Social Studies and Religious Education

SYLLABUS FOR

LOWER PRIMARY (P1-P3)

KIGALI, 2025

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FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the Lower Primary Social Studies and Religious Education syllabus (P1–P3). This syllabus serves as an official guide to competence-based teaching and learning, providing coherence and consistency in the delivery of quality basic education across the country. Developed through the collective expertise of subject specialists, educators, and curriculum developers, it stands as a key resource in advancing the Competence-Based Curriculum (CBC) and reflects Rwanda's continued commitment to nurturing knowledge, skills, values, and positive attitudes among learners.

Quality basic education is the foundation for Rwanda's sustainable development and prosperity. In line with the country's education philosophy, this syllabus emphasizes critical thinking, creativity, inclusiveness, and holistic learner development. It seeks to empower young people with the competencies necessary to achieve their full potential, equipping them with relevant knowledge, practical skills, and the right attitudes and values to integrate effectively into society and seize employment opportunities in a competitive world.

Anchored in Rwanda Vision 2050 and the National Strategy for Transformation (NST2), this syllabus supports the nation's goal of building a knowledge-based economy driven by innovation, resilience, and global competitiveness. It prioritizes learner-centred pedagogy, active learning, and the practical application of knowledge to prepare pupils not only for academic success but also to become responsible, ethical, and productive citizens capable of contributing to Rwanda's continued transformation.

This syllabus reflects our determination to equip learners with 21st-century skills, foster innovation, and instill values of integrity, social responsibility, and lifelong learning. Its success depends largely on the dedication and professionalism of teachers and school leaders. We therefore call upon all educators to embrace the approaches, methodologies, and assessment strategies outlined herein with commitment and passion, transforming classrooms into dynamic spaces of curiosity, creativity, and inspiration.

On behalf of REB, I extend my heartfelt appreciation to all who contributed to the development of this syllabus. Your expertise and dedication have been instrumental in shaping a curriculum that responds to the needs of our learners and supports.

Rwanda's national aspirations. Together, we can ensure that education continues to be a powerful driver of our nation's development and prosperity.

Dr. Nelson MBARUSHIMANA
Director General

ACKNOWLEDGEMENT

The development of this syllabus has been a collective effort that reflects the dedication, expertise, and commitment of many stakeholders. On behalf of the Curriculum, Teaching and Learning Resources Department of the Rwanda Basic Education Board (REB), I wish to express my deepest appreciation to all who contributed to the successful preparation of this Lower Primary Social Studies and Religious Education syllabus (P1–P3).

Special thanks go to the subject experts, curriculum developers, teachers, and education partners whose insights, feedback, and professional contributions have been invaluable in shaping this syllabus. Your collaboration has ensured that the syllabus is not only aligned with Rwanda's Competence-Based Curriculum but also responsive to the aspirations of Vision 2050 and the National Strategy for Transformation (NST2).

We also acknowledge the invaluable support of development partners and education stakeholders who have consistently provided technical assistance in curriculum adapatation. Your partnership has greatly contributed to strengthening the quality of Rwanda's education system.

Finally, we call upon teachers, school leaders, and all education practitioners to use this syllabus with commitment and professionalism, ensuring that classrooms become vibrant learning environments that nurture knowledge, skills, values, and positive attitudes among learners. Through your dedication, this syllabus will fulfil its purpose of empowering learners to realize their full potential and contribute meaningfully to Rwanda's sustainable development.

Joan MURUNGI

Head of Curriculum, Teaching and Learning Resources Department
Rwanda Basic Education Board

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1. GENERAL INTRODUCTION

1.1 Background to the syllabus adaptation

The adaptation of the Social Studies and Religious Education (SSRE) syllabus for lower primary reflects Rwanda's ongoing commitment to strengthening the Competence-Based Curriculum (CBC), first rolled out in 2015. Continuous feedback from teachers, school leaders, and education partners highlighted the need for improvements in content delivery, time allocation, and responsiveness to learner needs.

