



GOVERNMENT OF SIERRA LEONE  
*Ministry of Basic and Senior Secondary Education*

## THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from December 2020)

### RELIGIOUS MORAL EDUCATION (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

UNICEF supported and facilitated the original version of this major curriculum reform project. Technical expertise and oversight were provided by Redi4Change LLC, and staff of the Ministry of Basic and Senior Secondary Education (MBSSE).



## **FIRST STAGE OF BASIC EDUCATION(CLASS 1 – JSS 3)**

### **The learners would be able to:**

- a. Develop and show reverence for the love of God as existing everywhere and in everything
- b. Explain through simple stories that God created everyone of us and the things around out of love for a purpose
- c. Hear and tell about God's special gifts to each of us, show that we should make proper use of these gifts and improve our life and environment.
- d. Hear and tell God's creation of mankind as a family, about His love for everyone and show that of us has special responsibilities to each other and to God
- e. Explain that each member of the human family is of equal worth in the sight of God, and cherish the values of human dignity and worth
- f. Listen to and tell the story that God, out of His love, gave Jesus as a gift of the world
- g. Explain through simple stories how God showed His love for us
- h. Hear and tell about the mission of Jesus and describe how His mission continues in His church today
- i. Engage in class activities of worship of God and prayer, and show mutual respect for the religious practices of others
- j. Tell about persons, and past and present who believe in the need to worship, love and serve Him
- k. Show love and respect for their parents and other family members
- l. Demonstrate a spirit of sharing with family members
- m. Explain through simple Bible stories how God showed His love for everyone
- n. Show appreciation for God's gift of water, harvest and all the good things around
- o. Demonstrate how they become members of the church in baptism, and how they continue the mission of Jesus by being kind, loving and helpful
- p. Demonstrate the use of water in the Islamic religion
- q. Give examples of God's gifts to us and suggest how to take care of, and improve our life and environment;
- r. Tell about how all people can receive Jesus with joy
- s. Show respect for themselves and those around in habit and attitude
- t. Develop a habit of actively taking part in worship and showing respect for different ways of worship
- u. Give examples of and practice acceptable standards of human behavior and relationships and show respect for various religious view and practices
- v. Show love and respect for their parents and other family members
- w. Demonstrate a spirit of sharing with family members

## SECOND STAGE OF BASIC EDUCATION (CLASS IV-VI)

### The learners would be to:

- a. Develop and show reverence and love of God as existing everywhere and in everything
- b. Explain through simple stories that God created everyone of us and the things around out of love for a purpose;
- c. Hear and tell God's special gifts to each of us, show that we should make proper use of these gifts and improve our life and environment
- d. Hear and tell God's creation of mankind as a family, about His love for everyone, and show that each of us has special responsibilities to God and to each other
- e. explain that each member of the human family is of equal worth in the sight of God, and cherish the values of human dignity and worth
- f. listen to the story that God, out of His love, gave Jesus as a gift to the world;
- g. explain through simple Bible stories how God showed His love for us in Jesus Christ
- h. Hear and tell about the mission of Jesus and describe how His mission continues in His church today ;
- i. Engage in class activities of worship of God and pray, and show mutual respect for the religious practice of others;
- j. Tell about persons past and present who believe in the need to worship God, love Him and serve Him
- k. Tell about God's equal love for all His creation and how we should love and care for each other as children of God, emphasis on the sick, aged, people living with HIV and disabilities
- l. Know and practice God's laws as given in the commandments
- m. Distinguish between God's laws and societal laws related to neighbors
- n. Read and narrate Bible and Quranic stories which teach that we are to forgive one another which brings about peace
- o. Read and discuss qualities of leaders as found in Biblical and modern records, and show how to practice these qualities
- p. Describe religious and national celebrations, explain what each stands for and how we celebrate them
- q. Give some reasons why Jesus is considered the model of Human behavior
- r. Recognize particular traditional practices as harmful
- s. Give simple explanation of what development in God's image means, and suggest ways of resisting temptation from people who try to interfere with their spiritual development
- t. Name inspired books used by the main religious groups in Sierra Leone and demonstrate basic knowledge of the main parts
- u. Narrate biblical and Quranic stories on the Ten Commandments and the new commandments Jesus gave before his death
- v. Discuss basic teaching principles and practices of main religious groups in Sierra Leone and demonstrate respect for different views and practice
- w. Make investigations on the work and qualities of leaders who have served God, keep records on them and suggest ways of following their examples

- x. Suggest and engage in activities which show how to continue the mission of Jesus in Love, Peace and Justice
- y. Show some evidence of spiritual development by sharing and caring in the school their communities, and by actively participating in worshipping God
- z. Give simple explanations on respect for God’s creation

**OUTLINE TEACHING SYLLABUS FOR CLASS 1 – CHRISTIAINITY UNIT -1**

<b>Suggested Topics/ Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: The Goodness of God	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Tell the name of God in their local dialects</li> <li>• Tell about Gods’ goodness in creating families</li> <li>• Discuss the roles of members in the family</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with simple questions about the name of God in their local languages to arouse their interest.</li> <li>b. Teacher makes few statements about God’s Goodness in creating families- eg. Share and Care</li> <li>c. Guide pupils to discuss about sharing, care and respect for others in the family</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe pupils talk about the different names of God.</li> <li>2. Pupils explain about Gods’ Goodness in creating families</li> <li>3. Role-play showing the different things members do in the family eg. Care, respect, love and sharing</li> </ol>	The Holy Bible Genesis1  - Pictures and charts  - Drawing materials

**OUTLINE TEACHING SYLLABUS FOR CLASS 1 – ISLAM UNIT -1**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: The Goodness of Allah	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Tell the name of God in their local languages</li> <li>• Tell about Gods’ goodness in creating families</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the topic by questing the learners about the name God in their local languages</li> <li>b. Teacher makes few statements about Gods Goodness in creating families- eg. Share and Care</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe pupils talk about the different names of God.</li> <li>2. Pupils explain about Gods’ Goodness in creating families</li> <li>3. Role-play showing the different things members</li> </ol>	The Holy Quran “Rahman and Rahim”  - Pictures and charts of a mother  - Drawing materials

	<ul style="list-style-type: none"> <li>Discuss the roles of members in the family</li> </ul>	<p>c. Guide pupils to discuss about sharing, care and respect for others in the family</p>	do in the family eg. Care, respect, love and sharing	
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### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – ISLAM UNIT -2

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 2:CLASS 1 Wonders of creation “Water brings life”	<p>After completing this unit, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Talk about the meaning of creation</li> <li>Identify and name some of the things God created</li> <li>State uses of some things God created eg. Water, sun, moon.</li> </ul>	<p>Introduce the lesson with questions about:</p> <ol style="list-style-type: none"> <li>Things made by man to arouse their interest</li> <li>Take pupils for a short walk in the school compound to observe things eg. Animals, Trees, the sky etc</li> <li>Guide pupils to name things they observed</li> <li>Pupils are guided to talk about the uses of some of the things they observed</li> </ol>	<ol style="list-style-type: none"> <li>Listen to the pupils answer questions about things made by man and Allah</li> <li>Listen to the pupils explain about the uses of some of the things created by Allah.</li> <li>Observe pupils draw picture of some of the things created by Allah</li> </ol>	<p>The Holy Quran “QALIK”</p> <ul style="list-style-type: none"> <li>- Drawing materials</li> <li>- Charts pictures</li> </ul>

### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – CHRISTIAINITY UNIT -2

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 2: Wonders of the creation “Water brings life”	<p>After completing this unit, the pupils should be able to:</p>	<p>Introduce the lesson with questions about things made by man to arouse their interest</p>	<p>- Listen to pupils answer questions about things made by man and God</p>	<p>The Holy Bible Genesis1-2</p>

	<ul style="list-style-type: none"> <li>• Talk of the meaning of creation</li> <li>• Identify and name some of the things God created</li> <li>• State the uses of some of the things God created eg. Water, sun and moon.</li> </ul>	<ol style="list-style-type: none"> <li>a. Take pupils for a short walk in the school compound to observe things eg. Animals, trees, sky</li> <li>b. Guide pupils to name the things they observed</li> <li>c. Pupils are guided to talk about the uses of some of the things they observed.</li> </ol>	<ul style="list-style-type: none"> <li>- Listen to pupils explain about the uses of some of the things created by God</li> <li>- Observe pupils draw pictures of some of the things created by God</li> </ul>	<ul style="list-style-type: none"> <li>- The environment</li> <li>- Drawing materials</li> </ul>
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### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – ISLAM UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 3: Allah is still working and uses us to do His work	After completing this unit pupils should be able to: <ul style="list-style-type: none"> <li>• Explain briefly how Allah uses people to do His work</li> <li>• State examples of good people Allah uses to do His work eg. The prophets</li> </ul>	Introduce the lesson with questions about the good things Allah still do for us today this is to arouse their interest <ol style="list-style-type: none"> <li>a. Give brief examples of the good things Allah still does for us today</li> <li>b. State examples of Allah’s presence in people He uses to do His work eg. Prophet Muhammad</li> </ol>	Observe pupils in groups to name people who Allah uses to do His work <ul style="list-style-type: none"> <li>- Oral presentation</li> <li>- Draw good people doing Allah’s work</li> </ul>	HADITH AND SUNNA

### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – CHRISTIANITY UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 3: God is still working and uses us to do His work	After completing this unit pupils should be able to: <ul style="list-style-type: none"> <li>• Briefly explain how God uses</li> </ul>	Introduce the lesson with questions about the good things God still do for us today this is to arouse their	Observe pupils working in groups to name people who God uses to do His work	The Holy Bible Acts 9:1-22

	people to do His work <ul style="list-style-type: none"> <li>State examples of good people God uses to do His work eg. Saul, Jesus</li> </ul>	interest <ol style="list-style-type: none"> <li>Give examples of the good things God still does for us today</li> <li>State examples of Gods' presence in people He uses to do His work eg. Jesus, Doctors</li> </ol>	<ul style="list-style-type: none"> <li>Oral presentation</li> <li>Observe pupils draw good people doing Gods' work</li> </ul>	
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#### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – CHRISTIANITY UNIT -4

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 4: Show respect for Gods' gift of life	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Discuss purpose for creating everything</li> <li>Explain that God protects and care for every life</li> <li>Discuss about every life created by God eg. Weak ones, aged, sick, disabled</li> </ul>	Introduce the lesson by: <ol style="list-style-type: none"> <li>Discussing the importance of the things created to us to arouse their interest</li> <li>Briefly explain that God protects and care for every life.</li> <li>Narrate the story of Cain and Abel, Noah, Moses.</li> <li>Allow pupils to express their views about the story.</li> </ol>	Observe pupils answer question on the purpose of God's creation <ul style="list-style-type: none"> <li>Observe pupils draw Cain and Abel</li> <li>Oral presentation on the drawing</li> </ul>	The Holy Bible Gen 4:1-17  Exodus 1:3-19 Exodus 2:1-10 Roms 12:1-2  <ul style="list-style-type: none"> <li>Pictures and charts</li> <li>Drawing materials</li> </ul>

**OUTLINE TEACHING SYLLABUS FOR CLASS 1 – ISLAM UNIT -4**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 4: Show respect for Allah’s gift of life	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Discuss purpose for creating everything</li> <li>• Explain that Allah protects and care for every life</li> <li>• Protecting every life created by Allah eg. Weak ones, aged, sick, disabled ones.</li> </ul>	Introduce the lesson by: <ol style="list-style-type: none"> <li>a. Discussing the importance of the things Allah created to us, to arouse their interest</li> <li>b. Briefly explain that Allah protect and care for every life</li> <li>c. Narrate the story of Khabilla wa Habilla, Nuoha etc</li> <li>d. Allow pupils express their views about the story</li> </ol>	Observe pupils answer question on the purpose of Allah’s creation <ul style="list-style-type: none"> <li>- Observe pupils draw Habila wa Khabilla</li> <li>- Oral presentation on the drawing</li> </ul>	The Holy Quran <ul style="list-style-type: none"> <li>“Khabilla wa Habilla”</li> <li>- Pictures and charts</li> <li>- Drawing materials</li> </ul>
UNIT 5: Allah knows everything	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Identify secret things that we do.</li> <li>• Discuss why Allah is able to know and see secret things that happen</li> <li>• Recall the story of Kabila wa Habilla</li> </ul>	Introduce the lesson with simple questions about secret thing pupils do: <ol style="list-style-type: none"> <li>a. To arouse their interest</li> <li>b. Brief examples about secret things people do around</li> <li>c. Retell the story about Khabilla wa Habilla</li> <li>d. Encourage the pupils to express their feelings about the story</li> </ol>	Observe pupils express moral lessons learned from the story <ul style="list-style-type: none"> <li>- Allow pupils to recall the story about Khabilla wa Habilla</li> </ul>	Quran And Hadith <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> </ul>



<p>UNIT 5: God knows everything</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify secret things that we do</li> <li>• Discuss why God is able to know secret things happen</li> <li>• Recall the story of Cain and Abel</li> </ul>	<p>Introduce the lesson with simple questions about secret things pupils do to arouse their interest:</p> <ol style="list-style-type: none"> <li>a. Brief examples about secret things people do around</li> <li>b. Retell the story about Cain and Abel</li> <li>c. Encourage pupils to express their feelings about the story</li> </ol>	<p>Observe pupils express moral lesson learnt from the story</p> <ul style="list-style-type: none"> <li>- Observe pupils retell the story of Cain and Abel</li> </ul>	<p>The Holy Bible</p> <p>Gen 4:1-17 2<sup>nd</sup> Samuel 11:1</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> </ul>
<p>UNIT 6: Allah’s call and Man’s answer</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how Allah calls man/woman</li> <li>• Discuss how man answers to Allah’s call</li> <li>• Explain the work of unseen faith in helping us to obey Allah’s command</li> </ul>	<p>Introduce the lesson by asking questions about:</p> <ol style="list-style-type: none"> <li>a. Parents call and our answer, to arouse their interest</li> <li>b. Briefly explain how man answers Allah’s call</li> <li>c. Explain some of the ways Allah call’s man or woman</li> <li>d. Explain the work of Holy Spirit that help us answer Allah’s call and to do work, faithful and kind.</li> </ol>	<p>Observe pupils dramatize the story of Noah</p> <ul style="list-style-type: none"> <li>- Oral presentation about how people answer Allah’s call.</li> <li>- Pupils draw various aspect of the story</li> </ul>	<p>Quran and Hadith</p> <ul style="list-style-type: none"> <li>- Drawing materials</li> <li>- Pictures and charts</li> </ul>
<p>UNIT 7: Allah’s gift of Issa</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss traditional customs about the birth of the child</li> <li>• Explain the miraculous birth Issa bun Mariama (Alahe salam)</li> <li>• Discuss how he was received by people</li> <li>• How we can receive and accept Issa bun Mariama in</li> </ul>	<p>Introduce lesson with simple question and answer about asking questions about the birth of a child:</p> <ol style="list-style-type: none"> <li>a. Make a brief statement about the birth of Issa bun Mariama</li> <li>b. Explain how he was received by the people eg. Mary etc</li> <li>c. Encourage pupils to</li> </ol>	<p>Observe pupils dramatize the birth of Issa bun Mariama</p> <ul style="list-style-type: none"> <li>- Draw picture of Issa bun Mariama</li> <li>- Children sing carolles for the birth of Issa Bun Mariama (Alaihe salam)</li> </ul>	<p>Quran Chapter Mariama</p> <ul style="list-style-type: none"> <li>- Drawing materials</li> <li>- Pictures and charts</li> </ul>

	our life	receive and accept Issa bun Mariama as a prophet.		
UNIT 7: God's gift of Jesus	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss traditional customs about the birth of the child</li> <li>• Explain the miraculous birth Jesus Christ</li> <li>• Discuss how he was received by people</li> <li>• How we can receive and accept Jesus Christ in our life</li> </ul>	<p>Introduce lesson with simple question and answer about the birth of a child:</p> <ol style="list-style-type: none"> <li>a. Make a brief statement about the birth of Jesus</li> <li>b. Explain how he was received by the people eg. Mary, Elizabeth the Shepherd etc</li> <li>c. Encourage pupils to suggest how we can receive and accept Jesus today</li> </ol>	<p>Observe pupils dramatize the birth of Jesus</p> <ul style="list-style-type: none"> <li>- Draw picture about the birth of Jesus</li> <li>- Sing carols for the birth about the birth of Jesus</li> </ul>	<p>The Holy Bible Mtt. 2:1-23</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> </ul>

