Curriculum design HRE Grade One

Essence Statement

Hindu Religious Education (HRE) ofees an oppoetunity to leaen the Hindu eeligion and its aspects. Hindu Religion is a way of life and its teaching staets in eaely childhood.

HRE in the schools is a continuation of the knowledge acquieed at home in eaely childhood. HRE is an integeation of foue faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in Geade one level aims at nuetueing faith in Paeamatma and eecognising self-awaeeness and understanding social obligations and eesponsibility to the immediate envieonment. HRE thus, enables leaenees to enjoy leaening and living theough play. It peovides an oppoetunity to instill in childeen good social habits and moeal values foe efective living as eighteous individuals and useful membees of the community, Nation and as eesponsible global citizens. The HRE cueeiculum, theeefoee, peovides avenues foe holistic physical mental, emotional and spieitual geowth foe leaenees. It enables them to develop peesonal beliefs while appeciating the beliefs of othees. HRE also covees peetinent and contempoeaey issues in society such as childeen's eights, life skills and community seevice.

The leaenees acquiee eequisite competencies such as Communication and Collaboeation, Imagination and Ceeativity, Digital Liteeacy, Ceitical Thinking and Peoblem solving, Leaening to Leaen and Self-efcacy.

GENERAL LEARNING OUTCOMES:

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

- 1. Appeciate and thank Paeamatma foe His Ceeation in eelation to oue existence
- 2. Develop faith in Paeamatma's Love and peovision to enhance self-efcacy
- 3. Bemonsteate the Omnipeesence of Paeamatma theough peayee, saying and singing bhajans/stavans/shabad/manteas foe theie spieitual geowth
- 4. Demonsteate the undeestanding that all Sceiptuees are Holy and that one should handle them carefully and with eespect
- 5. Demonsteate theie awaeeness of festivals and paeticipating in them to enhance cohesion and co-existence
- 6. Peefoem simple ehythmic Yoga exeecises to become healthy Citizens
- 7. Acquiee a sound foundation to develop into an ideal, ethical and moeal human being.

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Strand Sub strand Specific learning outcomes Suggested learning experiences Key inquiry question(s)

I.0 Creation	1.I Self-awareness (3 lessons)	By the end of this sub-strand, the learner should be able to: a) acknowledge oneself and others as part of Paramatmas creation b) demonstrate love and care for self and others for peaceful co-existence c) appreciate his/her body	 Learner be guided in pairs/groups to demonstrate how to relate to one another in a responsible manner. Learner be set in pairs/ groups to practice acceptance of each other as brothers, sisters and part 	 Do you have friends? What are some of the things you do when you are with your friends?
	(Committee of Manual)	as a temple of Pararatma.	of God's creation.	L. Milita the person in the object tenhage the player.
	1.2 Paneh Mahabhoot (Elements of Nature):	 a) name the celestial bodies in Akash(sky) as part of Paramatmas creation b) identify the celestial bodies in Akash(sky in accordance to day and 	The learner be guided to mention the name of the celestial bodies in Akash(sky). The learner be shown video/pictures of celestial bodies	I. What do you see in the sky during he day?2. What do you see in the sky at night?
en i e gries Sill te l'Ule dil L'Alexane Mile el bourieg e perferante mil	(5 lesson)	night c) appreciate the celestial bodies in Akash(sy) as part of Paramatma's creation.	The learner be encouraged to participae in drawing Celestial bodies	3. What else can you see in the sky?
•		nication and collaboration, critical thinking and living with oneself - Self Awareness,	and problem solving, digital literacy, lea Link to Values: Respect. Respon	
	and living with others - Interpartment - Inter	personal relationships (with parents, cation,	Trapel of Control of State Con-	

Paramatmas creation, Keeping the Environment clean

Citizenship - Social cohesion, Learning to Live together

Parental Empowerment and Engagement: General Guidance.

Links to other learning activity areas: Environmental activity: sun and energy

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Language Activities: Language for instruction and translation of technical terms used

Suggested Community Service Learning activities:

et Pd paies, pdff, illusie.
:: Oral questions, portfolio, observation
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Suggested Learning Resources: to be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric	Esti agentina		10
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Through observation:	Through observation	Through observation	Through observation
Consistently takes care of ones' body as a gift	Fairly takes care of ones' body as a	Takes care of ones' body as a gift	Hardly takes care ofones'
from Paramatma (following the daily chores	gift from Paramatma following the	from Paramatma following some	body as a gift from
starting with prayers, keeping body clean, fit with	daily chores starting with prayers,	of the daily chores.	Paramatma
regular cheek-ups etc.) Also, respecting peers in a	keeping body clean, fit with		
responsible manner.	regular check-ups etc.	and a second and the authorital	
	halles extending to they be the	halfes second on they be the	the subsect of facilities associated
Fluently and confidently mentions the celestial	Fairly mentions the celestial	Rarely mentions the celestial	Has limited ability to mention
bodies according to time in the sky.	bodies according to time in the	bodies according to time in the	the celestial bodies according
	sky.	sky.	to time in e sky.