This second edition incorporates the Ministerial directive to harmonize school hours to five per day and 33 weeks of learning annually and ensures greater coherence, inclusiveness, and alignment with national priorities such as *Vision 2050* and the *National Strategy for Transformation (NST2)*, which emphasize a knowledge-based economy, responsible citizenship, and sustainable development.

SSRE integrates social, cultural, civic, and spiritual dimensions of learning. It explores the learner's environment, human relationships, ethical values, and religious understanding, while reflecting Rwanda's cultural diversity and the evolving global context. Through this subject, pupils acquire knowledge, skills, attitudes, and values that prepare them to address real-life challenges, make sound judgments, and grow into responsible, productive citizens.

2. TEACHING AND LEARNING SOCIAL AND RELIGIOUS EDUCATION

2.1 Rationale of Teaching and Learning Social and Religious Studies

Social Studies and Religious Education (SSRE) is essential in nurturing well-rounded learners who understand their society, cultural diversity, and spiritual values. It promotes ethical conduct, respect for others, and harmonious coexistence, thereby strengthening unity and peace.

By studying SSRE, learners develop the competences needed to make informed decisions, appreciate moral and spiritual beliefs, and contribute to social cohesion. The subject also empowers learners to play an active role in national development by fostering responsibility, tolerance, and positive attitudes that align with Rwanda's vision of building a peaceful and inclusive society.

i. Social Studies and Religious Education and Society

Social Studies and Religious Education (SSRE) equips learners with knowledge of Rwanda's history, culture, societal norms, civic responsibilities, and diverse religious traditions. It fosters understanding, tolerance, and respect for diversity, which are essential for peaceful coexistence, social cohesion, and the strengthening of national identity.

ii. Social Studies and Religious Education and Pupil

For pupils, SSRE develops critical thinking, empathy, and moral reasoning. It encourages self-reflection, builds confidence, and shapes ethical behaviour. Through this subject, learners strengthen their identity, values, and sense of responsibility, preparing them for lifelong learning and meaningful participation in society.

2.2 Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a task successfully. In this syllabus, competences reflect a holistic blend of these elements, enabling learners to apply them confidently and appropriately in diverse real-life situations.

By acquiring these competences, learners become better equipped to handle challenges, make informed decisions, act responsibly, and contribute positively as active members of society. The competences are embedded in the broad subject competences, yearly objectives, and unit-specific learning comptencies. Both generic competences and basic competences must be emphasized and consistently reflected in the teaching and learning process.

Teachers are encouraged to design learning experiences that engage learners in meaningful tasks, allowing them to practice and demonstrate competences both during and at the end of the learning process.

i. Generic competences

- **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.
- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.
- **Research:** This will help learners acquire the ability to gather, analyze, and interpret information from a variety of sources, including community elders, religious texts, and cultural traditions. This competence enables them to solve problems related to morality, cultural values, technologies, and everyday behaviors based on informed and ethical principles.
- **Communication in official languages:** Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction. This will help learners develop the capacity to communicate clearly, confidently, and respectfully in both spoken and written forms. By using appropriate vocabulary and structures in social, economic, political, religious, and cultural contexts, they engage in meaningful dialogue, debates, and discussions that promote coherent and logical exchange of ideas.

- **Cooperation, interpersonal management and life skills:** This competence helps learners to work collaboratively with others, respect diverse opinions, and demonstrate empathy in group tasks. It also cultivates positive moral values, responsibility, and participation in practical activities such as environmental protection, health promotion, community service and responding creatively to the variety of challenges encountered in life..
- **Lifelong learning:** Learners cultivate curiosity and adaptability by linking classroom knowledge to real-life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

ii. Social Studies and Religious Education broad competences

At the end of the lower primary level, the learners should be able to;

- **Understanding society and citizenship:** Learners acquire knowledge of Rwanda's history, culture, and civic responsibilities, which fosters a sense of identity and active citizenship committed to peace, unity, and national development.
- **Moral and ethical values:** SSRE nurtures values such as honesty, respect, justice, and responsibility, helping learners make sound moral decisions that guide their behavior in everyday life.
- **Respect for cultural and religious diversity:** Learners are guided to appreciate and respect different cultural traditions and religious beliefs, thereby promoting tolerance, inclusivity, and peaceful coexistence in society.
- **Social responsibility and community engagement:** Through SSRE , learners develop a spirit of service and responsibility by participating in school and community projects, cultivating commitment to the welfare of others and the common good.
- **Personal development and self-identity:** Learners build self-awareness, confidence, and positive attitudes that enable them to set goals, manage emotions, and establish healthy relationships that contribute to holistic growth.