#### OUTLINE TEACHING SYLLABUS FOR CLASS 1 – ISLAM UNIT -8

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 8: Praise and Thanks to Allah	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of Thanks and Praise</li> <li>• Discuss why we praise and thank people</li> <li>• Tell about what pleases Allah eg. Praising Him, doing good</li> </ul>	<p>Introduce the lesson with simple questions about why we praise and thank people:</p> <ol style="list-style-type: none"> <li>a. Tell about what pleases Allah, using our gifts in the right way</li> <li>b. Guide to undertake activities that show respect for and appreciation of</li> </ol>	<p>Observe pupils talk about their Allah's given gift</p> <ul style="list-style-type: none"> <li>- Observe pupils role-play respect for and appreciation of class mates</li> <li>- Listen to pupils orally</li> </ul>	<p>Holy Quran Experience from home</p>

	<p>etc</p> <ul style="list-style-type: none"> <li>• Demonstrate mutual respect for each other.</li> </ul>	<p>class-mates</p> <p>c. Sympathy through action</p> <p>d. Narrate the story of Abrahams appreciation of Ishmel’s birth</p>	<p>express moral lesson learned from the story of Ibrahim &amp; Ishmel</p>	
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**OUTLINE TEACHING SYLLABUS FOR CLASS 1 – CHRISTIANITY UNIT -8**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 8: Praise and Thanks to Allah</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of Thanks and Praise</li> <li>• Discuss why we praise and thank people</li> <li>• Tell about what pleases God eg. Praising Him, doing good, kindness etc</li> <li>• Demonstrate mutual respect for each other.</li> </ul>	<p>Introduce the lesson with simple questions about why we praise and thank people around us:</p> <p>a. Tell about what pleases God, using our gifts in the right way, not selfishly</p> <p>b. Guide pupils to undertake activities that show respect for and appreciation of class-mates</p> <p>c. Sympathy through action</p> <p>d. Narrate the story of Samuel</p>	<p>Observe pupils talk about their God given gift</p> <ul style="list-style-type: none"> <li>- Observe pupils role-play respect for and appreciation of class mates</li> <li>- Listen to pupils orally express moral lesson learned from the story of Samuel</li> </ul>	<p>Holy Bible 1<sup>st</sup> Sam 3:1-10</p> <p>Pupil’s Experience</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS II- CHISTIANITY UNIT -1

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: The Goodness of God	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the goodness of God everywhere and in everything</li> <li>• Briefly define the word “Gifts”.</li> <li>• Identify different kinds of good people and what they do</li> <li>• Pupils discuss what they do and ought not to do with their gifts or talents.</li> </ul>	<p>Introduce the lesson by asking pupils to sort out things made by God and those made by man</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of the word ‘Gifts’ or talents.</li> <li>b. Pupils in various groups explain the work of the following eg. Teacher, Tailoring, carpenter etc</li> <li>c. Pupils discuss what they should do and what they should not do with their talents or gifts</li> </ol>	<p>Observe pupils statement about what they like to do with their talent -to serve God</p> <ul style="list-style-type: none"> <li>- Role play the various works of life Teacher, Doctor, Carpenter</li> </ul>	<p>Holy Bible Genesis 1:2</p> <ul style="list-style-type: none"> <li>- Pupils experience</li> <li>- Pictures and charts</li> </ul>

### OUTLINE TEACHING SYLLABUS FOR CLASS II –ISLAM UNIT -1

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: The Goodness of Allah	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the goodness of Allah everywhere and in everything</li> <li>• Briefly define the word “Gifts”.</li> <li>• Identify different kinds of good people and what they do</li> </ul>	<p>Introduce the lesson by asking pupils to sort out things made by God and those made by man</p> <ol style="list-style-type: none"> <li>a. .Explain the meaning of the word ‘Gifts’ or talents.</li> <li>b. Pupils in various groups explain the work of the following eg. Teacher, Tailoring, carpenter etc</li> </ol>	<p>Observe pupils statement about what they like to do with their talent -to serve Allah</p> <ul style="list-style-type: none"> <li>- Role play the various works of life Teacher, Carpenter</li> </ul>	<p>Quran</p> <ul style="list-style-type: none"> <li>- Pupils experience</li> <li>- Pictures and charts</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils discuss what they do and ought not to do with their gifts or talents.</li> </ul>	<ul style="list-style-type: none"> <li>c. Pupils discuss what they should do and what they should not do with their talents</li> </ul>		
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**OUTLINE TEACHING SYLLABUS FOR CLASS II –ISLAM UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 2: The wonders of creation Water brings life	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Discuss the wonders of Allah’s creation eg. Water, plants and animals</li> <li>Explain about Allah’ presence and power in His creation</li> <li>Correct attitude of man towards Allah’s creation</li> </ul>	Introduce the lesson by asking pupils : <ol style="list-style-type: none"> <li>To explain the wonder of Allah’s creation</li> <li>Make a brief statement about why these things are wonderful and important to us</li> <li>Briefly tell the story of Allah’s creation in Quran</li> <li>Guide pupils to discuss the correct attitude we must show</li> </ol>	Listen to the pupils answer question on: <ul style="list-style-type: none"> <li>The wonders of creation</li> <li>Observe pupils narrate the stories of Allah’s creation in the Quran</li> <li>Observe pupils explain about the correct attitude to adopt towards Allah’s creation</li> </ul>	The Holy Quran  - Pictures and charts

**OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
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<p>UNIT 2: The wonders of creation Water brings life</p>	<p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the wonders of Allah’s creation eg. Water, plants and animals</li> <li>• Explain about Allah’ presence and power in His creation</li> <li>• Discuss correct attitude of man towards Allah’s creation</li> </ul>	<p>Introduce the lesson by asking pupils :</p> <ol style="list-style-type: none"> <li>a. To explain the wonder of God’s creation</li> <li>b. Make a brief statement about why these things are wonderful and important to us</li> <li>c. Briefly tell the story of Namaan in the Bible</li> <li>d. Guide pupils to discuss the correct attitude we must show towards these things</li> </ol>	<p>Listen to the pupils answer question on:</p> <ul style="list-style-type: none"> <li>- The wonders of creation</li> <li>- Observe pupils retell the story of Namaan</li> <li>- Observe pupils explain about the correct attitude to adopt towards God’s creation</li> </ul>	<p>The Holy Bible</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> </ul>
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**OUTLINE TEACHING SYLLABUS FOR CLASS II – ISLAM UNIT -3**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 3: Allah is still working and uses us to do His will</p>	<p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain about how Allah still continue to work</li> <li>• Discuss the different works of Allah</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. The different things Allah does daily, to arouse their interest in the lesson</li> <li>b. Give more examples to support the answers</li> </ol>	<p>Observe pupils in groups</p> <ul style="list-style-type: none"> <li>- Discussing examples of people Allah bestow His blessing to do His work among us</li> <li>- Observe pupils draw various people at work</li> <li>- Allow pupils to explain</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Drawing materials</li> <li>- Pictures and charts</li> </ul>

	<ul style="list-style-type: none"> <li>Identify people that Allah uses to do His work</li> </ul>	<p>given by the pupils</p> <p>c. Site examples of Allah’s presence and Niema in people He uses to do His work eg. Imams Teachers, Pastors Doctors</p>	<p>their drawings.</p>	
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### OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 3: God is still working and uses us to do His work	<p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>Explain about how God still continue to work</li> <li>Discuss the different works of God</li> <li>Identify people that God uses to do His work</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>The different things God does daily, to arouse their interest in the lesson</li> <li>Give more examples to support pupils</li> <li>Site examples of God’s presence in people He uses to do His work eg. Pastors, Imams Teachers, Doctors</li> </ol>	<p>Observe pupils in groups</p> <ul style="list-style-type: none"> <li>Discussing examples of people God uses for His work in our communities or among us</li> <li>Observe pupils draw various people at work</li> <li>Allow pupils to explain their drawings.</li> </ul>	<p>The Holy Bible</p> <ul style="list-style-type: none"> <li>Pictures and charts</li> <li>Drawing materials</li> </ul>

### OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -4

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
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<p>UNIT 4: Show respect for Allah's gift of life (Talent)</p>	<p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of respect</li> <li>• Discuss Allah's Niema of life to living things</li> <li>• Explain that Allah guide and protect every life</li> <li>• Discuss the different types of life created by Allah</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. Respect of people around us, to arouse their interest</li> <li>b. Guide pupils to discuss about Allah's gift of life to living things eg. Animals and plants.</li> <li>c. Help pupils to discuss how Allah protect and guide every life</li> <li>d. Discuss how we must take care of life</li> </ol>	<p>Allow pupils to discuss about:</p> <ul style="list-style-type: none"> <li>- Respect for all living thing around us</li> <li>- Observe pupils cite examples about how Allah guides and protect them</li> <li>- Pupils demonstrate how to care and respect the weak, aged and disabled</li> </ul>	<p>The Holy Quran</p> <p style="text-align: center;">Hadith And Sunna</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> </ul>
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**OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -4**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 4: Show respect for God's gift of life</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of respect</li> <li>• Discuss God's gift of life to living things</li> <li>• Explain that God protect and care for every life</li> <li>• Discuss the different types of life created by God</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. Respect of people around us, to arouse their interest</li> <li>b. Guide pupils to discuss about God's gift of life to living things eg. Man, animals and plants.</li> <li>c. Help pupils to discuss how Allah protect and guide every life</li> <li>d. Discuss how we must take care of life</li> </ol>	<p>Allow pupils to discuss about:</p> <ul style="list-style-type: none"> <li>- Respect for all living thing around them</li> <li>- Observe pupils cite examples about how God guides and protect them</li> <li>- Pupils demonstrate how to care for and respect the weak, aged and disable among us</li> </ul>	<p>The Holy Bible</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> </ul>



**OUTLINE TEACHING SYLLABUS FOR CLASS II – ISAM UNIT -5**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 5: Allah knows everything	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss about secret, hidden things that Allah knows about and sees</li> <li>• Discuss example of the secret things that man does</li> <li>• Narrate the story of Khabila wa Habilla and the story Yousiff and his brothers</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. Hidden/secret things pupils do at home, to arouse their interest</li> <li>b. Briefly give examples about secret things pupils do at school</li> <li>c. Re-count the story of Khabila wa Habilla</li> <li>d. Encourage them to bring out the moral lesson learned in the story.</li> </ol>	<ul style="list-style-type: none"> <li>- Observe pupils bring out the moral lessons learned in the story</li> <li>- Draw out the scene of the story in the lesson</li> <li>- Encourage pupils to explain their drawings</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> </ul>

**OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -5**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 5: God knows everything	<p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss about secret, hidden things that God knows about and sees</li> <li>• Discuss example of the secret things that man does</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. Hidden/secret things pupils do at home, to arouse their interest</li> <li>b. Briefly give examples of secret things pupils do in school</li> <li>c. Re-count the story of Cain and</li> </ol>	<ul style="list-style-type: none"> <li>- Observe pupils bring out the moral lessons learned in the story</li> <li>- Observe pupils draw out the scene of the story in the lesson</li> <li>- Encourage pupils to</li> </ul>	<p>The Holy Bible</p> <p>Genesis 4:1-17 2<sup>nd</sup> Samuel 11:1</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> </ul>

	<ul style="list-style-type: none"> <li>Narrate the story of Cain and Abel and the story of Joseph and his brothers</li> </ul>	Abel d. Encourage them to bring out the moral lesson learned in the story.	explain their drawings	- Drawing materials
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### OUTLINE TEACHING SYLLABUS FOR CLASS II – ISLAM UNIT -6

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 6: Allah's call and Man's answer	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Explain ways in which Allah calls/command man/woman</li> <li>Discuss how we answers to Allah's call or will</li> <li>Explain the presence of Allah in people He calls</li> <li>Narrate the stories of Abraham and Mohammed</li> </ul>	Introduce the lesson by asking questions about: <ul style="list-style-type: none"> <li>e. How we answer calls at home to arouse their interest</li> <li>f. Explain the call Abraham to leave his home or to kill his son</li> <li>g. Explain the presence of Allah in us to help us do good be kind and faithful</li> </ul>	Observe pupils dramatize : <ul style="list-style-type: none"> <li>The story of Abraham or Ibrahim, Muhammad (AS)</li> <li>Observe pupil express their views about the story</li> </ul>	The Holy Quran  - Pictures and charts

### OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -6

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources

<p>UNIT 6: Allah's call and Man's answer</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain ways in which God call man and woman</li> <li>• Discuss how we answers to Gods' call</li> <li>• Explain the presence of God in people He call</li> <li>• Narrate the stories of Abraham and Samuel</li> </ul>	<p>Introduce the lesson by asking questions about:</p> <ol style="list-style-type: none"> <li>a. How we answer calls at home to arouse their interest</li> <li>b. Explain the call Abraham</li> <li>c. Explain the presence of God in us to help us do good be kind and faithful</li> </ol>	<p>Observe pupils dramatize :</p> <ul style="list-style-type: none"> <li>- The story of Abraham, Samuel</li> <li>- Observe pupil express their views about the story</li> </ul>	<p>The Holy Bible Gens. 12:1-6 1<sup>st</sup> Samuel 3:1-21</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> </ul>
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#### OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -7

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
<p>UNIT 7: God's gift of Jesus</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss story of the birth of the Jesus</li> <li>• Discuss how he was received by people</li> <li>• Discuss the mission of Jesus on earth</li> <li>• Discuss how we should appreciate Jesus as God's gift</li> </ul>	<p>Introduce lesson with question and answer about the birth of a child at home to arouse their interest:</p> <ol style="list-style-type: none"> <li>a. Tell the story about the birth of Jesus</li> <li>b. Allow pupils to explain how he was received by the people eg. Mary, Elizabeth the Shepherd etc</li> <li>c. Discuss how to appreciate Jesus as a gift from God</li> </ol>	<p>Observe pupils statements about the birth of Jesus Christ</p> <ul style="list-style-type: none"> <li>- Pupils role- play the birth of Jesus Christ</li> <li>- Draw picture about the birth of Jesus</li> <li>- Observation of pupils work</li> </ul>	<p>The Holy Bible Lk. 2:1-16</p> <ul style="list-style-type: none"> <li>- Charts and pictures</li> <li>- Drawing materials</li> </ul>