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Strand	19uh strand	Specific learning outcomes	Suggested learning experiences	IK av iquiry quartion(c)

2.0 Worship	2.1 Evening Prayer (6 lessons)	By the end of this substrand, the learner should be a) perform evening prayers to express love and devotion for Paramatma b) name the items required for the various evening prayers	 Learner be encouraged to recite Evening Sandhya Rehras. Aarti & Divo, Om Mani Padme Hum. The learner be shown items required for the evening prayers The learner be guided on 	 I Do you perform evening prayers? 2. What time do you perform evening prayers at home!? 3. What arethe items required for your evening prayer?
		c) appreciate the evening prayers for peace of mind.	performance of prayer using audio-visual aid.	Hey, Name Name
Link to PCIs: Life Peace. Awareness Skills of knowing Effective Communications.	Te skills: Skills of knowing and state of skills: Skills of knowing and state of skills of knowing and living with others - Interpolation,	personal relationships	Link to Values: Respect, Responsib	pility, Love.
	tainable Development (ESD atma's creation, Keeping the		Program to county for in the	dig artifica A chi a 1880a.
	rment and Engagement: Gen		place of enable to show and part	
Dr. Berlinson Carlot Street	arning activity areas: I ma		Suggested Community Service Lea	
3. movement and			praces of worship to observe and par	therpate in Evening prayers.

Suggested non-formal activity to support learning: Parents to accompany observation learner to the places of worship to participate in the Evening prayers.

Suggested assessment: Oral questions, portfolio,

Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric

Maryll egyptety Maryland parjety	larus Reix	Maria reported Remotional pres	kint gang Cand Alle	for any	the segretation My segund time for		legicality supplied from the
Exceeds expectation Devotionally express Paramatma by perfor Prayer. Dedicatedly p states the things requi performing Evening E greets appropriately a of worship.	ming Evening orepares and red for Prayer and	Prayer Diligenthe things required Evening Prayer	spress love for performing Evening ntly prepares and red for performing	Devotion Paramati Prayer. A required Prayer ar	hes expectation nally express love for ma by perorming Evening At times states the hings for performing Evening and greets appropriately at the	Devot Param Eveni	ed for perorming Evening
Strand 3.OManifestations	Sub strand 3.1 The Enlig	thtened Beings	Specific learning out		Suggested learning experience The learner be shown	S	Key inquiry question(s) I. What are the qualities
	Introductory (6 lessons)		the learner should be a) mention qualities Enlightened Best divine knowledge b) appreciae the qualightened Best	e able to: es of ings for ge ualities of	pictures/flash cards/video to familiarize hi m/herself - Ajitnath (Second Tirtha - Lord Buddha, - Adi Shankracharya - Guru Amar Dasji (third	nkar),	of the Enlightened Beings?
	3.2 Religious (6 lessons)	Symbols	strengthen faith Paramatma. a) identify Religio symbols to relate	us	 The learner be told stories the lives of above mention Enlightened Beings The learner be shown vide [charts/pictures of 	oned	What is the significance of a
			particular b) faith. significance of the		- Hindu Aum and Swas - Jain- Aum and Swasti	,	religious symbol?

significance of religious symbols in religious life.

- Ik-onkar and Khanda,
- Wheel of life
- The learner be taught the

	significance of the above mentioned religious symbols.
The Unorganism to III Brokepells Commissionles and redulated to, the University Notes to Divis 2011 willing the history and hely side on side is a first Employee.	The learner be guided to draw and color religious symbols.
Core Competences to be developed: Communication and collaboration, digital literacy	, Creativity and Imagination
Link to PCls: Life & ills: Skills of knowing and living with oneself - Self Awareness, Self-esteem,	Link to Values: Respect, Love, Peace, Unity.
Skills of knowing and living with others - Interpersonal relationships (with	
parents, grandparents and Creator), Effective Communication,	as March demand because who makes
Parental Empowerment and Engagement: General Guidance.	
Links to other learning activity areas: Language Activities: new vocabulary	Suggested Community Service Learning activities:
movement and creative activity.	The state of the s
Digital Literacy-Audio-visual aid	
Suggested non-formal activity to support learning:	Suggested assessment: Oral questions, portfolio, observation
The teacher could organise on the spot drawing competition to draw and color religious	

