religious festivals at places of worship?

Core Competencies to be developed:

- Communication and Collaboration: learner enhances communication and collaboration when attending at least one of the listed festivals.
- Digital Literacy: learner will interact with digital technology when preparing and presenting creative pieces of artwork on their understanding of the commonalities of the religious practices in the four faiths.

Values:

Integrity: learner will acquire discipline when avoiding breaches of confidentiality and security as they attend at least one of the listed festivals.

Pertinent and Contemporary Issues (PCI's):

Citizenship: learner develops social cohesion when attending at least one of the listed festivals.

Link to other Subjects:

Learner can relate skills learnt to prepare and present a creative piece of artwork on their understanding of the commonalities of the religious festivals to skills of preparing and presenting peace of artwork in Creative Arts and Sports.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the Buddhist daily scheduled practices.	The learner examines accurately the Buddhist daily scheduled practices with relevant examples.	The learner examines the Buddhist daily scheduled practices accurately.	The learner examines some of the Buddhist daily scheduled practices with scanty details.	The learner examines some of the Buddhist daily scheduled practices without details.
Ability to illustrate the observance of the scheduled religious practises in daily life.	The learner illustrates the observance of the scheduled religious practises comprehensively.	The learner illustrates the observance of the scheduled religious practises correctly.	The learner illustrates observance of some of the scheduled religious practises with minor omissions.	The learner illustrates the observance of some of the scheduled religious practises with major omissions.
Ability to outline the practices conducted during the festivals at the places of worship.	The learner outlines the practices conducted during the festivals at the places of worship systematically.	The learner outlines the practices conducted during the festivals at the places of worship correctly.	The learner outlines practices conducted during the festival without the correct order.	The learner outlines practices conducted during the festivals at the places of worship with major mix-ups.

STRAND 5.0: YOG

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0. Yog	5.1 Concepts of Yog • devotion (<i>bhakti</i>) • knowledge (<i>jnana</i>) • action (<i>karma</i>) (16 Lessons)	By the end of the sub-strand the learner should be able to: - explore the three selected concepts of Yog for personal development, - distinguish the three selected Yog concepts for better understanding, - illustrate circumstances under which Yog is applicable in daily life, - acknowledge the role of Yog for spiritual growth.	The learner is guided to: • use digital devices/ digital devices with assistive software for learners with special needs /resource person(s)/ library to research on the three different concepts of Yog, • discuss with peers and present the findings in class. • recite the concept of Yog with the help of their parents /guidance and teacher • categorise and tabulate or write the different concepts of Yog, • make a presentation to illustrate the circumstances under which Yog is applicable, • participate in charitable activities that foster the three concepts of Yog.	- How is Yog beneficial in developing life skills? - Why is Yog significant in spiritual nourishment?

Core Competencies to be developed:

Digital literacy: learner uses digital devices/ digital devices with assistive software for learners with special needs /resource person(s)/ library to research on the three different concepts of Yog.

Values:

Responsibility: learner enhances hand work when participating in charitable activities that foster the three concepts of Yog.

Pertinent and Contemporary Issues (PCI's):

Citizenship: learner develops social cohesion when discussing the concepts of yoga.

Link to other Subjects:

Learner can relate to skills learnt to speaking and reciting the concept of Yog with the help of their parents /guidance and teacher to the skills of speaking in English.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0. Yog	5.2. Path of Devotion (Bhakti Yog) - Personal (<i>mantras, mala, meditation, chanting/recitation</i>) - Communal (<i>Satsang, Sangha, Sangat</i>) (15 Lessons)	By the end of the sub-strand the learner should be able to: - describe the elements of Bhakti Yog as per the four faiths for a deeper understanding, - explore the key activities of Bhakti Yog among the four faiths for self-development, - practice the elements of Bhakti Yog for spiritual growth, - acknowledge the role of Bhakti Yog for spiritual development.	The learner is guided to: - name element of Bhakti Yog as per the four faiths, - interact with resource person(s) from the four faiths (<i>Sanatan/Vedic, Jain, Buddhist, and Sikh</i>) to understand the key elements of Bhakti Yog, - design and present a poster/chart/tactile illustration of their findings from the resource person, - use digital devices/print media to capture devotional activities for discussion and performance (recite/sing/sign/dance), - compose and recite their own unique devotional poem for self-reflection, - participate in activities that focus on faith and trust towards each other while practising Bhakti Yog,	- Why is devotion important in our lives? - How can we use the key elements of Bhakti Yog to strengthen devotion?

			assist learners with special needs as per their abilities through peer teaching basic meditation in Yoga.	
Core Competencies to be developed: Creativity and Imagination: learner designs and presents a poster/chart/tactile illustration of their findings from the resource person.				
Values: Social Justice: learner enhances cooperation when participating in activities that focus on faith and trust towards each other while practising Bhakti Yog.				
Pertinent and Contemporary Issues (PCI's): Citizenship: learner enhances social cohesion when interacting with resource person(s) from the four faiths (Sanatan/Vedic, Jain, Buddhist, and Sikh) to understand the key elements of Bhakti Yog.				
Link to other Subjects: - Learner can relate to the skill of designing and presenting a poster/chart on their findings from the resource person to the skills of designing posters/charts learnt in Creative Arts and Sports. - Learner can relate to the skill of composing and reciting their own unique devotional poem to the skills of composing and reciting learnt in English.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore the three selected concepts of Yog.	The learner explores all the three selected concepts of Yog comprehensively.	The learner explores all the three selected concepts of Yog correctly.	The learner explores only two of the selected concepts of Yog.	The learner explores less than two selected concepts of Yog.
Ability to distinguish the three selected concepts of Yog.	The learner distinguishes all the three concepts of Yog in detail.	The learner distinguishes all the three concepts of Yog correctly.	The learner distinguishes only two of the selected concepts of Yog.	The learner distinguishes less than two concepts of Yog.
Ability to describe the elements of Bhakti Yog as per the four faiths.	The learner describes the elements of Bhakti Yog as per the four faiths with relevant examples.	The learner describes the elements of Bhakti Yog as per the four faiths correctly.	The learner describes the elements of Bhakti Yog as per the four faiths with minor omissions.	The learner describes elements of Bhakti Yog as per the four faiths with major omissions.