#### OUTLINE TEACHING SYLLABUS FOR CLASS II – ISLAM UNIT -7

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
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<p>UNIT 7: Allah’s gift of Issa bun Mariama</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the birth of Issa bun Mariama</li> <li>• Discuss how he was received by people</li> <li>• Discuss the mission of Issa bun Mariama in on earth</li> <li>• Discuss how we should appreciate Issa bun Mariama as Allah’s gift</li> </ul>	<p>Introduce the lesson with question about:</p> <ol style="list-style-type: none"> <li>a. The birth of a child at home, to arouse their interest:</li> <li>b. Narrate the story about the birth of Issa bun Mariama</li> <li>c. Allow pupils to explain how he was received by the people eg. Mary etc</li> <li>d. Discuss how to appreciate Issa bun Mariama as a gift of Allah.</li> </ol>	<p>Observe pupils statement about:</p> <ul style="list-style-type: none"> <li>- The birth of Issa bun Mariama</li> <li>- Observe the pupils role-play about the birth of Issa bun Mariama and draw pictures about his birth</li> <li>- Observation of pupils works.</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Charts and picture</li> <li>- Drawing materials</li> </ul>
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**OUTLINE TEACHING SYLLABUS FOR CLASS II – ISLAM UNIT -8**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 8: Praise and Thanks to Allah</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about what pleases Allah</li> <li>• Discuss why we praise and thank Allah</li> <li>• Identify ways of using our gifts to help others in need</li> <li>• Demonstrate mutual respect for each other.</li> </ul>	<p>Introduce the lesson with s questions about :</p> <ol style="list-style-type: none"> <li>a. Why we must praise and thank Allah:</li> <li>b. Guide pupils to discuss what pleases Allah eg. using our gifts in the right way</li> <li>c. Guide pupils to do activities that demonstrate respect, sympathy and appreciation for others</li> <li>d. Narrate the story of Abraham</li> </ol>	<ul style="list-style-type: none"> <li>- Observe pupils role-play respect for other</li> <li>- Pupils orally express areas of Abraham behaviour that pleases Allah</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Charts and pictures</li> <li>Pupils Experience</li> </ul>

**OUTLINE TEACHING SYLLABUS FOR CLASS II – CHRISTIANITY UNIT -8**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 8: Praise and Thanks to God	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Tell about what pleases God</li> <li>• Discuss why we praise and thank God</li> <li>• Identify ways of using our gifts to help others in need</li> <li>• Demonstrate mutual respect for each other.</li> </ul>	Introduce the lesson with questions about : <ol style="list-style-type: none"> <li>a. Why we must praise and thank God</li> <li>b. Guide pupils to discuss what pleases God eg. using our gifts in the right way not selfishly</li> <li>c. Guide pupils to do activities that demonstrate respect, sympathy and appreciation for others</li> <li>d. Narrate the story of Samuel</li> </ol>	Observe pupils talk about their Allah’s given gift <ul style="list-style-type: none"> <li>- Observe pupils role-play respect for other</li> <li>- Pupils who listen to their parents, teachers, to wise people and to God</li> <li>- Pupils orally express areas of Samuels behaviour that pleased God</li> </ul>	The Holy Bible  1 <sup>st</sup> Samuel 3:1-10  Pupils Experience  - Pictures and charts

### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 1 – CHRISTIANITY

Suggested learning topics/themes units	Specific learning outcomes	Recommended teaching styles or pedagogical approaches	Assessment methods	Suggested learning and teaching resources
Unit: 1 The Goodness of God	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain God’s kindness to members of the community</li> <li>2. Explain that God gives facilities to people for specific reasons</li> <li>3. Children’s role should not be abused (C.R.C)</li> <li>4. Tell how God helps living things to grow</li> </ol>	<p>Introduce the lesson by asking pupil to tell about God’s kindness to everyone in the community- Christian, Muslims and people of other religion.</p> <ul style="list-style-type: none"> <li>- Allow pupils to discuss about God’s natural gift to people in the community</li> <li>- Briefly explain how children can be abused in the community eg. Child labour, child neglect. sexual exploitation etc and explain where children can get help if they are experiencing abuse (Be sure to check that sources of support actually exist before mentioning them)</li> <li>- Guide pupils to explain how God helps living things to grow eg. Rain, sun light, soil</li> </ul>	<p>Observe pupils to distinguish between natural and man made things in their environment</p> <ul style="list-style-type: none"> <li>- Name things which help man, animals, and plants to grow</li> <li>- Observe pupils report about their different roles in the community eg. Home, school etc</li> <li>- Report the difference in growth of any living things over a period of time eg. Man, plant</li> </ul>	<ul style="list-style-type: none"> <li>- Plants and animals in the environment</li> </ul> <p style="text-align: center;">The Holy Bible Genesis 1:2</p> <p style="text-align: center;">Pictures and charts</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 1 – ISLAM

Suggested learning topics/themes units	Specific learning outcomes	Recommended teaching styles or pedagogical approaches	Assessment methods	Suggested learning and teaching resources

<p>Unit: 1 The Goodness of Allah</p>	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain Allah's kindness to members of the community</li> <li>2. Explain that Allah gives facilities to people for specific reasons</li> <li>3. Identify several specific children's rights</li> <li>4. Children's role should not be abused (Children right)</li> <li>5. Tell how Allah helps living things to grow</li> </ol>	<p>Introduce the lesson by asking pupil to tell about Allah's kindness to everyone in the community-Christian, Muslims and people of other religion.</p> <ul style="list-style-type: none"> <li>- Allow pupils to discuss about Allah's natural gift to people in the community</li> <li>- Briefly explain how children's role is abused in our communities eg. Child labour, child neglect sexual exploitation etc and explain where children can get help if they are experiencing abuse</li> <li>- Guide pupils to explain how Allah helps living things to grow eg. Rain, sun light</li> </ul>	<p>Observe pupils to distinguish between natural and man made things in their environment</p> <ul style="list-style-type: none"> <li>- Name things which help man, animals, and plants to grow</li> <li>- Observe pupils report about their different roles in the community eg. Home, school etc</li> <li>- Report the difference in growth of any living things eg. Man, plant</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Plants and animals in the environment</li> <li>- Pictures and charts</li> </ul> <p>Simple version of the convention on the rights of the child</p> <p>Simple charts of referral pathways</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 2 – CHRISTIANITY**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
<p>Unit: 2 The wonders of creation water brings life</p>	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how leaders in the community help people to use God's gifts in the correct way</li> <li>2. Tell that the use of water is a sign of new life</li> <li>3. Tell how water is used in the Islamic religion</li> <li>4. Give examples of various uses of water in our culture</li> </ol>	<p>Introduce the lesson by asking question about the role of leaders in the community-</p> <ul style="list-style-type: none"> <li>- Discuss water as a source of life</li> <li>- Discuss water as a sign of cleanliness for prayers- Ablution</li> <li>- Explain the use of water in harvest celebration in our culture</li> </ul>	<p>Observe pupils to state proper use of examples of God's gift</p> <ul style="list-style-type: none"> <li>- Ask pupils to state the use of water for cleansing physically and spiritually</li> <li>- Dramatize celebration</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of things in the environment</li> <li>- Props for drama</li> <li>- Resource person from the community</li> </ul> <p align="center">The Holy Bible</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 2 – ISLAM**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 2 The wonders of creation water brings life	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how leaders in the community help people to use Allah’s gifts in the correct way</li> <li>2. Tell that the use of water is a sign of new life</li> <li>3. Tell how water is used in the Islamic religion</li> <li>4. Give examples of various uses of water in our culture</li> </ol>	<p>Introduce the lesson by asking question about the role of leaders in the community-</p> <ul style="list-style-type: none"> <li>- Discuss water as a source of life</li> <li>- Discuss water as a sign of cleanliness for prayers- Ablution</li> <li>- Explain the use of water in harvest celebration in our culture</li> </ul>	<p>Observe pupils to state proper use of examples of Allah’s gift</p> <ul style="list-style-type: none"> <li>- Ask pupils top state the use of water for cleansing physically and spiritually</li> <li>- Dramatize celebration</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Examples of things in the environment</li> <li>- Props for drama</li> <li>- Resource person from the community</li> </ul> <p>Chap: 23:12-19 Chap: 4:43</p> <p>Mumin Nisa</p>



### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 3 – CHRISTIANITY

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 3 God is still working and uses us to do His work	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how God called certain people to work for Him</li> <li>2. Give examples in the Bible or Quran of how men/women showed love for each other</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with questions about the Disciples of Jesus</li> <li>- Discuss stories about women who worked for Jesus in the Bible</li> <li>- Narrate stories in the Bible about people who love God and each other eg the story of David and Jonathan, the prodigal son</li> </ul>	<p>Observe pupils name the type of people who worked with Jesus to do God's work</p> <ul style="list-style-type: none"> <li>- Name women who worked with Jesus and what they did</li> <li>- Give examples on what Jesus taught on love for fellow men or neighbor</li> <li>- Dramatize the story of David and Jonathan</li> </ul>	<p>The Holy Bible Mtt. 4:18-21 Luke 5:1-10 John 1:35-50</p> <p>Lk 8:1-3 Luke 10:38-41 John 12:1-7 Luke 15:11-31 Matt 5:44-45 1<sup>st</sup> Sam 20:1-41</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 3 – ISLAM

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 3 Allah is still working and uses us to do His work	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how Allah call certain people to work for Him</li> <li>2. Give examples in the Bible or Quran of how</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with questions about the Disciples (followers) of prophet Muhammad (AS)</li> <li>- Discuss stories about women who worked for Allah in the Quran – Mariam, wives of the prophet</li> </ul>	<p>Observe pupils name the type of people who worked with holy prophet- Muhammad (AS) also name the women who worked with the prophet (AS) like Khadija</p> <ul style="list-style-type: none"> <li>- Give examples of</li> </ul>	<p>Chap 67:15</p> <p>Pictures And Chart</p>

	men/women show love for each other	<ul style="list-style-type: none"> <li>- Narrate stories from the quran about people who love Allah and each other eg Abu Bakar, Ibrahim</li> </ul>	<p>hadith about the love of fellow man or neighbor</p> <ul style="list-style-type: none"> <li>- Dramatize the conversion of Abu Bakar to Islam</li> </ul>	
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### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 4 – CHRISTIANITY

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 4 Show respect for God’s gift of life	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the key words of respect, gift and life</li> <li>2. Narrate the story of the creation of man</li> <li>3. Explain why we must respect life</li> <li>4. Narrate the story of Cain and Abel</li> <li>5. Explain the moral lesson in the story</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with questions about the meaning of respect gift and life.</li> <li>- Tell the story of the creation of man</li> <li>- Discuss reason why must respect life</li> <li>- Narrate the story of Cain and Abel</li> <li>- Discuss the moral lesson in the story</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to pupils explain the meaning of key word “Respect, Gift and Life</li> <li>- Show how the creation of man is different from other things created</li> <li>- Prompts to dramatize the story of Cain and Abel</li> <li>- Identify the moral lesson learnt in the story</li> </ul>	<p>The Holy Bible Genesis 4:1-17</p> <p>Pictures and charts</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 4 – ISLAM

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 4 Show respect for Allah’s gift of life	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the key words of respect, and life</li> <li>2. Narrate the story of the creation of man</li> <li>3. Explain why we must respect life</li> <li>4. Narrate the story of Khabilla wa Habilla</li> <li>5. Explain the moral lesson in the story</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with questions about the meaning of respect gift and life.</li> <li>- Tell the story of the creation of man</li> <li>- Discuss reason why must respect life</li> <li>- Narrate the story of Khabilla wa Hibilla</li> <li>- Discuss the moral lesson in the story</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to pupils explain the meaning of the key word “Respect, Gift and Life</li> <li>- Show how the creation of man is different from other creation</li> <li>- Prompts to dramatize the story of Khabilla and Habilla</li> <li>- Identify the moral lesson in the story of Khabilla wa Habilla</li> </ul>	<p>The Holy Quran</p> <p>Pictures and charts</p>

#### **OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 5 – CHRISTIANITY**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 5 God’s knows everything	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss examples of secret things God know</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with questions about secret things pupils do</li> <li>- Explain some of the</li> </ul>	<p>Observe pupils give a brief summary of the stories learnt</p> <ul style="list-style-type: none"> <li>- Pupils discuss the</li> </ul>	<p>The Holy Bible Genesis 4:1-17 2<sup>nd</sup> Samuel 11:1</p> <p>Pictures and charts</p>

	<p>about and see</p> <p>2. Explain some of the characteristics (attributes) of God</p> <p>3. Narrate the story of David and Uriah or Cain and Abel</p>	<p>characteristic of God eg God knows everything, God is everywhere etc</p> <p>- Narrate the story of David and Uriah or Cain and Abel</p> <p>- Identify the moral lesson learnt in story</p>	<p>moral lesson learnt in the story</p> <p>- Role-play Cain and Abel or David and Uriah</p>	
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**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 5 – ISLAM**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 5 Allah’s knows everything	<p>After completing this unit, pupils shall be able to:</p> <p>1. Discuss examples of secret things Allah know about and see</p> <p>2. Explain some of the characteristics (attributes) of Allah</p> <p>3. Narrate the story of Khabilla wa Habilla</p>	<p>- Introduce the lesson with questions about secret things pupils do</p> <p>- Explain some of the characteristic of Allah eg Allah is everywhere and knows everything etc</p> <p>- Narrate the story of Khabilla wa Habilla</p> <p>- Pupils identify the moral lesson in the story</p>	<p>Observe pupils give a brief summary of the stories learnt</p> <p>- Observe pupils discuss the moral lesson learned in the story</p> <p>- Role-play and Khabilla wa Habilla</p>	<p>The Holy Quran</p> <p>Charts and pictures</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 6 – CHRISTIANITY**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 6 God's Call and man's answer	After completing this unit, the pupils should be able to: 1. Explain the various ways God calls man or woman 2. Discuss how man answer to God's call 3. Discuss the work of the Holy Spirit in man 4. Explain the call of Abraham or Samuel	- Introduce the lesson with questions about call and answer in our daily life to arouse their interest  - Explain the call and answer of Abraham or Samuel - Discuss the work of the Holy Spirit to help us to do God's work faithful, kind and joyful	- Observe pupils dramatize the story of Samuel or Abraham  - Oral discussion about how people answer to God's call today eg drunkards, drugs addict, prostitute, thieves etc	The Holy Bible Genesis 12:1-6 1 <sup>st</sup> Samuel 3:1-21  Pictures and charts

### **OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 6 – ISLAM**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 6 Allah's Call and man's answer	After completing this unit, the pupils shall be able to:  1. Discuss how man answers to Allah's call  2. Discuss the work of Allah in us that help us to do the His work  3. Discuss the work of the Holy Spirit in man  4. Explain the call of prophet Muhammad (AS) to serve Allah	- Introduce the lesson with questions about calls and answer in our daily life to arouse interest  - Explain the call and answers of holy prophet Muhammad (AS)  - Discuss the work of the faith to help us to do Allah's work	- Observe pupils dramatize the story of the holy prophet call of his people to Islam  - Oral discussion about how people answer to Allah's call today eg drunkards, drugs addict, thieves etc	The life of Muhammad (AS) Hadith The Holy Quran  Pictures and charts

**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 7 – ISLAM**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 7 Allah's gift of Issa Bun Mariama	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss traditional custom about the birth of a child</li> <li>2. Briefly narrate the story about the birth of Issa Bun Mariama</li> <li>3. Discuss how he was received by the people</li> <li>4. Discuss how we can receive Issa Bun Mariama in our life today</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with simple questions about the birth of a child in the home</li> <li>- Make brief statement about the birth of Issa Bun Mariama</li> <li>- Discuss of He was receive by people eg. Mariama etc</li> <li>- Encourage pupils to suggest how we can receive Issa Bun Mariama today</li> </ul>	<ul style="list-style-type: none"> <li>- Observe pupils dramatize the birth of Issa Bun Mariama</li> <li>- Pupils role play local customs on the birth of a child</li> <li>- Observe pupils sing songs about the birth of Issa Bun Mariama</li> </ul>	<p>The Holy Quran</p> <p>Charts and pictures</p> <p>Musical instrument</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 7 – CHRISTIANITY**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 7 God's gift of Jesus	<p>After completing this unit, the pupils should be able to:</p>	<ul style="list-style-type: none"> <li>- Introduce the lesson with simple questions about the birth of a child in a home</li> </ul>	<ul style="list-style-type: none"> <li>- Observe pupils dramatize the birth of Jesus</li> </ul>	<p>The Holy Bible</p> <p>Luke 39:42</p> <p>Luke 2:1-16</p>