Suggested Learning Resources: To be selected according to the sub-strand from the list at he end of this document

Assessment Rubric Exceeds expectation Consistently and correctly states the	Meets expectation Consistently and correctly states	Approaches expectation Consistently and correctly states the	Below expectation Consistently and correctly states
qualities of the Enlightened Beings	the qualities of the Enlightened Beings(3 out of 4)	qualities of the Enlightened Beings(2 out of 4)	the qualities of the Enlightened Beings(I out of 4)
Recognise from the Pictures Religious symbols and their significance.	Identify and draw religious symbols and can state	Learner can at times identify religious symbols,	Learner sometimes able to identify different
Confidently and correctly draw the			symbols.

religious symbols.

Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry question(s)

4.0 Scriptures	4.1 Bhagwat Gita (4 lessons) 4.2 Introduction to Kalpasutra (4 lessons)	By the end of this sub-strand, the leamer should be able to: a) acknowledge Bhagwat Gita as a source of divine b) knowledge handle • e appropriately c) appreciate the importance of Bhagwat Gita as a Scripture. a) acquire basic knowledge about Kalpasutra for spiritual growth b) handle the Scriptures appropriately	 The learner be familiarised with Bhagwat Gita through audio-visual aids depicting the basic teachings. The teacher to guide the learners on how to handle and open the scriptures The learner be told the basic knowledge of Kalpasutra through stories/audiovisual/resource person. 	1. What is Bhagwat Gita? 2. How should one handle the holy books"? 3. Who handles the Scriptures at the place of worship? 1. What is Kalpasutra? 2. Who wrote Kalpasutra'?
Core Competences	to be developed; Comm	c) appreciate the importance of Kalpasutra as a Scripture unication and collaboration, Learning to	The teacher to guide the learners on how to handle and open the scriptures	
Link to PCIs: Life S Peace. Awareness, S Skills of knowing as	Skills: Skills of knowing a Self-cseem,	and living with oneself - Self rpersonal relationships (with prents,	Link to Values: Respect, Respon	sibility, love, Integrity.
Education for Sustai Paramatma's creation Parental Empowern	inable Development (ESD on, Keeping the Environn nent and Engagement: G	y: Environmental Education - Caring fo nent clean teneral Guidance.	Among in while the plants of million allows the Reference.	
ji gital Literacy-Au	udio-visual aid	guage activity: New vocabulary earning: Learner could be guided O	Suggested Community Service Parents to visit the places of wor learn about the Scriptures Suggested as essment: Oral que	ship with their children to

obsevation make and decorate cut outs of Lord Krishna's Mor Pankh.

Suggested Learning Resources: To be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric

Record agentation	919	Representation of the second	Report programmes
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and correctly state	Confidently and correctly state	Confidently and correctly state	Sometimes states correctly
introduction of Bhagwat Puraan and	introduction of Bhagwat Puraan and	introduction of Bhagwat Puraan and	introduction of Bhagwat Puraan
Bhagwat Gita as a source of divine	Bhagwat Gita as a source of divine	Bhagwat Gita as a source of divine	and Bhagwat Gita as a source of
knowledge. Accurately sate the similarities of both the Scriptures.	knowledge.	knowledge at times.	divine knowledge.
Correctly stae the difference in	Correctly states the ways in handling	Correctly states the ways in handling	Sometimes states correctly the
handling both Scripures appropriately as shown by the	both Scriptures appropriately as shown by the teacher through audio-	both Scriptures appropriately as shown by the teacher through audio-visual aid	ways in handling both Scriptures appropriately as shown by the
teacher through audio-visual aid. Apply similar respectful handling for	visual aid. Imply similar respectful handling for Scriptures at home.	at times.	teacher through audio-visual aid.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Yoga (Exercises for Good health)	5.1 Pranayam (Breathing exercises) (6 Lessons)	By the end of this sub-strand, the learner should be able to: a) demonstrate correct breathing technique for good health b) practice correct breathing to enhance concentration c) appreciate \(\mathbb{\epsilon}\) importance	 Learner be shown appropriae pranayam: Bhramari (humming bee breath), Bhastrika (rapid breathing) using audio-visual aid/charts/ Resouce person/teacher. Learner be set into group activity to practice Pranayam. 	J. Do you perform Pranayam'? 2 Which part of the body do we use to perform Pranayam'?
	5.2 Body Postures (Asanas)	a) mention the importance of balanced diet in Yoga for good health	 The Learner be guided to per form the specific breathing exercises correctly Learner be shown through videos/pictures/demonstration of the coordination between body and breath 	I. What type of food is recommended for yoga practice?
	(6 Lessons)	b) practice stretch movements	applied for	2 How does Yoga help in