- **Show a good relationship with fellow human beings and with God:** Learners cultivate respect, kindness, and cooperation in their interactions with others, while also nurturing a personal relationship with God through prayer, worship, and living according to religious teachings.
- **Respect and care for God's creation:** Learners recognize the sacredness of nature and commit to protecting the environment, animals, and natural resources as part of their moral and spiritual duty.
- **Manifest positive values in society based on religious teachings:** Learners practice virtues such as honesty, humility, forgiveness, and generosity in their daily lives, becoming role models who uphold the values taught by their faith for the well-being of society.

iii. Social Studies and Religious Education and Developing Competences

National policies highlight the need to develop competences that foster higher-order thinking and guide learners to become responsible, virtuous, and engaged citizens. These competences are built through interactive activities such as discussions, group work, presentations, role-plays, case studies, and practical problem-solving.

Through Social Studies, learners acquire critical thinking, analytical skills, observation, research, communication, interpersonal awareness, intercultural understanding, and cooperation. These skills enable them to navigate challenges, participate responsibly in society, and express ideas, argue, and debate logically and respectfully.

Religious Education encourages learners to explore diverse religions, beliefs, and values while reflecting on their own spiritual questions. It develops their ability to analyze, interpret, evaluate, and communicate on issues of truth, faith, ethics, and moral reasoning, including understanding ethical principles and the effects of social, economic, and political changes on moral decisions.

2.3 Values

Values are enduring beliefs, principles, and dispositions that influence how individuals think, feel, make decisions, interact with others, and apply knowledge, skills, and attitudes in different situations. Within the Competence-Based Curriculum, values provide the ethical, social, and cultural foundation for learning and responsible citizenship. The Rwanda Curriculum Framework recognizes two complementary categories of values: Curriculum Values, which guide the philosophy, design, and implementation of education, and Basic Values, which represent the moral, civic, and character attributes that learners are expected to internalize and demonstrate in their daily lives. Together, these values shape the development of competent, responsible, self-reliant, and socially engaged citizens.

2.3.1 Curriculum Values

Excellence: Striving for the highest standards in learning, behaviour, and performance by consistently producing quality work, using feedback for improvement, and taking pride in achievement. It is reflected in accuracy, continuous growth, and encouraging excellence in others.

Aspiration and Optimism: Believing in one's potential and pursuing ambitious goals with confidence, perseverance, and a positive outlook. It involves viewing challenges as opportunities for growth and inspiring hope in oneself and others.

Equity and Inclusiveness: Valuing the dignity and worth of every individual by promoting fairness, equal participation, and opportunities for all. It is demonstrated through respect for diversity, support for others, and opposition to discrimination and exclusion.

Openness and Transparency: Acting honestly, ethically, and accountably while fostering trust and participation. It is reflected in clear communication, responsible decision-making, openness to feedback, and fairness in interactions with others.

Importance of Family, Rwandan culture and heritage: Recognizing the role of family, culture, and heritage in shaping identity, values, learning, and social development. It is demonstrated through respect for family relationships, participation in community life, and appreciation of cultural traditions and responsibilities.

Learner-centredness: Placing learners at the heart of education by recognizing their needs, interests, abilities, and experiences while promoting active engagement and ownership of learning. It is reflected in inclusive, supportive learning environments where learners participate, explore, collaborate, reflect, and take responsibility for their learning.

2.3.2 Basic Values

Dignity and Integrity: Upholding self-worth and acting consistently according to moral and ethical principles. It is demonstrated through honesty, responsibility, respect for self and others, and doing what is right even when unsupervised.