	<ol style="list-style-type: none"> <li>1. Discuss traditional custom about the birth of a child</li> <li>2. Briefly narrate the story about the birth of Jesus</li> <li>3. Discuss how he was received by people</li> <li>4. Discuss how we can receive Jesus our life today</li> </ol>	<ul style="list-style-type: none"> <li>- Make brief statement about the birth of Jesus</li> <li>- Discuss of He was receive by people eg. Mary, Elizabeth, the shepherd etc</li> <li>- Encourage pupils to suggest how we can receive Jesus today</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils role play local customs on the birth of a child</li> <li>- Observe pupils sing Christmas carols</li> </ul>	<p>Matt. 2:1-23</p> <p>Musical instrument to sing Christmas carols</p>
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### OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 8– ISLAM

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 8 Praise and thanks to Allah	<p>After completing this unit, the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of praise and thanks to Allah</li> <li>2. Explain simple ways to use our gift in the right way to help others</li> <li>3. Demonstrate mutual respect for each other including those of same and different gender</li> <li>4. List things that we must do to please Allah</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce with simple questions about why we praise and thank people in the community</li> <li>- Give example about how we praise and thank Allah eg. Prayer, recitation of the Quran etc</li> <li>- Discuss how we serve Allah by using our gift in the right way</li> <li>- Observe pupils explain how they can demonstrate mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>- Observe pupils tell their Allah's given gift</li> <li>- Role play respect for, and appreciation of classmates</li> <li>- Observe pupils express behavior that pleases Allah eg. Obeying parent, be helpful to everyone in need</li> </ul>	<p>The Holy Quran</p> <p>Charts and pictures</p> <p>Pupils experience</p> <p>Use role plays or vignettes to demonstrate mutual respect</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS III UNIT 8– CHRISTIANITY**

<b>Suggested learning topics/themes units</b>	<b>Specific learning outcomes</b>	<b>Recommended teaching styles or pedagogical approaches</b>	<b>Assessment methods</b>	<b>Suggested learning and teaching resources</b>
Unit: 8 Praise and thanks to God	After completing this unit, the pupils should be able to: <ol style="list-style-type: none"> <li>1. Explain the meaning of praise and thanks</li> <li>2. Explain simple ways to use our gift in the right way to help other</li> <li>3. Demonstrate mutual respect for each other including those of same and different gender and people with disability</li> <li>4. List things that we must do to please Allah</li> </ol>	<ul style="list-style-type: none"> <li>- Introduce the lesson with simple questions about why we praise and thank people in the community</li> <li>- Give example about how we praise and thank God eg. Prayer, psalms and hymns etc</li> <li>- Discuss how we serve God by using our gift in the right way</li> <li>- Observe pupils explain how they can demonstrate mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>- Observe pupils tell their God given gift</li> <li>- Role play respect for, and appreciation of classmates</li> <li>- Observe pupils express behavior that pleases God eg. Obeying parent, be helpful to everyone in need</li> </ul>	The Holy Bible 1 <sup>st</sup> Sam 3:1-10  Pupils experience  Use role plays or vignettes to demonstrate mutual respect

**OUTLINE TEACHING SYLLABUS FOR CLASS IV– CHRISTIANITY UNIT -1**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: Creation	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Discuss the characteristics of God</li> <li>• Describe the things created by God</li> <li>• Discuss Man’s role to take of God’s creation-animals birds and plant</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about pupils that have domestic animals as pets at home to arouse their interest</li> <li>b. In groups pupils discuss about things created by God-</li> <li>c. Guide pupils to discuss about the attributes of God and how He is able to</li> </ol>	Observe pupils discuss about things created by God. <ul style="list-style-type: none"> <li>- Oral presentation about things created by God</li> <li>- Observe pupils list some of the attributes of God</li> <li>- Observe pupils state man’s role in taking care of God’s creation</li> </ul>	The Holy Bible Genesis 6-7 <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> <li>- Pupils experience</li> </ul>



		create things d. Discuss Man's role to take care of God's creation		
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**OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -1**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 1: Creation	<p>After completing this unit, the pupils shall be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the attributes of Allah</li> <li>• Describe the things that are created by Allah</li> <li>• Discuss Man's role to take care of Allah's creation- animals and plant</li> </ul>	<p>a. Introduce the lesson with questions about pupils who have domestics animals in their home to arouse their interest</p> <p>b. In groups pupils discuss about things created by Allah-</p> <p>c. Guide pupils to discuss about the attributes of Allah and how He is able to create things</p> <p>d. Discuss man role to take care of Allah's creation</p>	<ul style="list-style-type: none"> <li>- Observe pupils discuss about things created by Allah.</li> <li>- Do oral presentation about things created by Allah</li> <li>- Observe pupils list some of the attributes of Allah</li> <li>- Observe pupils discuss man's role in caring for Allah's creation</li> </ul>	<p>The Holy Quran</p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Drawing materials</li> <li>- Pupils experience</li> </ul>

**OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIAINITY UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 2: Wonders of Creation	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Express appreciation for the beauty of God's creation</li> <li>• Read verses from the Bible about the beauty of God's creation</li> </ul>	<p>a. Introduce the lesson by asking pupils to name some of the wonderful things that God created</p> <p>b. Guide to read the relevant verses from the Holy Bible about the beauty of God's creation from the chart</p> <p>c. Discuss their experiences with</p>	<ul style="list-style-type: none"> <li>- Observe pupils read relevant verses taken from the Holy Bible on the chart</li> <li>- Observe pupils discuss their experience with the different things created by God in the</li> </ul>	<p>The Holy Bible Psalm 148:3-5 Psalm 19:1-4 Psalm 24 Matt. 3:16-17 Genesis 8:14-16</p> <ul style="list-style-type: none"> <li>- Charts with relevant verses</li> </ul>

	<ul style="list-style-type: none"> <li>Describe their experiences with different things in their environment</li> <li>Discuss the purpose of God's creation for man</li> </ul>	<p>different things created by God eg. Animal birds and plant in the environment</p> <p>d. Discuss the purpose of God creation of plant, animals and birds for man</p>	<p>environment</p> <p>- Observe pupils write down the purpose of God creation of things for man</p>	Pictures
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### OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIAINITY UNIT -2

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 2: Wonders of Creation	<p>After completing this unit, the pupils shall be able to:</p> <ul style="list-style-type: none"> <li>Express appreciation for the beauty of Allah's creation</li> <li>To read verses from the Quran about the beauty of Allah's creations</li> <li>Describe their experiences with different things in the environment</li> <li>Discuss the purpose of Allah's creation for man</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by asking pupils to name some of the wonderful things Allah created</li> <li>Guide pupils to read the relevant verses from the Quran on the chart</li> <li>Discuss their experiences with different things created by Allah eg. Animal birds and plant in the environment</li> <li>Discuss the purpose of Allah creation of plant, and animals for man</li> </ol>	<ul style="list-style-type: none"> <li>Observe pupils read relevant verses of the Quran from the prepared chart</li> <li>Observe pupils discuss their experience with the different things created by Allah in the environment</li> <li>Observe pupils write down the purpose of Allah's creation of things for man</li> </ul>	<p>The Holy Quran</p> <p>Charts</p> <p>Pictures</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIAINITY UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and
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<b>nits</b>				<b>Teaching Resources</b>
UNIT 3: God's gift to us	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Tell about how God gave Jesus to us out of love</li> <li>• Tell about events in the story of the birth of Jesus</li> <li>• Explain the meaning of gift of the magi-myrrh</li> <li>• Explain the types of gifts we can give to others eg. Joy, love, friendship, a good turn, kind word.</li> </ul>	<ol style="list-style-type: none"> <li>Introduced the lesson explaining how God gives children to parents out of love to arouse pupils interest.</li> <li>Briefly explain about how God gave Jesus to mankind out of love to save man from sin</li> <li>Tell about events in the story of the birth of Jesus</li> <li>Discuss the meaning of gift and what myrrh is</li> <li>Describe the type of gifts we can give to people eg. Love, kind word etc</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explanation about how God gave Jesus to mankind</li> <li>- Pupils describe events in the story of the birth of Christ</li> <li>- Describe the significance of the gift of myrrh</li> <li>- Observe pupils name the type of gifts we can give people</li> <li>- Singing hymn</li> </ul>	<p>The Holy Bible</p> <ul style="list-style-type: none"> <li>- Charts with relevant verses</li> <li>Pictures</li> </ul>

#### OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -3

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 3: Allah's gift to us	After completing this unit, the pupils shall be able to: <ul style="list-style-type: none"> <li>• Tell the choice of Muhammad by Allah</li> <li>• Explain the call of Muhammad as a mercy to mankind</li> <li>• Explain the birth of the prophet and the and the year of the elephant]</li> <li>• Explain the types of gifts we can give to others eg. Joy, love etc</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by explaining how Allah gives children to parents out of love to arouse pupils interest</li> <li>Briefly explain about how Allah choose Muhammad (AS) and the year of the elephant</li> <li>Pupils discuss the call of the prophet as a mercy of mankind</li> </ol>	<ul style="list-style-type: none"> <li>- Pupils describe the event of the birth of Muhammad (AS) and the year of elephant</li> <li>- Explain how Allah chose the prophet (AS) as a mercy and love for mankind</li> <li>- Explain how gifts are given to different people at different occasion</li> </ul>	<p>The Holy Quran</p> <p>The history of Islam</p> <p>Charts and Pictures</p>

#### OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -4

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 4: The Goodness of God	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about God’s goodness in creating all life- living and non living things</li> <li>• Explain that God protects all life</li> <li>• Discuss reasons why we must take care of all life</li> </ul>	<p>a. Introduce the lesson with questions about God’s Goodness in creating living and non living things to arouse pupils interest.</p> <p>b. Explain that God protect all life</p> <p>c. Pupils read the story about God’s Goodness to Joseph</p> <p>d. Pupils in groups discuss and write reasons why we just take care of life</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explanation that God protects all life</li> <li>- Oral presentation on the reasons we must take care of all life</li> <li>- Sing hymn; All things bright and beautiful</li> </ul>	<p>The Holy Bible</p> <p>Gens. 37:1-36 Gens. 42:1-28 Cain and Abel</p> <p>Pupils experience</p> <p>Pictures and charts</p>

#### **OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -4**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 4: The Goodness of Allah (Rahmanir Rahim)	<p>After completing this unit, the pupils shall be able to:</p> <ul style="list-style-type: none"> <li>• Tell about Allah’s goodness in creating living and non living things</li> <li>• Explain that Allah protects all life</li> <li>• Discuss reasons why we must take care of all life</li> </ul>	<p>a. Introduce the lesson with questions about Allah’s Goodness in creating living and non living things to arouse pupils interest.</p> <p>b. Explain that Allah protect all lives</p> <p>c. Pupils read the story about Allah’s Goodness to “Yousuff)</p> <p>d. Pupils in groups discuss and write reasons why we just take care of life</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explanation that Allah protects all life</li> <li>- Narrate the story about Allah’s goodness to “Yousuff)</li> <li>- Oral presentation on the reasons we must take care of all life</li> <li>- Describe how Allah was good to Yusuff</li> </ul>	<p>The Holy Quran</p> <p>Hadith charts and Pictures</p> <p>Pupils experience</p>

#### **OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -5**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning Resources</b>
UNIT 5: God is our Father in the national family	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Identify the kind of knowledge needed for faithful service</li> <li>Read about leaders in the Bible who deprived the poor of what belonged to them</li> <li>Compose their own prayer for leaders and citizens of our country</li> </ul>	a. Introduce the lesson with questions about leader in their community that deprive poor people of what belongs to them b. Discuss the kind of knowledge needed for faithful service c. Compose a short prayer for leaders and citizens of our country to God who is our father in the national family	- Observation of pupils discussing responsibility connected with protecting the belongings of classmates - Observe pupils read and retell the story of Naboth's vineyard	The Holy Bible  1 <sup>st</sup> Kings 21  charts and Pictures

**OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -5**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning Resources</b>
UNIT 5: Allah is our Lord in the national family	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Identify the kind of knowledge needed for faithful service</li> <li>Read about leaders in the Quran who deprived the poor of what belonged to them</li> <li>Compose their own prayer for leaders and citizens of our country</li> </ul>	a. Introduce the lesson with questions about leader in their community that deprive poor people of what belongs to them b. Discuss the kind of knowledge needed for faithful service c. Compose a short prayer for leaders and citizens of our country to Allah who is our Lord	- Observation of pupils discuss the responsibilities connected with protecting the belongings of class and school mates - Observe pupils read and retell the story of Yousuff - Listen to pupils recite the relevance verses concerning justice in Islam	The Holy Quran  charts and Pictures

**OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -6**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning Resources</b>
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<p>UNIT 6: God is our Father and He loves all</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about how God shows His love by providing for our daily needs</li> <li>• Explain the joy we get from giving from giving out of love for other</li> <li>• Recite the Lord's prayer with clear meaning</li> </ul>	<p>a. Introduce the lesson with questions about how God provides their daily needs in the family</p> <p>b. Use examples for pupils to understand the concept of giving out of love to others. Pupils do the same</p> <p>c. Read the Lord's prayer from the chart with its correct meanings</p>	<ul style="list-style-type: none"> <li>- Observation of pupils list some of their daily needs and describe how God provides them</li> <li>- State ways to help those in need</li> <li>- Recite the Lord's prayer with its correct meaning from chart</li> </ul>	<p>The Holy Bible</p> <p>Matt. 6:3-15</p> <p>charts with the Lord's prayer and correct meaning</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -6**

<p>UNIT 6: Allah is our Lord and He loves us all</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about how Allah shows His love by providing for our daily needs</li> <li>• Explain the joy derived from given out of love for others</li> <li>• Recite the Alfatihat with clear meaning</li> </ul>	<p>a. Introduce the lesson with questions about how Allah provides their daily needs in the family</p> <p>Use examples for pupils to understand the concept of giving out of love to others pupils do the same</p> <p>b. Read Alfatihat from the chart with its correct meaning</p>	<ul style="list-style-type: none"> <li>- Observe pupils list some of their daily needs and how Allah provides them</li> <li>- State the ways to help those in need</li> <li>- Recite the Fatihat with its correct meaning from the chart</li> </ul>	<p>The Holy Quran</p> <p>(Figh)</p> <p>charts</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -7**

<p>UNIT 7: God Knows everything</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and discuss acceptable standards of human behavior and relations, including within intimate relationships</li> <li>• Narrate the story of the Good Samaritan</li> <li>• Relate the teachings of Jesus</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by asking pupils to discuss acceptable standards of behavior</li> <li>b. Explain the story about the Good Samaritan</li> <li>c. Read the teaching of Jesus about each man is his brother's keeper on the chart provided</li> <li>d. Ask for examples of how men and women treat one another in scripture – and discuss whether this is good or bad</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils give examples of ways to be honest and helpful to people</li> <li>- Observe pupils identify acceptable behavior in the story</li> <li>- Cite situations in which they can apply Jesus teaching about each man is his brother's keeper</li> </ul>	<p>The Holy Bible</p> <p>Acts 8:26-40</p> <p>Pictures and charts</p> <p>Examples from scripture of relationships between men and women</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS IV – ISLAM UNIT -7**

<p>UNIT 7: Allah Knows everything</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and discuss acceptable standards of human behavior and relations, including within intimate relationships</li> <li>• Narrate the story of Abu Bakar Sidiq</li> <li>• Relate the teachings of prophet about the brother in Islam</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by asking pupils to discuss acceptable standards of behavior</li> <li>b. Explain the story of Abu Bakar's generosity</li> <li>c. Read the hadith from the chart about prophet's teaching about brotherhood in Islam</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils give examples of ways to be honest and helpful to people</li> <li>- Observe pupils identify acceptable behavior in the story of Abu Bakar's generosity</li> <li>- Cite situations in which they can apply hadith of brotherhood</li> </ul>	<p>The Holy Quran</p> <p>Hadith</p> <p>Charts And Pictures</p>
<p>UNIT 8: Allah is still working and He uses us to do His work</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• State knowledge and understanding needed for honest and faithful service</li> <li>• Identify people who produce,</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by discussing the knowledge and the understanding needed for honest and faithful services</li> <li>b. Give examples of people who produce and sell things in the community pupils do the same</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils tell how to give honest service in business</li> <li>- Describe their reaction to dishonest practice</li> </ul>	<p>The Holy Quran</p> <p>Charts</p> <p>Pupils experience</p>