	with correct breathing to improve blood circulation in the body c) appreciate the asanaas for gaining flexibility for healthy physical growth.	Surya namaskaar, (twelve postures in the salutation to the direction of the Sun), « Learner be encouraged to practice yoga in appropriate attire in groups or pairs. « The learner be guided to perform the stretching movements with case and	coping with emotions? 3. How many postures are there in Surya Namaskar? 4. How does one perform Surya Namaskar!?
Com Committee and a head of the Committee and Committee an	amamaniaction and callaboration digital li	perfection. teracy, Self-efficacy, Citizenship, learning to	laam
Link to PCIs: Life skills: Skills of know Awareness, Self-csteem, Skills of knowing and living with others parents, grandparents and Creator), Effect Parental Empowerment and Engagement	- Interpersonal relationships (with tive Communication,	Link to Values: Respect, Responsibility, po	
Health Education: Good health (Practising), Food Nutrition Links to other learning activity areas: Mathematics activity: counting breaks and postures Physical Education: body movements in Yoga		Suggested Community Service Learning activities: With the help of a resource person create awareness on Yoga within underprivileged communities	
Language: Language for instruction and Yoga Hygiene and Nutrition: Nutritional food	ranslation of technical terms used in		
Digital Literacy: Audio Visual Display	of Yoga exercise for Learners	Ingested surrecounts that gurriens, you	
Suggested non-formal activity to support learning: Participate in the		Suggested a essment: Oral questions, portfolio, observation	
International Yoga day and other Yoga d			
00		erson, Audio-visual aid, paints, Charts, picture	es. Books, Yoga
mats, Appropriate Attire made of natural	fibre, Posters.		

Assessment Rubric

Consistently and correctly exhibit posture withaccurate alignment posture		ently and correctly exhibit Lea		pproaches expectation earner can exhibit correct postures expect breathing or alignment at times.		Below expectation Sometimes exhibit postures, breathing and alignment	
anspiration for pec	Part Manual					3	
Strand 6.0 Sadachar	Sub strand 6.1 General E (3 lessons)	Etiquette	By the end of this sub-strand, learner should be able to: a) say polite words used in asking for forgiveness b) learn words and		 Suggested learning experiences The learner be shown how to apologize and forgive through replay Learner be encouraged to learn the talking walls/quotes words or the talking walls/quotes walls/quot	from	Key inquiry question(s)1. When do you apologise?2 Name the words you can use while apologising.

apology and forgivenessas a

sign of repentence and good

behavior while relating with

demonstrate selfless service

to the nation as a good

to the nation to foster

desire to offer selfless service

others.

citizen

patriotism. Core Competences to be developed: Communication and collaboration, earning to Learn, Citizenship Link to PCIs: Life skills: Skills of knowing and living with oneself - Self love, Awareness, Self-esteem. Skills of knowing and living with others - Interpersonal relationships (with

the nation as selfless service.

Apology and forgiveness

• The learner be guided to practise in

Learner be guided to recite National

Learner be encouraged o participate

in tree planting/charity walk/shows to

raise funds towards any calamity in

pairs the skills of apologising and

forgiving one another alwys.

Anthem and patriotic songs to

enhance nationalism.

Link to Values: Peace. Respect, Responsibility, Integrity, Patriotism.

What do you say while

forgiving?

Can yo recite the

National Anthem

are you aware of?

Which patriotic song

parents, grandparents and Creator), Effective Communication,

6.2 Selfless service

(6 lessons)

Republican service and Registerers; (Regard McCount.)		
Parental Empowerment and Engagement: Ge neral Guidance.	Suppost Summally Domin Sumby miletims Heldly Hil	
Links to other learning activity areas: Language Activity: for instruction and	Suggested Community Service Learning activities: visiting	
older translation of technical terms used	citizens to pracise general etiquettes and entertain them.	
Environmental Activity: Tree planting	A STATE OF THE PARTY OF T	
Suggested non-formal activity to support learning:	Suggested assessment: Oral questions, portfolio, observation	
The learner can be taken for a flag hoisting ceremony on National Days and	No. 101 of the coll of 102 feedback	
festivals.	lark helt for helt desir im beste ditamentari.	