STRAND 6.0: RITES OF PASSAGE (SANSKAARS)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0. Rites of Passage (Samskaars)	6.1. Religious Ceremonies • <i>Sanatan/Vedic:</i> • <i>Birth Ceremony (Jatkaram)</i> • <i>Naming Ceremony (Naamkaran)</i> • <i>Sikh - Naming ceremony</i> • <i>tying the turban (dastar bandhan)</i> (15 Lessons)	By the end of the sub-strand, the learner should be able to: a) examine the three selected religious ceremonies performed in the four faiths, b) interpret the significance of the three selected religious ceremonies for social cohesion, c) participate in the religious ceremonies for social cohesion, d) appreciate the practice of religious ceremonies for cultural preservation.	The Learner is guided to: • mention religious ceremonies performed by four faiths, • use different digital devices/ digital devices with assistive software for learners with special needs /print media to explore the following religious ceremonies, • watch/listen to audio-visual clips or visit places of worship accompanied by elders/parents/guardians to gather more information on religious ceremonies in the four faiths from a resource person (priest/community management), • make a video/participate in making an audio-visual clip on the religious ceremonies which can be shown in class,	1. Why are the religious ceremonies significant in modern society? 2. How do religious ceremonies contribute to the purification of the mind, body, and soul?

			• write an essay for peer review on the traditions of religious ceremonies, • sing/sign/listen to the songs/hymns/verses related to religious ceremonies.	
Core Competencies to be developed: • Digital Literacy: learner enhances digital literacy skills when makes a video/participates in making an audio-visual clip on the religious ceremonies that can be shown in class. • Learning to Learn: learner enhances knowledge when watching/listening to audio-visual clips or visiting places of worship accompanied by elders/parents/guardians to gather more information on religious ceremonies in the four faiths from a resource person (priest/community management).				
Values: Respect: learner enhances etiquette when singing/signing/listening to the songs/hymns/verses related to religious ceremonies.				
Pertinent and Contemporary Issues (PCI's): Citizenship: learner develops social cohesion when writes an essay for peer review on the traditions of religious ceremonies.				
Link to other Subjects: • Learner can relate the skills of writing essays for peer review on the traditions of religious ceremonies to the skills of writing learnt in English. • Learner can relate the skills of singing/signing/listening to the songs/hymns/verses related to religious ceremonies to the skills of singing/signing learnt in Creative Arts and Sports.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine the three selected religious ceremonies in the four faiths.	The learner examines all the three selected religious ceremonies with relevant examples.	The learner examines all the three selected religious ceremonies correctly.	The learner examines two of the selected religious ceremonies.	The learner examines less than two of the selected religious ceremonies.
Ability to interpret the significance of the religious ceremonies.	The learner interprets the significance of the religious ceremonies with examples.	The learner interprets the significance of the religious ceremonies.	The learner interprets the significance of the religious ceremonies with minor mix-ups.	The learner interprets the significance of the religious ceremonies with major mix-ups.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning with community service, enabling learners to reflect on, experience, and learn from the community. CSL activities are incorporated as a strand within Social Studies. The Social Studies teacher will be responsible for coordinating with teachers from other learning areas to carry out these integrated CSL class activities. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention, and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback. Learners write a report detailing their project activities and learnings from feedback.
Milestone 6	Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

APPENDIX 2: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	• Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork	• Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations	• Visit to places of Worship and community centres • Interact with Community service activities • Role play
Scriptures	Sanatan/Vedic scriptures	• Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of artwork • Audio//Video recordings' presentation	• Resource persons • Digital media • Library • Magazines • Scriptures • Tactile illustrations	• Visit to places of worship • Discussing with parents • Skit performances

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Principles of Dharma	Principles of Sanatan/Vedic Dharma	• Self and peer review • Oral questioning • Projects • Portfolio • Observations • Written work • Presentations of games	• Parents as resource persons • Library • Magazines • Scriptural stories • Tactile illustrations	• Visiting to places of worship • Visiting animal shelter • Visiting elderly homes • Visiting orphanages • Dramatisation
Religious Practices	Buddhist Practices	• Oral questioning • Projects • Portfolio • Observations • Written work • Quiz • Presentation of tabulated work • Photograph presentations • Self and peer review	• Digital devices • Resource persons • Library • Tactile illustrations • Magazines	• Visiting to places of worship • Photographing • Recording videos

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	Places of worship	• Oral questioning • Projects • Portfolio • Observations • Written work • Self and peer review • Quiz • Photograph presentations • Artwork presentations	• Tactile illustrations • Resource persons • Digital devices • Library	• Visit to places of worship (Vihara) • Singing and reciting Mantras
Yog	Concepts of Yog	• Oral questioning • Projects • Portfolio • Observations • Self and peer review • Written work • Quiz • Presentations • Creative writing	• Resource persons • Digital devices • Library • Tactile illustrations	• Visit to charity organisations and sites

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