	<p>make and sell things in the community</p> <ul style="list-style-type: none"> <li>Identify and list people who provide services for our community</li> </ul> <p>Explain how to care for orphans, the aged and the handicaps as a respect for Allah's gift of life</p>	<p>c. List examples of people who provide services for our community</p> <p>d. Describe the good qualities they should possess</p> <p>Give names of those who provide care for the people in need</p>	<p>- Observation of pupils, give names of persons or group who cares for people in need in their community</p> <p>Pupils role play care for people in need</p>	
<p>UNIT 8: God is still working and He uses us to do His work</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>State knowledge and understanding needed for honest and faithful service</li> <li>Identify people who produce, make and sell things in the community</li> <li>Identify and list people who provide services for our community</li> <li>Explain how to care for orphans, the aged and the handicaps as a respect for God's gift of life</li> </ul>	<p>a. Introduce the lesson by discussing the knowledge and the understanding needed for honest and faithful services</p> <p>b. Give examples of people who produce and sell things in the community pupils do the same</p> <p>c. List people who provide services for our community</p> <p>d. Describe the good qualities they should possess</p> <p>e. Give names of those who provide care for the people in need</p>	<p>- Observation of pupils tell how to give honest service in business</p> <p>- Describe their reaction to dishonest practice</p> <p>- Observation of pupils, give names of persons or group of persons who cares for people in need in their community</p> <p>- Pupils role play care for people in need</p>	<p>Pupils experiences</p> <p>The Holy Bible Amos 4-6 Amos 6:21-24 Jeremiah 17:11 Genesis 14 Daniel 2:1-49</p> <p>Pupils in class</p> <p>Pictures and chart</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -9**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
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<p>UNIT 9: Praise and thanks to God</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• State how to form the habit of praising and thanking God for His daily gifts</li> <li>• Identify the good works of God in providing and protecting the poor and helpless</li> <li>• Discuss how to give out of love and gratitude to God</li> </ul>	<p>a. Introduce the lesson with questions about the formation of the habit of praising and thanking God</p> <p>b. State the good works of God in protecting, providing for the poor and helpless</p> <p>c. Read the story of the Widow’s mite or the story of Docas</p> <p>d. Sing the Lord’s prayer or Psalm 23</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explain how to form the habit of praising and thanking God</li> <li>- Give examples of God’s care for the poor and helpless</li> <li>- Explain the moral lesson learnt from the stories read</li> <li>- Observation of pupils sing the Lord’s prayer or Psalm 23</li> </ul>	<p>The Holy Bible</p> <p>Psalm 23</p> <p>Lk. 21:1-4</p> <p>Acts 9:36</p> <p>Pupils experiences</p> <p>Resource person (music department)</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS IV – CHRISTIANITY UNIT -9**

<p>UNIT 9: Praise and thanksgiving</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• State how to form the habit of praising and thanking Allah for His daily gifts</li> <li>• Identify the good works of Allah in providing and protecting the poor and helpless</li> </ul> <p>Discuss how to give out of love and gratitude to Allah</p>	<p>a. Introduce the lesson with questions about the formation of the habit of praising and thanking Allah</p> <p>b. State the good works of Allah in protecting, providing for the poor and helpless</p> <p>c. Reciting the chapter of Ikhlas (oneness of Allah)</p> <p>Display the chart with the chapter “Ikhlass</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explain how to form the habit of praising and thanking Allah</li> <li>- Give examples of Allah’s care for the poor and helpless</li> </ul> <p>Explain the moral lesson from the chapter Qul Howa Allah</p>	<p>The Holy Quran</p> <p>Charts and pictures</p> <p>pupils experience</p> <p>resource person (Imam)s</p>
<p>UNIT 1: God the father Gods’ love</p>	<p>After completing this unit, the pupils should be able to:</p>	<p>a. Introduce the lesson with questions about God’s equal</p>	<p>1. Observation of pupils responses about God’s</p>	<p>The Holy Bible</p> <p>Genesis 6:1-22,</p>

for His people	<ul style="list-style-type: none"> <li>• Tell about God’s equal love for all his people</li> <li>• Cite examples of gifts God gave to different people</li> <li>• Narrate and explain the parable of the ten talents</li> </ul>	<p>love for his people – men, women, boys and girls</p> <p>b. Make brief statement about the proper use of talents and benefits derived</p> <p>c. Discuss the story of the creation of Adam and Eve</p> <p>d. Read the story of Noah and the Ark</p> <p>e. Discuss examples of great men and women whose gifts of talents are useful</p> <p>Pupils read and from the chart and summarise message of the ten talents</p>	<p>equal love for all his people</p> <p>2. Observe pupils discuss and summarise the main message of the Ten Talents</p> <p>Oral presentation of great men and women whose gifts of talents are useful in their community.</p>	<p>7:1 Luke 1:26-43 Mark 7:24-30 John 4:43-54 Matt. 25:14-30</p> <p>- Pictures and charts</p>
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### OUTLINE TEACHING SYLLABUS FOR **CLASS V** – ISLAM UNIT -1

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 1: Allahu Rab wa Allahu Rahman	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about Allah’s equal love for all His people</li> <li>• Sight examples of Allah’s gift to different people</li> <li>• Narrate and explain the parable of Hawass Khams</li> </ul>	<p>a. Introduce the lesson with questions about Allah’s equal love for His people – men, women etc</p> <p>b. Brief statement about the proper use of talents and benefits derived</p> <p>c. Discuss the story of creation of Adam and Hawau</p> <p>d. Read the story of Noah and the Ark</p>	<p>1. Discuss example of great men and women whose gift of talent are useful</p> <p>2. Pupils read from the chart and sumamrise the main message of the ten talents observe pupils discuss and summarise the main message</p>	<p>The Holy Quran</p> <p>- Pictures and charts</p> <p>Sura 31:20</p> <p>34:10-30</p>

### OUTLINE TEACHING SYLLABUS FOR **CLASS V** – CHRISTIAINITY UNIT -2

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching
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<b>nits</b>				<b>Resources</b>
UNIT 2: Oneness in God	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how we should love and care for each other as children of God</li> <li>• Give examples of stories of love and respect for our tradition</li> <li>• Give positive examples of love and respect between men and women</li> <li>• Tell how Jesus felt about Simeon and the woman who anointed him</li> </ul>	<p>a. Introduce the lesson with questions about how boys and girls should love and respect each other</p> <p>b. Discuss about traditional courtesies, attitudes and actions by which people show respect for each other</p> <p>c. Pupils read and compare the attitudes of Simeon and Jesus and Pthensee to the woman with Alabaster Box</p>	<p>1. Observation of pupils responding to questions about how boys and girls should love and respect each other</p> <p>2. Demonstrate traditional courtesies and attitudes which show respect</p> <p>3. State how the woman in the story showed love and respect for Jesus</p>	<p>The Holy Bible</p> <p>Exodus 20:3 Luke 10:38-42 Luke 7:36-48</p> <p>- Role play love and respect for traditions</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS V – CHRISTIANITY UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 2: Tawhid (Oneness in Allah)	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how we should love and care for each other</li> <li>• Give examples of stories of love and respect for our tradition</li> </ul>	<p>a. Introduce the lesson with questions about oneness in Allah-should love and respect each other</p> <p>b. Discuss about traditional courtesies, attitudes and actions by which people show respect for each other</p> <p>c. Discuss the attitudes of</p>	<p>1. Observation of pupils responding to questions about how boys and girls should love and respect each other</p> <p>2. Demonstrate traditional courtesies and attitudes which show respect</p>	<p>The Holy Quran</p> <p>The Hadith and Sunnah</p> <p>- Role play love and respect for traditions</p>

	<ul style="list-style-type: none"> <li>• Give positive examples of love and respect between men and women</li> <li>• Tell how Jesus felt about Simeon and the woman who anointed him</li> </ul>	Holy Prophet Muhammad and the Quraish of Mecca	3. State how the prophet showed love and respect for the people of Mecca	
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### TEACHING SYLLABUS FOR CLASS V – CHRISTIANITY UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 3: God calls and Man answers	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how people answered to do God’s work</li> <li>• Tell how to be members of God’s people</li> </ul>	<p>a. Introduce the lesson by discussing examples of local and foreign people who have travelled to other lands in answer to God’s call to teach all nations-Priests/Pastor, Holy woman, Jesus and Disciples</p> <p>b. Discuss role of NGO’s in Sierra Leone during Rebel War and Ebola to improve lives of God’s people</p> <p>c. Discuss the Sacrament of Baptism to be a member of God’s people</p>	<ol style="list-style-type: none"> <li>1. Observe pupils statements about example of local and foreign people who have answered to God’s call</li> <li>2. Group discussion on the role of NGO’s in Sierra Leone</li> <li>3. Discuss the sacrament of Baptism from the chart and Beatitudes- Luke 6:20-31</li> </ol>	<p>The Holy Bible</p> <p>Luke 9:1-6 Mark 16:15-16</p> <p>The Beatitude Luke 6:20-31 Isaiah 11:6-9</p> <p>Chart of the Beatitude</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS V – ISLAM UNIT -3

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 3: Allah calls and Man answers	<p>After completing this unit, the pupils should be able to:</p>	<p>a. Introduce the lesson by discussing examples of local and foreign people who have</p>	<ol style="list-style-type: none"> <li>1. Observe pupils statements about local and foreign</li> </ol>	<p>Quran 3:159</p> <p>The Holy Bible</p>

	<ul style="list-style-type: none"> <li>Tell how people answered to do the work of Allah</li> <li>Tell how to be members in Islam (Pillars of Islam and the requirements of faith)</li> </ul>	<p>travelled to other lands in answer to Allah's call to teach all nations- (Haj to holy land)</p> <p>b. Discuss role of NGO's in Sierra Leone during Rebel War and Ebola to improve lives of Allah's people</p> <p>c. Discuss the pillars of Islam and the requirements of faith</p>	<p>people who have answered to Allah's call</p> <p>2. Group discussion on the role of NGO's in Sierra Leone</p> <p>3. Discuss the pillars and the requirement of faith from the chart</p>	<p>Chap 3:159</p> <p>Chart of the pillars and requirement of faith in Islam,</p> <p>Hadith and Sunnah</p>
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#### OUTLINE TEACHING SYLLABUS FOR CLASS V – CHRISTIANITY UNIT -4

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 4: Sharing God's Love	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>Tell what our Lord teaches about love and forgiveness</li> <li>Explain the meaning of reconciliation</li> <li>Demonstrate how to show forgiveness to others</li> <li>Discuss the temptation to judge others and how to resist it</li> </ul>	<p>a. Introduce the lesson by asking how sin breaks our friendship with God</p> <p>b. Discuss about God's love and forgiveness of sin</p> <p>c. Ask pupils to recite the Lord's prayer emphasizing on "And forgive us our trespasses"</p> <p>d. Explain the meaning of reconciliation</p> <p>e. Allow pupils to demonstrate how to show forgiveness to others</p>	<p>1. Observe pupils dramatize the story of the Prodigal son</p> <p>2. Oral presentation of short notes to show the importance of reconciliation</p> <p>3. Tell the sin the Prodigal son committed</p> <p>4. Pupils orally discuss about local ideas or customs on wrong doing eg. Swearing, taking revenge by juju</p>	<p>The Holy Bible</p> <p>Genesis 37</p> <p>Luke 15:11-32</p> <p>Mtt. 5:7</p> <p>Matt. 18:21-25</p> <p>Pupils experience</p> <p>Reference to 'he who is without sin'</p>

#### OUTLINE TEACHING SYLLABUS FOR CLASS V – ISLAM UNIT -4

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
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<p>UNIT 4: Sharing Allah’s Rahmat (Love)</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell what our prophet teaches about love and Rahmah</li> <li>• Explain the meaning of reconciliation</li> <li>• Demonstrate how to show forgiveness to others</li> <li>• Discuss the temptation to judge others and how to resist it</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by asking how sin breaks our friendship with Allah</li> <li>Discuss about Allah’s Rahma and forgiveness of sin</li> <li>Ask pupils to recite the Fatihat emphasizing on Rahmanir Rahim</li> <li>Explain the meaning of reconciliation</li> <li>Allow pupils to demonstrate how to show forgiveness to others</li> </ol>	<ol style="list-style-type: none"> <li>Observe pupils dramatize the story of the Prodigal son</li> <li>Oral presentation of short notes to show the importance of reconciliation</li> <li>Tell the sin the Prodigal son committed</li> <li>Discuss about local ideas or customs on wrong doing eg. Swearing, taking revenge by juju</li> </ol>	<p>The Holy Quran 3:159</p> <p>Chart Etc Quran</p> <p>Pupils experience</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS V – CHRISTIANITY UNIT -5**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 5: Justice and Peace</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how pride destroys peace</li> <li>• Give real life examples of times when pride and greed destroy peace</li> <li>• Discuss how to live in peace with different people in the community,</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson with discussion about how Adam and Eve fell in the garden</li> <li>Briefly discuss with pupils about God’s goodness and work in nature</li> <li>Discuss how peace is destroyed when we feel we can do without God eg. Nebuchadnezzar, king</li> </ol>	<ol style="list-style-type: none"> <li>Observe pupils discuss about the fall of Adam and Eve in the garden</li> <li>Oral presentation about God’s goodness and work in nature</li> <li>Observe pupils give real life examples of times when pride</li> </ol>	<p>The Holy Bible</p> <p>Mark 12:28-24 John 13:34-35 Gens. 3 Daniels 4</p> <p>Pupils experience</p>

	including those from whom we differ or with whom we disagree	pharaoh of Egypt  d. Discuss how to bring peace to different people in the community	and greed destroy peace  4. Observe pupils discuss how to bring peace to different people in the community	
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### OUTLINE TEACHING SYLLABUS FOR CLASS V – ISLAM UNIT -5

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 5: Justice and Peace	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>• Tell how pride destroys peace</li> <li>• Give real life examples of times when pride and greed destroy peace</li> <li>• Discuss how to live in peace with different people in the community including those from whom we differ or with whom we disagree</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson with discussion about how Adam and Hawa fell in the garden (Janat)</li> <li>Briefly discuss with pupils about Allah’s Rahma and work in nature</li> <li>Discuss how peace is destroyed when we think we can do without Allah eg. The story of king pharaoh of Egypt</li> <li>Discuss how to bring peace to different people in the community</li> </ol>	<ol style="list-style-type: none"> <li>Observe pupils discuss about the fall of Adam and Eve in the garden</li> <li>Oral presentation about Allah’s Rahmat and work in nature</li> <li>Observe pupils give real life examples of times when pride and greed destroy peace</li> <li>Observe pupils discuss how to bring peace to different people in the community</li> </ol>	<p>The Holy Quran 40:18 4018</p> <p>Chart The hadith and sunah</p> <p>Pupils experience</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -1

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 1: Praise and Thanks to God	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about the basic form of Christian worship</li> <li>• Tell how to prepare for the Lord’s supper (clear conscience)</li> <li>• Explain how Jesus and his disciples celebrated the Lord’s supper</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about Christian worship</li> <li>b. Make brief statement about the main parts of worship in churches-Anglican, Methodist, Catholics etc</li> <li>c. Allow pupils to explain the main parts of worship in their own places of worship Discuss the importance of preparing to show reverence</li> <li>d. Pupils explain how to prepare for the Lord’s supper</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils give examples of the different forms of church worship</li> <li>- Pupils in their various groups explain how to prepare for the Lord’s supper</li> <li>- Pupil’s orally explain how different churches celebrate the Lord’s supper today</li> </ul>	<p style="text-align: center;">The Holy Bible Luke 22:7-20</p> <p>Pupils experiences</p> <p>Available Prayer books</p>

### OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -1

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources



<p>UNIT 1: Praise and Thanks to Allah</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell about the basic form of worship in Islam</li> <li>• Tell the pillars of Islam</li> <li>• Explain how to perform ablution and the prayer</li> <li>• Daily prayers eg. Fajr, Zuhur etc</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about Islamic worship</li> <li>b. Brief statement about the significant of the pillar of Islam</li> <li>c. Discuss the steps in performing ablution and tayamum</li> <li>d. Discuss how to perform the salat</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils give examples of the different forms of Islamic worship</li> <li>- Pupils in their groups explain how to perform ablution and tayamum</li> <li>- Pupils demonstrate how to perform prayers eg. Fajr</li> </ul>	<p>The Holy Quran</p> <p>Chart of the pillars of Islam</p> <p>Pictures of steps in performing prayers</p> <p>Pupils experiences</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHISTIANITY UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 2: Justice in Christianity</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of Justice</li> <li>• Explain the teachings of Jesus on Justice</li> <li>• Give examples of how to show love and be fair to people</li> <li>• Provide examples of men and women showing love and fairness to one another</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about the pupils understanding of the word Justice</li> <li>b. Make brief statement about Jesus teachings on Justice</li> <li>c. Use examples for them to understand the concept of love and fairness to people and allow pupils to cite instances of love and fairness to others</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the meaning of Justice</li> <li>- Pupils cite examples from the Bible about Jesus teachings on Justice</li> <li>- Pupils role play a story from the Bible that illustrate justice</li> <li>- Observation of pupils cite instances of love and fairness to people around them</li> </ul>	<p>The Holy Bible</p> <p>Matt. 26:14-30</p> <p>Pupils experiences</p> <p>Pictures and charts</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -2**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 2: Justice in Islam Muhammad teaching on Justice	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of Justice</li> <li>• Explain the Muhammad teachings on Justice</li> <li>• Give examples of how to show love and be fair to people</li> <li>• Provide examples of men and women showing love and fairness to one another</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about the pupils understanding of the word Justice</li> <li>b. Make brief statement about Muhammad’s teachings on Justice</li> <li>c. Use examples for them to understand the concept of love and fairness to people and allow pupils to do the same</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the meaning of Justice</li> <li>- Pupils cite examples from the Quran or the Hadith about the teachings of the holy prophet Muhammad on Justice</li> <li>- Pupils role play a hadith or sunnah about the prophet justice and love to people</li> </ul>	<p>Quran 3:959</p> <p>Sura 49:13</p> <p>Chart on hadith</p> <p>Matt. 26:14-30</p> <p>Pictures and charts</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHISTIANITY UNIT -3**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>

UNIT 3: God calls Man answers	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how people answered to God’s work</li> <li>• Explain how to render service in leadership</li> <li>• Identify characteristics of good leadership</li> </ul>	<p>a. Introduce the lesson with questions to help pupils recall how Jesus and his disciples answered to do God’s work</p> <p>b. Briefly explain how to render service as a leader example: Teacher, Priest/Pastor etc</p> <p>c. Pupils in their various groups discuss and list some characteristics of good leadership</p>	<ul style="list-style-type: none"> <li>- Observation of pupils name some people they know and have presented God’s word to other people eg. Pastor, Priest etc</li> <li>- Listen to pupils explain what good services in leadership means</li> <li>- Oral presentation about characteristics of good leadership</li> </ul>	<p>The Holy Bible</p> <p>Luke 9:1-6 Mark 16:15 Luke 6:20-31 Isaiah 11:6-9 1<sup>st</sup> King 22:2-40</p> <p>Pupils experiences</p> <p>Pictures and charts</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -3**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 3: Allah calls Man answers	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell how people answered to Allah’s work</li> <li>• Explain how to render service in leadership</li> <li>• Identify characteristics of good leadership</li> </ul>	<p>a. Introduce the lesson with questions to help pupils recall how the holy prophet and his followers answered to do Allah’s work</p> <p>b. Briefly explain how to render service as a leader example: Teacher, Imam etc</p> <p>c. Guide pupils in their various groups discuss and list some characteristics of good leadership</p>	<ul style="list-style-type: none"> <li>- Observations of pupils name some people they know and have presented Allah’s word to other people eg. Sheik Sheriff Abass</li> <li>- Listen to pupils explain what good services in leadership means</li> <li>- Oral presentation about characteristics of good leadership</li> </ul>	<p>The Holy Quran 49:13</p> <p>Hadith and sunnah</p> <p>Pictures and charts</p> <p>Pupils experiences</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -4**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 4: Prophets and spiritual leaders in their time	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Name some of the prophets and spiritual leaders in the Holy Bible: Samuel, Isaiah</li> <li>• Give examples of leaders in the early church</li> <li>• Identify and discuss about historical and modern leaders in the community of believers</li> </ul>	<p>a. Introduce the lesson with questions about the names of the prophets and spiritual leaders in the Holy Bible eg. Isaiah</p> <p>b. Give examples of leaders of leaders in the early church eg. Peter, Paul etc</p> <p>c. Discuss the functions of the prophets and spiritual leaders in the Holy Bible</p>	<ul style="list-style-type: none"> <li>- Observation of pupils state the names of the prophets and spiritual leaders in the Holy Bible</li> <li>- Oral presentation of various groups on the functions of the prophets and spiritual leaders in the Holy Bible</li> <li>- Write about the work and qualities of spiritual leaders in early church</li> </ul>	<p>The Holy Bible Acts 2:14-42 Acts 9:3614-41 Acts 17:16-43 1<sup>st</sup> Kings 3:16-28 1<sup>st</sup> King 22:2-40 1<sup>st</sup> Samuel 17; 19:1-12, 15:10-34</p> <p>Pupils experiences</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -4**

UNIT 4: Prophets and spiritual leaders in their time	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Name some of the prophets and spiritual leaders in the Holy Quran :</li> <li>• Give examples of leaders in the beginning of Islam (History of Islam)</li> </ul>	<p>a. Introduce the lesson with questions about the names of the prophets and spiritual leaders in the Holy Quran eg. Abu Bakar Sidique, Hamza etc</p> <p>b. Give examples of leaders of leaders (new converts) in Islam</p>	<ul style="list-style-type: none"> <li>- Observation of pupils state the names of the prophets and spiritual leaders in Islam</li> <li>- Oral presentation of various groups on the functions of the early converts</li> <li>- Write notes about the</li> </ul>	<p>The Holy Quran 49:13 Hadith and sunnah</p> <p>Charts and pictures</p> <p>Pupils experiences</p>
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	<ul style="list-style-type: none"> <li>Identify and discuss about historical and modern leaders in the community of believers</li> </ul>	c. Discuss the functions of the prophet of Islam and the early convert to Islam	work and qualities of spiritual (early converts) leaders	
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### OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -5

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning and Teaching Resources
UNIT 5: Prophets and leaders in our time	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Describe the qualities of good leaders</li> <li>Narrate stories of fair leaders Christian/Islam</li> <li>Tell how men and women serve God by teaching others and working for Him</li> <li>Identify and name leaders in our time- and their qualities</li> </ul>	a. Introduce the lesson by asking pupils to state the qualities of good leaders b. Briefly narrate stories of fair leaders eg. Moses, Samuel, Joshua, Gideon etc c. Allow pupils to tell how men and women in our time serve God by teaching others and working for Him d. Give examples of Leaders in our time and their qualities eg. Rev. Schlenker early missionaries in Sierra Leone	- Observations of pupils give examples of good and bad qualities of leaders eg. Christian  - Write a short paragraph on a courageous Christian leader eg. Pastor Mambu Francis	The Holy Bible 1 <sup>st</sup> Kings 3:16-28 1 <sup>st</sup> Kings 22:2-40 Daniel 6 1 <sup>st</sup> Sam 17, 19:1-2 1 <sup>st</sup> Sam 15:10-34  Charts and pictures  Pupils experiences

### OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -5

UNIT 5: Prophets and Spiritual Leaders in our time	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Describe the qualities of good leaders</li> <li>Narrate stories of fair leaders in Islam</li> <li>Tell how men and women</li> </ul>	a. Introduce the lesson by asking pupils to state the qualities of good leaders b. Briefly narrate stories of fair leaders in Islam c. Allow pupils to tell how men and women in our time serve Allah by teaching	- Observation of pupils give examples of good and bad qualities of leaders in Islam  - Write a short paragraph on a courageous Muslim leader eg. Sheik Shreriff Abass of Bonthe	The Holy Quran  Hadith and sunnah  Charts and pictures  Pupils experiences
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	serve Allah by teaching others and working for Him <ul style="list-style-type: none"> <li>Identify and name leaders in our time- and their qualities</li> </ul>	others and working for Him <ol style="list-style-type: none"> <li>Give examples of Leaders in our time and their qualities eg. Sheik Gibril Sesay</li> </ol>		
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -6**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 6: God is our father and loves us all	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> <li>Explain God’s loving kindness to us all</li> <li>Explain Jesus’ heritage of commandments</li> <li>Read and interpret the ten commandment</li> <li>Give examples of stories Jesus used to teach about love</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson with questions about Gods’ loving kindness to us</li> <li>Make brief statement on Jesus’ explanation of the commandments –love</li> <li>Pupils give examples to show how love helps us to keep the commandment</li> <li>Guide pupils to read and interpret the ten commandments</li> <li>Pupils in their various groups read stories Jesus used to teach about love</li> </ol>	<ul style="list-style-type: none"> <li>Observation of pupils express orally about God’s loving kindness to us all</li> <li>Pupils oral presentation about how love helps us to keep the commandments</li> <li>Pupils individually read and interpret the ten commandments</li> <li>Pupils explain at least one story read about Jesus teaching about love</li> <li>Pupils give examples of how to show love today</li> </ul>	The Holy Bible  Exodus: 20:1-17 John: 15:12 Mark: 12:28-34 Matt 19:16-22  Pupils experiences  Charts and pictures

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -6**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 6: Allah is our Lord and loves us all	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain Allah’s loving (Rahmanir) s to us all</li> <li>• Explain the Holy Prophet heritage of commandments</li> <li>• Read and interpret the five pillars and requirements of faith</li> <li>• Give examples of prophet love for his Umma</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about Allah’s love and kindness to us (Rahmanir Rahim)</li> <li>b. Make brief statement about the pillars of Islam and the requirement of faith</li> <li>c. Pupils in their various groups read and explain Allah’s neemah to us (Rahman) and the requirement of faith in Islam</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils express orally about Allah’s NIEMA on us all</li> <li>- Pupils individually read and explain each pillar of Islam</li> <li>- Pupils also read and explain from the chart the requirements of faith</li> </ul>	<p>The Holy Quran 1:3-4</p> <p>Hadith and Sunnah Pupils experiences</p> <p>Charts</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -7**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 7: The uses of water for purification	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Give examples of how water is used in Christianity religion</li> <li>• Give instances when water is used in Christianity religion eg. Baptism</li> <li>• Read and summarise the story of the cleansing of Naaman’s leprosy</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about the various uses of water in our daily life</li> <li>b. Briefly explain how water is used in Christian religion</li> <li>c. Pupils think and cite instances when water is used in Christian religion</li> <li>d. Pupils read and discuss the care of Naaman’s leprosy</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the various uses of water in our daily life</li> <li>- Pupils from different faiths explain how water is used</li> <li>- Pupils share instances when water is used in Christian religion</li> <li>- Observation of pupils sharing their own opinions about the care of Naaman</li> </ul>	<p>The Holy Bible John 3:13-15 2<sup>nd</sup> King 5:9-14</p> <p>Pupils experiences Pictures and charts Drawing materials</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI –ISLAM UNIT -7**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 7: The uses of water for purification	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Give examples of how water is used in Islam</li> <li>• Give instances when water is used in Ablution</li> <li>• Tell that uses of water are parts of cleanliness and cleanliness is part of faith</li> <li>• No wudu or ablution, no prayer and prayer is the key to Heaven</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson with questions about the various uses of water in our daily life</li> <li>b. Briefly explain how water is used in Islam</li> <li>c. Pupils cite instances when water is used to purify us in Islam</li> <li>d. Pupils briefly explain how water is LIFE</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the various uses of water in our daily life</li> <li>- Pupils explain how water is used in other faiths</li> <li>- Pupils perform ablution in groups</li> <li>- Pupils tell the importance of Ablution in Islam</li> </ul>	<p>The Holy Quran (Ablution)</p> <p>Charts</p> <p>Pupils experiences</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – CHRISTIANITY UNIT -8**

UNIT 8: God’s Image	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of “Made in God’s image”</li> <li>• State examples of how to grow socially, physically, spiritually and vocationally</li> <li>• Tell ways of resisting temptations which will interfere with spiritual growth</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by allowing pupils to tell the meaning of “Man in God’s image”</li> <li>b. Allow pupils to explain the meaning of integral (holistic) development of man</li> <li>c. Pupils give examples of how to grow socially, physically, vocationally, spiritually</li> <li>d. Make brief statement about how to resist temptation</li> <li>e. Pupils do like-wise</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the of “growing in God’s image”</li> <li>- Observation of pupils explain the meaning of integral development</li> <li>- Pupils do presentation on how to grow in the four areas of the human being</li> <li>- Pupils in same groups discuss and present about how to resist the temptation</li> </ul>	<p>The Holy Bible</p> <p>Luke 2:52 Daniel 6:1-23</p> <p>Pupils experiences</p> <p>Pictures and charts</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -8**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 8: Allah’s Attributes (Image of Allah)	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain some of the attributes of Allah</li> <li>• State some of the benefits of the attributes of Allah</li> <li>• Tell ways of resisting temptation through the attributes of Allah</li> </ul>	<p>a. Introduce the lesson by allowing pupils to tell the meaning of Allah’s attributes</p> <p>b. Pupils give some of the attributed associated with the work of Allah eg. Kha etc</p> <p>c. Make brief statement about some of the attributes of Allah</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explain some of the attributes of Allah</li> <li>- Pupils do presentation of some of the attributes of Allah</li> <li>- In their groups pupils discuss from the charts the attributes of Allah</li> <li>- Encouraged to write some of the Attributes of Allah in note books</li> </ul>	<p>The Holy Quran Hadith Charts and pictures</p> <p>Note books</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI –CHRISTIANITY UNIT -9**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 9: Communication and Faith	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell the meaning and significance of baptism</li> <li>• Explain what water does in baptism</li> <li>• Explain what happened</li> </ul>	<p>a. Introduce the lesson with questions about the meaning and significance of communication and faith to arouse their interest</p> <p>b. Teacher further explains the significance of the two terms: Communication, Faith, Baptism</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the meaning of Communication, faith and baptism</li> <li>- Listen to pupils tell what happens at baptism</li> <li>- Pupils do presentation on events during Jesus’ baptism</li> </ul>	<p>The Holy Bible Mtt:3:1-6</p> <p>Pupils experience</p>

	<p>during the baptism of Jesus</p> <ul style="list-style-type: none"> <li>• Explain Baptism and the new life in the church</li> </ul>	<p>c. Encourage pupils to tell what happens at baptism</p> <p>d. Pupils in their groups discuss the incidents at Jesus baptism</p> <p>e. Pupils in their groups discuss what water stands for – cleaning reuniting with God</p>	<ul style="list-style-type: none"> <li>- Pupils in groups present: baptism and the new life in the church</li> <li>- Observation of pupils explain what water stand for in baptism: cleansing reuniting with God, harmony new life</li> </ul>	<p>Pictures and charts</p>
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI –ISLAM UNIT -9**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
<p>UNIT 9: Communication and Faith</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Tell the importance of good and clear communication in Islam</li> <li>• Tell how we receive and treat Allah’s communication to us</li> <li>• Explain how man respond to Allah’s command in communication (Horizontal)</li> </ul>	<p>a. Introduce the lesson with questions about the meaning and the importance of good and clear communication</p> <p>b. Teacher further explain communication and significance in Islam</p> <p>c. Encourage pupils to tell about vertical and horizontal communication</p> <p>d. Allah gives command and we obey</p>	<ul style="list-style-type: none"> <li>- Observation of pupils explain the meaning of clear Communication,</li> <li>- Listen to pupils explain our relationship with Allah and communication</li> <li>- Pupils in group presents the various ways Allah communicate with us, in the Quran, through the prophet etc</li> <li>- Allah gives command and we</li> </ul>	<p>Quran</p> <p>Hadith</p> <p>Pictures and charts</p>