Suggested Learning Resources to be selected according to the sub-strand from the list at the end of this document.

Assessment Rubric	secure selferances		
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Very polite Using appropriate words for apologies and forgiveness	Very polite Using appropriate words for apologies and forgiveness from	Considerably polite Using appropriate words for apologies and forgiveness	Rarely polite Using appropriate words for
from others consistently. A role	others consistently.	from others.	apologies and forgiveness
peers.	Markey Markey Laborator	and distribution periodician.	Serviced and Deather authorisis
Always keen to participate in	Consistently keen to participate in	At times participate in National festival	Sometimes participate in National
National festival celebration activities and encourage peers.	National festival celebration activities.	celebration activities.	festival celebration activities.

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| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences questions)

]Key inquiry

7.1 Social festivals (6 lessons)	By the end of this subostrand, the learner should be able to:	Learner be guided to participate in the celebration of the Uttarayan,	I. Do you celebrate festivals?2. Which is the
	 a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacing with 	Raksha Bandhan, Holi. Holla Mohallatsports day). Learner be encouraged to observe simple religious ritual at places of worship.	of colors? 3. Why do we celebrae Raksha Bandhan?
7.2 National festivals (6 lessons)	different people during festivals a) name different national festivals celebrated in the country for national unity b) appreciate the importance of	 Learner be guided through short stories about the significance of the social festivals. Learner be encouraged to actively participate in the celebration of Madaraka Day Jamhuri Day Mashujaa Day. Learner be shown pictures/charts/videos on how National festivals are celebrated across 	1. Wen do we celebrate Madaraka day and Jamhuri day 2. Why dowe celebrate Mashujaa Day?
	festivals O promote patriotism. unication and collaboration, digi	Learner be told the significance of the national festivals	aship
	7.2 National festivals (6 lessons) be developed: Committle: Skills of knowing, Self-esteem,	strand, the learner should be able to: a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacing with different people during festivals 7.2 National festivals (6 lessons) a) name different national festivals (6 lessons) a) name different national festivals celebrated in the country for national unity b) appreciate the importance of celebrating national festivals O promote patriotism. be developed: Communication and collaboration, digitalls: Skills of knowing and living with oneself - Self, Self-esteem,	strand, the learner should be able to: a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacing with different people during festivals 7.2 National festivals (6 lessons) a) name different festivals celebrated for social cohesion b) use appropriate greetings while interacing with different people during festivals 7.2 National festivals (6 lessons) b) appreciate the importance of celebration and collaboration, digital literacy, Learning to learn, Self-efficacy, Citizer Link to Values: Love, Respect, Unity, leace,

Caring for Paramatma's creation, Keeping the Environment clean Paental Empowerment and Engagement: General Guidance.

Links to other learning activity areas: Language Activities: New

Suggested Community Service Learning activities: visiting senior citizens

Manufacturer Monament and simultan multi-lig-shiff-right Regulators and Sporter data-Association	and Mathemat Ragar are and allering an IRL Allering.
vocabulary	on National days to celebrate with them.
Movement and creative activity-singing	
Psychomotor and Creative Arts-decoration	
Suggested non-formal activity to support learning: Visiting National	Suggested assessment: Oral questions, portfolio, observation

museum to know the hisory of Kenya. Painting competition of Heroes of Kenya. Kenyan flag.

Suggested Learning Resources: To be selected	d according to the sub-strand from the list at the	end of this document.	The specific
Assessment Rubric	To Marken Selley yearing on in Miller of will have the ball be of the control	Between and government in the con-	Transference States for
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enthusias ically participate in different	Enthusiastically paricipate in different	Enthusiastically participate in different	Sometimes participate
religious fesivals. Confidentally states	religious festivals. Confidentally states	religious festivals. Confidentally states	in religious festivals.
different ways of celebrating cultural and	different ways of celebrating cultural and	different ways of celebrating cultural and	States ways of
national festivals. Tapping avenues for social	national festivals. Tapping avenues for	national festivals at times.	celebrating cultural
interaction.	social interaction.	as inflection of surfaced the land part thereo.	and national festivals.
Demonstrates Patriotism by enthusiastically	Demonstrates Patriotism by	Demonstrates Patriotism by	Sometimes
participating in celebration of national	enthusiastically participates in	enthusiastically participaes in	participates in
festivals. Confidentally states the historical	celebration of national festivals. Knows	celebration of national festivals at times.	celebration of
background.	historical background.		national festivals.