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**OUTLINE TEACHING SYLLABUS FOR CLASS VI –CHRISTIANITY UNIT -10**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 10: A heritage of scripture by God’s Children	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Give examples of ways the Holy Spirit guides people</li> <li>• Recite the “Fruits of the Holy Spirit”</li> <li>• Tell how God’s/Allah’s children should work together and share things in common</li> <li>• Tell the scriptures of the two main religions in Sierra Leone: Christianity and Islam</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson with questions on the ways the Holy Spirit guides people, to arouse pupil’s interest</li> <li>Make brief statement about how God guides people through the Holy Spirit</li> <li>Allow pupils to do likewise eg. When telling lies or stealing</li> <li>Guide pupils to read about the fruits of the Holy Spirit</li> <li>Discuss in their groups the use of the scriptures: Bible/Quran in public worship and daily life</li> <li>Name the books in the Old/New Testaments</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of the pupils give examples of how the Holy Spirit guides people</li> <li>- Pupils read Bible/Quran verse on the fruits of the Holy Spirit</li> <li>- Observation of pupils present on the use of the scriptures in public worship and daily life and its content</li> <li>- Pupils role-play illustrating togetherness and sharing</li> </ul>	<p>The Holy Bible Gal: 5:22-26 Acts 4:34-37 2<sup>nd</sup> Kings 5:1-18 Pictures and charts</p> <p>Pupils experience</p> <p>The Bible</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI –ISLAM UNIT -10**

UNIT 10: A heritage of Man by Allah’s slaves. Faith in Allah Imman	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Allah’s strong imman guide people to the right path</li> <li>• Recite how Allah guides on the correct path</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson with questions on the ways that Allah’s guidance comes to arouse pupils interest</li> <li>Make brief statement about how Allah guides His people IHIDNA SIRATAL MUSTAKIM</li> <li>Discuss in their groups how the Holy Quran guide us on the right</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of the pupils give examples of how the Holy Quran guides mankind</li> <li>- Pupils read the relevant verses from the Quran 1:7</li> <li>- Pupils individually read the relevant chapters/verses from the</li> </ul>	<p>The Holy Quran 2:3-4 Quran 1:1-7 Charts</p>
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	<ul style="list-style-type: none"> <li>Tell the scripture of the two main religions in this country</li> </ul>	<p>path</p> <p>d. Discuss prophets example of guidance</p>	<p>chart</p> <p>- Pupils role-play Holy Prophets kindness in forgiving enemies</p>	
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**OUTLINE TEACHING SYLLABUS FOR CLASS VI –CHRISTIANITY UNIT -11**

<b>Suggested Topics/Themes /Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 11: Justice and Peace	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>Briefly define the words:               <ol style="list-style-type: none"> <li>Justice</li> <li>Peace</li> </ol> </li> <li>Explain the teachings of Jesus about Justice and Peace</li> <li>Explain how justice and peace may affect boys and girls, men and women differently</li> <li>Give examples of ways to spread peace in today’s world</li> <li>Discuss how to make good relationship with people who practice other religions or who have no religious faith</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by asking pupils to define the words Justice and peace to arouse their interest</li> <li>Guide pupils to discuss their personal and cultural experience about Justice and peace in their community school</li> <li>Pupils in their groups read about Jesus teachings about Justice and peace from the Bible</li> <li>Pupils discuss how to present and spread peace today</li> <li>Pupils in pairs discuss how to make good relationship with people of other religions</li> </ol>	<ul style="list-style-type: none"> <li>Observation of the pupils explain the terms Justice and Peace</li> <li>Pupils share their personal and cultural experiences about Justice and Peace</li> <li>Group presentation on Jesus’ teachings about Justice and Peace</li> <li>Pupils in groups present on how to present and spread peace in today’s world</li> <li>Explain how to make good relationship with people who practice a different religion from their own</li> </ul>	<p>The Holy Bible Matt 6:24-34 Mtt: 7:1 Matt: 28:1-20 2<sup>nd</sup> Kings 5:1-18</p> <p>Pupils experience</p> <p>Pictures and charts</p>

**OUTLINE TEACHING SYLLABUS FOR CLASS VI – ISLAM UNIT -11**

<b>Suggested Topics/Themes/Units</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning and Teaching Resources</b>
UNIT 11: Justice and Peace in Islam	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Briefly define the word Justice and Peace</li> <li>• Explain the teachings of Holy Prophet’s Justice and Peace</li> <li>• Give examples of ways to spread peace among us</li> <li>• Explain how justice and peace may affect boys and girls, men and women differently</li> <li>• discuss how peace is related to Islam</li> <li>• Discuss Justice in Islam</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by asking pupils to define the words Justice and peace to arouse their interest</li> <li>b. Guide pupils to discuss their personal and cultural experience about Justice and peace</li> <li>c. Give brief explanation about the prophets Justice and peace</li> <li>d. Help pupils to relate prophets justice and peace</li> <li>e. Prophets warning about being kind to neighbour</li> </ol>	<ul style="list-style-type: none"> <li>- Observation of the pupils explain the terms Justice and Peace</li> <li>- Pupils share their personal and cultural experiences about Justice and Peace</li> <li>- Group presentation on Justice and Peace</li> <li>- Explain how to follow the examples of the prophet with his enemies</li> <li>- Read the relevant hadith from the chart</li> </ul>	<p>The Holy Quran</p> <p>Charts and pictures</p> <p>Pupils experience</p> <p>Hadith and the sunnah</p>

## JSS -1 RME UNIT 1 – CHRISTIANITY PAGE 1

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 1 Definition and importance of RME	After completing this unit pupils should be able to :  a. Give the definition of the subject RME  b. Explain the importance of RME  c. Discuss how to shape one's behavior through moral teaching  d. Respect the concept of human frailty and imperfection	a. Introduce the lesson with question about the definition of RME to arouse pupils interest  b. Make brief statements about the meaning and importance of RME  c. Discuss with the pupils how RME helps one to shape his/her behavior through moral teaching  d. Pupil's discuss and list more examples of behaviours that can be shaped through moral teaching  e. Discuss other influences on behaviour and how significant these might be  f. Discuss concepts of human frailty and imperfection	a. Observation of pupils define the subject RME  b. Pupils explain the importance of the subject RME  c. Oral presentations about behaviours that can be shaped through moral teaching  d. Pupils read the teachers examples from the chart and write relevant points in their note books.	- Textbook - Chart - Note books - Pupils Experience

## JSS -1 RME UNIT 1 – ISLAM PAGE 1

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 1 Definition and importance of	After completing this unit pupils should be able to :  a. Give the definition of the	a. Introduce the lesson with question about the definition of RME to arouse pupils	a. Observation of pupils define the subject RME  b. Pupils explain the	- Textbook - Chart - Note books

RME	<p>subject RME</p> <p>b. Explain the importance of RME</p> <p>c. Discuss how to restrict one's behavior through moral teachings</p>	<p>interest</p> <p>b. Make brief statements about the meaning and importance of RME</p> <p>c. Discuss with the pupils how RME helps one to restrict his/her behavior through moral teaching</p> <p>d. Pupil's discuss and list more examples of behaviours that can be restricted</p>	<p>importance of the subject RME</p> <p>c. Oral presentations about behaviours that can be restricted through moral teaching</p> <p>d. Pupils read the teachers examples from the chart and write relevant points in their note books.</p>	- Pupils Experience
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**JSS -1 RME UNIT 2 – CHRISTIANITY PAGE 2**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit: 2 Religion</p> <p>a. Definition</p> <p>b. Types</p> <p>c. Significance</p> <p>d. Features common to all religion of the world</p>	<p>After completing this unit pupils should be able to :</p> <p>a. Define the term Religion in various ways</p> <p>b. State the different types of religions</p> <p>c. Discuss the significance of religions</p> <p>d. Discuss the features that are common to all religions of the world</p> <p>e. Discuss systems of morality and community that do not rely on belief in god</p>	<p>a. Introduce the lesson with questions about the term religion according to various beliefs</p> <p>b. Make a brief statement about the definition of the concept religion and various beliefs</p> <p>c. Discuss the significance of religion in the life of people</p> <p>d. Allow pupils in their groups to discuss and write down features that are common to various religions of the world</p>	<p>a. Observation of pupils attempt to define the term religion according to the various beliefs</p> <p>b. Pupils in their various groups read the definition of religion according to various beliefs from the chart</p> <p>c. Oral presentation of groups on the significance of religion in the life of people (children, young and old)</p> <p>d. Oral presentation by groups on the features that are common to various religions of the world</p>	<p>- Textbook</p> <p>- Chart</p> <p>- Pupils Experience</p>

**JSS -1 RME UNIT 2 – ISLAM PAGE 2**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<b>Unit: 2 Religion</b> a. Definition b. Types c. Significance d. Features common to all religion of the world	After completing this unit pupils should be able to : a. Define the term Religion in various ways b. State the different types of religions c. Discuss the significance of religions d. Discuss the features that are common to all religions  Discuss systems of morality and community that do not rely on belief in god	a. Introduce the lesson with questions about definition of the term religion according to various beliefs b. Make a brief statement about the definition of the concept religion and various beliefs c. Discuss the significance of religion in the life of people d. Allow pupils in their groups to discuss and write down features that are common to various religions of the world	a. Observation of pupils attempt to define the term religion according to the various beliefs b. Pupils from the various groups read the definition of religion according to various beliefs from the chart c. Oral presentation of the groups on the significance of religion in the life of people d. Oral presentation by groups on the features that are common to various religions of the world	- Textbook - Chart - Pupils Experience

**JSS -1 RME UNIT 3 – CHRISTIANITY PAGE 3**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<b>Unit: 3 Basic beliefs of Religion</b> a. Christianity b. Islamic c. ATR d. Attributes of God	After completing this unit pupils should be able to : a. Identify the three main religions practiced in Sierra Leone  b. State the basic beliefs of each religion	a. Introduce the lesson with questions about the religions practiced in Sierra Leone  b. Make brief statement about the three main religions practiced in Sierra Leone	a. Observation of pupils respond to questions about the religions practiced in Sierra Leone  b. Observation of pupils read from the chart the similarities and differences in religions	The Holy Bible Acts 17:22-29  Printed material Chart Pupils Experience



	<p>c. Discuss the similarities and differences in religions practiced in Sierra Leone</p> <p>d. State and discuss some of the attributes of God/Allah</p>	<p>c. Pupils in their various groups discuss and write down the similarities and differences amongst the religions</p> <p>d. Allow pupils to name some of the attributes of God/Allah that they know</p>	<p>c. Oral presentation in groups about the basic beliefs of religions</p> <p>d. Pupils name and explain some of the attributes of God</p>	
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**JSS -1 RME UNIT 3 – ISLAM PAGE 3**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit: 3 Basic beliefs of Religion</p> <p>a. Christianity</p> <p>b. Islamic</p> <p>c. ATR</p> <p>d. Attributes of God</p>	<p>After completing this unit pupils should be able to :</p> <p>a. Identify the three main religions practiced in Sierra Leone</p> <p>b. State the basic beliefs of each religion</p> <p>c. Discuss the similarities and differences in religions practiced in Sierra Leone</p> <p>d. State and discuss some of the attributes of Allah</p>	<p>a. Introduce the lesson with questions about the religions practiced in Sierra Leone</p> <p>b. Make brief statement about the three main religions practiced in Sierra Leone</p> <p>c. Pupils in their various groups discuss and write down the similarities and differences amongst the religion</p> <p>d. Allow pupils to name some of the attributes of Allah that they know</p>	<p>a. Observation of pupils respond to questions about the religions practiced in Sierra Leone</p> <p>b. Observation of pupils read from the chart the similarities and differences in religions in Sierra Leone</p> <p>c. Oral presentation in groups about the basic beliefs of religion</p> <p>d. Pupils name and explain some of the attributes of Allah</p>	<p>The Holy Quran</p> <p>Charts</p> <p>Hadith and Sunnah</p> <p>Printed material</p> <p>Pupils Experience</p>

**JSS -1 RME UNIT 4 – CHRISTIANITY PAGE 4**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 4 Community a. Definition b. Examples	After completing this unit pupils should be able to : a. Define the term community b. Identify examples of a community c. Identify the beliefs, values and behaviours that hold communities together d. Identify beliefs, values and behaviours that cause tension or friction in communities e. Discuss the respective roles of men and women in communities and how these have changed over time	a. Introduce the lesson with questions about the definition of the term community to arouse pupils interest  b. Make a brief statement about the term community and give an example  c. Pupils name and give examples of different types of community  d. Teacher and pupils discuss examples of different communities	a. Observation of pupils responses about the definition of the term community  b. Name and discuss examples of types of community  c. Describe the similarities and differences among the different communities named	Text book  Pictures and charts  Pupils experience   Pictures or local stories for illustration purposes

**JSS -1 RME UNIT 4 – ISLAM PAGE 4**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 4 Community a. Definition b. Examples	After completing this unit pupils should be able to : a. Define the term community  b. Identify examples of community	a. Introduce the lesson with questions about the definition of the term community to arouse pupils interest  b. Make a brief statement about	a. Observation of pupils responses about the definition of the term community  b. Name and discuss examples of types of community	Text book  Charts  Pictures

	<ul style="list-style-type: none"> <li>c. Identify the beliefs, values and behaviours that hold communities together</li> <li>d. Identify beliefs, values and behaviours that cause tension or friction in communities</li> <li>e. Discuss the respective roles of men and women in communities and how these have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>the term community and give examples</li> <li>c. Pupils name and give examples of different types of community</li> <li>d. Teacher and pupils discuss examples of different communities</li> </ul>	<ul style="list-style-type: none"> <li>c. Teacher and pupils discuss examples of different communities</li> <li>d. Describe the similarities and differences among the different communities named</li> </ul>	Pupils experience
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**JSS -1 RME UNIT 5 – CHRISTIANITY PAGE 5**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 5 Types of Communities  <ul style="list-style-type: none"> <li>a. Old community</li> <li>b. New community</li> </ul>	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>a. Recall the types of communities learnt</li> <li>b. Distinguish between old and new community</li> <li>c. Give examples of the old and new community</li> <li>d. Identify and state the similarities between the old and new community</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce the lesson with questions that will help pupils to recap information on the types of communities learnt to arouse their interest</li> <li>b. Pupils describe their old and new community</li> <li>c. Use examples for pupils to understand the concept of old and new community eg. Home and school</li> <li>d. Pupils discuss similarities and differences in their groups</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe pupils responses to the questions asked on the types of communities</li> <li>b. Oral description of old and new community</li> <li>c. Oral presentation of group work on the similarities and differences</li> </ul>	Text book  Drawing materials  Pupils experience

**JSS -1 RME UNIT 5 – ISLAM PAGE 5**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit: 5 Types of Communities  a. Old community  b. New community	After completing this unit pupils should be able to :  a. Recall the types of communities  b. Distinguish between old and new community  c. Give examples of the old and new community  d. Identify and state the similarities between the old and new	a. Introduce the lesson with questions that will help pupils to recap information on the types of communities learnt to arouse their interest eg. Home and school b. Describe their old and new community c. Use examples for pupils to understand the concept of old and new community d. Discuss in their groups similarities and differences of old and new community	a. Observe pupils responses to the questions asked on the types of communities  b. Oral description of old and new community  c. Oral and group presentation on the similarities and differences of old and new communities	Drawing materials  Text books  Pupils experience

### JSS -1 RME UNIT 6 – CHRISTIANITY PAGE 6

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:6 Ways of acquiring membership into the community  a. By Birth b. Nationality c. Admission d. Registration	After completing this unit pupils should be able to :  <ul style="list-style-type: none"> <li>• Explain basic terms in the topic eg. Acquiring, membership, community</li> </ul>	a. Introduce the lesson with questions about key words in the topic i.e. acquire, membership and community to arouse their interest  b. Discuss with the pupils how membership is obtained by birth, nationality, admission	a. Observation of pupils brainstorm the meaning of key words in the topic  b. Pupils can now explain how membership is obtained by birth,	Text books  Pupils experience  Resource person (Social Studies)

e. Travelling and settling	<ul style="list-style-type: none"> <li>• Discuss how membership into the community is obtained by birth</li> <li>- Nationality</li> <li>- Admission</li> <li>- Registration</li> <li>• Explain what is involved in the various ways of becoming a member into the community</li> </ul>	<p>or registration</p> <ul style="list-style-type: none"> <li>c. Write the inputs of pupils on the blackboard on discussion above</li> <li>d. Make brief statements about what is involved in the various ways of becoming a member</li> <li>e. Pupils in groups read points on the chart provided</li> </ul>	<p>nationality, admission and registration</p> <ul style="list-style-type: none"> <li>c. Pupils in their groups present what is involved in the various ways of becoming a member based on their own experiences</li> </ul>	teacher)
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**JSS -1 RME UNIT 6 – ISLAM PAGE 6**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:6 Ways of acquiring membership into the community <ul style="list-style-type: none"> <li>a. By Birth</li> <li>b. Nationality</li> <li>c. Admission</li> <li>d. Registration</li> <li>e. Travelling and settling</li> </ul>	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>• Explain basic terms in the topic eg. Acquiring membership in community</li> <li>• Discuss how membership into the community is obtained</li> <li>- Nationality</li> <li>- Admission or</li> <li>- Registration</li> <li>• Explain what is</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce the lesson with questions about key words in the topic i.e. acquire, membership and community to arouse their interest</li> <li>b. Discuss with pupils how membership is obtained by birth, nationality, admission or registration</li> <li>c. Write the inputs of pupils on the blackboard on discussion</li> <li>d. Make brief statements about what is involved in the various ways of becoming a</li> </ul>	<ul style="list-style-type: none"> <li>a. Observation of pupils brainstorm the meaning of key words in the topic</li> <li>b. Pupils can now explain how membership is obtained by birth, nationality, admission and registration</li> <li>c. Pupils in their groups present what is involved in the various ways of</li> </ul>	Text books Pupils experience Resource person Charts

	involved in the various ways of becoming a member into the community	member e. Pupils in groups read from the chart	becoming a member based on their own experiences	
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**JSS -1 RME UNIT 7 – CHRISTIANITY PAGE 7**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:7 a. Demands of the community b. Respect of elders c. Love d. Community participation	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>Recap and state definition of what is a community</li> <li>Identify and state the demands of their community</li> <li>Interpret and discuss correctly the various demands of their community</li> <li>Demonstrate these demands in action in their daily life</li> </ul>	a. <b>Introduce</b> the lesson with questions about the definition of a community b. Allow pupils to make brief statements about their communities c. Teacher further explains the key demands of communities that cuts across and give accurate interpretation of them d. Pupils in their various groups discuss how these demands can be demonstrated in action in their everyday living e. Pupils role –play	a. Observation of pupils explain the meaning of a community b. Observe pupils statement about their communities c. Pupils read from the chart – the demands and correct interpretation of the various demands d. Oral presentation of pupils on how to demonstrate community demands in everyday living e. Pupils role-play in groups respect, love and community participation	Text books Resource person Pupils experience Pictures and charts

**JSS -1 RME UNIT 7 – ISLAM PAGE 7**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:7 a. Demands of the community b. Respect of elders	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>Recap and state definition of what is a community</li> </ul>	a. Introduce the lesson with questions about the definition of a community b. Allow pupils to make brief statements about their communities	a. Observation of pupils explain the meaning of a community b. Observe pupils statement about their communities	Text books Resource person

<p>c. Love</p> <p>d. Community participation</p>	<ul style="list-style-type: none"> <li>Identify and state the demands of their community</li> <li>Interpret and discuss correctly the various demands of their community</li> <li>Demonstrate these demands in action in their daily life</li> </ul>	<p>c. Teacher further explains the key demands of communities that cuts across and give accurate interpretation of them</p> <p>d. Pupils in their various groups discuss how these demands can be demonstrated in action in their everyday living</p> <p>e. Pupils role –play</p>	<p>c. Pupils read from the chart – the demands and correct interpretation of the various demands</p> <p>d. Oral presentation of pupils on how to demonstrate community demands in everyday living</p> <p>e. Pupils role-play in groups respect, love and community participation</p>	<p>Pupils experience</p> <p>Pictures and charts</p>
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**JSS -1 RME UNIT 8 – CHRISTIANITY PAGE 8**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit:8</p> <p>Needs of our community</p> <p>a. Helping our community</p> <p>b. Love, caring and sharing</p>	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>Explain the differences between Demand and Needs of Community</li> <li>State the different needs of the communities eg. Light, roads, hospital, water etc</li> <li>Identify organization</li> </ul>	<p>a. Introduce the lesson with questions about the differences between community demands and the needs</p> <p>b. Pupils in their groups state the different needs of their communities eg. Vide Light, road, school, hospital etc</p> <p>c. Discuss with pupils organizations that can intervene to provide the</p>	<p>a. Observation of the pupils respond to the question about the differences between demand and needs of a community</p> <p>b. Observe pupils state the needs of the communities</p> <p>c. Reading from charts about organizations that can intervene to help</p> <p>d. Observe pupils in their groups do oral</p>	<p>Text books</p> <p>Resource person</p> <p>Pupils experience</p> <p>Charts</p>

	<p>that can provide the needs</p> <ul style="list-style-type: none"> <li>• Discuss the effects of love, caring and sharing</li> <li>• Discuss whether it is every acceptable to withhold love, caring and sharing</li> </ul>	<p>needs</p> <p>d. Pupils in their groups discuss and write down the effects of love, caring and sharing</p> <p>e. Teacher exhibits chart on the above effects: pupils read</p>	<p>presentation about the effects of love, caring and sharing</p> <p>e. Observe pupils read the effects of love, caring and sharing on chart</p>	
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**JSS -1 RME UNIT 8 – ISLAM PAGE 8**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit:8</p> <p>Needs of our community</p> <p>a. Helping our community</p> <p>b. Love, caring and sharing</p>	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>• Explain the differences between Demand and Needs of Community</li> <li>• State the different needs of the communities eg. Light, roads, hospital, water etc</li> <li>• Identify organization that can provide the needs</li> <li>• Discuss the effects of</li> </ul>	<p>a. Introduce the lesson with questions about the differences between community demands and the needs</p> <p>b. Pupils in their groups state the different needs of their communities eg. Vide Light, road, school, hospital etc</p> <p>c. Discuss with pupils organizations that can intervene to provide the needs</p> <p>d. Pupils in their groups discuss and write down the</p>	<p>a. Observation of the pupils respond to the question about the differences between demand and needs of a community</p> <p>b. Observe pupils state the needs of the communities</p> <p>c. Reading from charts about organizations that can intervene to help</p> <p>d. Observe pupils in their groups do oral presentation about the effects of love, caring and sharing</p>	<p>Text books</p> <p>Resource person</p> <p>Pupils experience</p> <p>Charts</p>



	<p>love, caring and sharing</p> <ul style="list-style-type: none"> <li>• Discuss whether it is every acceptable to withhold love, caring and sharing</li> </ul>	<p>effects of love, caring and sharing</p> <p>e. Teacher exhibits chart on the above effects: pupils read</p>	<p>e. Observe pupils read the effects of love, caring and sharing on chart</p>	
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**JSS -1 RME UNIT 9 – CHRISTIANITY PAGE 9**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit:9</p> <p>Community</p> <p>a. Lack of caring and sharing in the community</p> <p>b. Effects of caring and sharing</p>	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>• Discuss the negative effects of the lack of caring and sharing</li> <li>• Discuss the positive effects of caring and sharing</li> <li>• Discuss the challenges involved in caring and sharing with those whose behaviour or values you disapprove of</li> </ul>	<p>a. Introduce the lesson with a wise chief and community members who were very lazy</p> <p>b. Pupils deduce from the story the negative consequences of the lack of caring and sharing</p> <p>c. Pupils in their groups discuss and write down the positive effects of caring and sharing</p>	<p>a. Observation of pupils deduce from the story the negative consequences of lack of caring and sharing in the community</p> <p>b. Oral presentation about the positive effects of caring and sharing</p>	<p>Text books</p> <p>Resource person</p> <p>Pupils experience</p> <p>Charts</p>

**JSS -1 RME UNIT 9 – ISLAM PAGE 9**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:9  Community  c. Lack of caring and sharing in the community  d. Effects of caring and sharing	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>• Discuss the negative effects of the lack of caring and sharing</li> <li>• Discuss the positive effects of caring and sharing</li> </ul>	d. Introduce the lesson with a wise chief and community members who were very lazy  e. Pupils deduce from the story the negative consequences of the lack of caring and sharing  f. Pupils in their groups discuss and write down the positive effects of caring and sharing	c. Observation of pupils deduce from the story the negative consequences of lack of caring and sharing in the community  d. Oral presentation about the positive effects of caring and sharing	Text books  Resource person  Pupils experience  Charts

**JSS -1 SECOND TERM RME UNIT 1 – ISLAM AND CHRISTIANITY PAGE 1**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:1  Communication	After completing this unit pupils should be able to : <ul style="list-style-type: none"> <li>• Define the term Communication</li> <li>• Identify and state the types of communication –</li> </ul>	a. Introduce the lesson with questions about the definition of the term communication to arouse pupils interest  b. Pupils explain the types of communication they know	a. Observation of pupils define the term communication  b. Pupils explain the types of communication  c. Oral presentation about the various channels of	Text books  Pictures  Pupils experience

	<p>person to person, God to person, person to God</p> <ul style="list-style-type: none"> <li>Identify and state the channels of communication eg. Phone, e-mail, radio, TV, print, letter etc</li> </ul>	<p>c. Make brief statement about the types of communication</p> <p>d. Discuss with the pupils about the channels of Communication</p> <p>e. In their various groups pupils list the various channels of communication</p>	<p>communication</p>	<p>Resource person</p> <p>ICT</p>
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**JSS -1 SECOND TERM RME UNIT 2 – ISLAM AND CHRISTIANITY PAGE 2**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
<p>Unit:2</p> <p>Communication</p>	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>Identify the elements of communication</li> <li>State the purpose of communication</li> <li>Discuss the ways of communication</li> </ul>	<p>a. Introduce the lesson with questions about the elements of communication</p> <p>b. Make brief statement about the elements of communication for pupils to understand the concept</p> <p>c. Pupils in their various groups state the purpose of communication</p> <p>d. Pupils in their group list the ways of communication</p> <p>e. Conduct general discussion with pupils on the ways of</p>	<p>a. Observation of pupils respond to the question about explaining the elements of communication</p> <p>b. Observe pupils in groups do oral presentation about the purpose of communication</p> <p>c. Oral presentation of list of the ways of communication</p>	<p>Text books</p> <p>Resource person</p> <p>(ICT)</p> <p>Pupils experience</p>

**JSS -1 SECOND TERM RME UNIT 3 – ISLAM AND CHRISTIANITY PAGE 3**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:3  Communication  Skills in communication i. Listening skills  ii. Good listening skills	After completing this unit pupils should be able to :  <ul style="list-style-type: none"> <li>• Explain about the skills in communication</li> <li>• Discuss the effects of bad listening skills</li> <li>• Discuss the positive effects of good listening skills</li> <li>• Respect the autonomy and individuality of others</li> </ul>	<ol style="list-style-type: none"> <li>a. Introduce the lesson by asking pupils to explain about the skills involved in communication</li> <li>b. Pupils in groups discuss the effects of bad listening skills</li> <li>c. Make brief statement about bad listening skills</li> <li>d. Discuss with pupils the positive effects of good listening skills</li> <li>e. In small groups ask pupils to discuss a letter to an agony column and then prepare their response</li> </ol>	<ol style="list-style-type: none"> <li>a. Observation of pupils explain about the skills in communication</li> <li>b. Oral presentation about the effects of bad listening skills</li> <li>c. Oral presentation about positive effects of good listening skills</li> <li>d. Review answers prepared by pupils</li> </ol>	Text books  Pupils experience Charts  Resource person  Examples of letters to ‘agony columns’ that pose moral dilemmas e.g. sex before marriage, contraception, abortion, same-sex desire

**JSS -1 SECOND TERM RME UNIT 4 – ISLAM AND CHRISTIANITY PAGE 4**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
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				Resources
Unit:4 Self knowledge	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>Define the concept of self knowledge</li> <li>State and discuss the aspects of the self knowledge</li> <li>Discuss the functions of the five (5) senses</li> <li>Discuss about the integral development of the human person</li> <li>Discuss the role of sexuality in human development</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by asking pupils to define the concept of self knowledge</li> <li>Make a brief statement to support pupils contribution</li> <li>Explain the concept of the self</li> <li>Encourage pupils to name the five senses and explain about their functions</li> <li>Explain the word integral development of the human person eg. Physical, sexual, social, social, vocational, moral.</li> </ol>	<ol style="list-style-type: none"> <li>Observation of pupils attempt to define the “concept of self knowledge”</li> <li>Observe pupils name the five senses and explain their functions</li> <li>Explain the meaning of Integral and the importance of the parts eg. Physical, social, vocational, emotional moral/spiritual</li> </ol>	<p>Text books RME Module</p> <p>Pupils experience</p> <p>Resource person</p>

**JSS -1 SECOND TERM RME UNIT 5 – ISLAM AND CHRISTIANITY PAGE 5**

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment methods	Suggested Learning and Teaching Resources
Unit:5 Making moral choices and decision making	<p>After completing this unit pupils should be able to :</p> <ul style="list-style-type: none"> <li>Explain the concept moral choice</li> <li>Explain the concept</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the lesson by asking pupils to explain the concept “moral choice”</li> <li>Make brief statement about the term ‘morality’</li> <li>Teacher and pupils discuss and list the steps in</li> </ol>	<ol style="list-style-type: none"> <li>Observation of pupils explain about the concept :moral choice”</li> <li>Oral presentation of the chart drawn of the steps in decision making</li> <li>Oral presentation of the</li> </ol>	<p>The Holy Bible Ruth 1:16-17</p> <p>Joshua 24:1-29 1<sup>st</sup> Kings 3:3-14</p>

	<p>morality</p> <ul style="list-style-type: none"> <li>• Identify and discuss the steps in decision making</li> <li>• Discuss some examples of people in the Bible/Quran that made moral choices</li> <li>• Identify passages from scripture that reflect moral decisions about sex and relationships</li> <li>• Consider how choice relates to decisions about sex, relationships, pregnancy</li> <li>•</li> </ul>	<p>decision making</p> <ol style="list-style-type: none"> <li>d. Allow pupils to cite examples of people in the Bible/Quran that made moral choices</li> <li>e. Pupils one at a time read references of the stories of such people in the Bible</li> <li>f. What does the Bible/Quran say about sex and relationships</li> </ol>	<p>list of steps in decision making</p> <ol style="list-style-type: none"> <li>d. Oral presentation of examples of people in the Bible/Quran</li> <li>e. Observe pupils as they read references of the stories of such people in the Bible/Quran</li> </ol>	<p>2<sup>nd</sup> Samuel 11:12 Genesis 39:40-41</p> <p>Pupils experiences Pupils experience The Holy Quran and Hadith Yusuf (A.S) Surah 49:13</p> <p>Examples from scripture relating to the themes of sex, relationships, contraception and pregnancy</p>
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