Self-Reliance: Taking responsibility for one's learning, decisions, and wellbeing through initiative, confidence, and independent action. It involves solving problems, managing resources effectively, and making informed choices.

National and Cultural Identity: Appreciating and promoting Rwanda's heritage, values, language, traditions, and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions, and commitment to unity and social cohesion.

Peace and Tolerance: Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence.

Justice: Promoting fairness, equity, and respect for rules, rights, and responsibilities. It is reflected in impartial decision-making, ethical judgement, consistent application of rules, and opposition to unfair treatment.

Respect for Others and Human Rights: Recognizing and upholding the dignity, rights, and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others.

Solidarity and Democracy: Working collaboratively for the common good while respecting participation, shared responsibility, and collective decision-making. It is reflected in teamwork, community service, social responsibility, and respect for diverse views.

Patriotism: Demonstrating love, loyalty, and commitment to the wellbeing and development of Rwanda. It is expressed through civic responsibility, community participation, promotion of national unity, and positive representation of the country.

Hard Work: Applying consistent effort, diligence, and responsibility in pursuing goals and fulfilling duties. It is demonstrated through persistence, productive use of time, initiative, and commitment to quality outcomes.

Commitment and Resilience: Remaining dedicated to goals and continuing to make progress despite difficulties and setbacks. It is reflected in perseverance, adaptability, learning from mistakes, emotional self-control, and determination to succeed.

3. PEDAGOGICAL APPROACH

The pedagogical approach in Social Studies and Religious Education under the CBC emphasizes learner-centered, participatory, and inclusive methods that develop knowledge, skills, values, and competences for responsible citizenship. Teaching is interactive and active, engaging learners through debates, discussions, role-plays, storytelling, field visits, projects, research, case studies, and reflective activities. These approaches ensure that learning is enjoyable, personalized, and connected to real-life situations, while also fostering critical thinking, moral reasoning, and problem-solving.

a. Role of the Teacher

Teachers act as facilitators and guides, shifting away from traditional rote instruction. They organize learners individually, in pairs, or in groups, and design purposeful tasks that promote inquiry, collaboration, and autonomy. Teachers apply pedagogical principles of progression—moving from simple to complex, concrete to abstract, and from learners' experiences to broader knowledge rooted in social, moral, and religious contexts. They integrate cross-cutting issues such as peace, gender equality, environmental conservation, health, and cultural values, while ensuring sensitivity to learners' diverse backgrounds. In Religious Education, teachers adopt an inclusive approach by presenting different faiths objectively, encouraging respect, understanding of diverse beliefs, and appreciation of moral and spiritual values.

b. Role of the Learner

Learners are active participants and co-creators of knowledge. They engage in inquiry, debates, problem-solving, and group collaboration while drawing connections between personal experiences, social realities, and religious teachings. Through these activities, learners develop critical thinking, communication, respect for diversity, moral responsibility, and the ability to apply knowledge in everyday life and societal challenges.

c. Inclusive and Special Needs Education

In line with Rwanda's inclusive education policy, all learners regardless of ability have the right to access quality education. Teachers adapt teaching methods, materials, and assessment strategies to meet diverse needs, including those of learners with disabilities. Differentiated instruction, assistive technologies, peer support, and individualized approaches are used to ensure equitable participation and achievement of learning outcomes. This inclusive approach recognizes learners' varied paces, experiences, and abilities, creating an environment where every learner can thrive.

4. ASSESSMENT APPROACH

Assessment within the CBC is a fundamental component of the teaching and learning process. It is designed to evaluate learners' progress across knowledge, skills, attitudes, and values, while simultaneously supporting continuous learning and development. Unlike traditional models, CBC assessment emphasizes real-life problem-solving, requiring learners to apply acquired competences to complex, everyday situations.

Assessment entails the systematic collection and interpretation of evidence to measure learner performance against established standards. Beyond measuring achievement, it informs instructional improvement and provides constructive feedback to learners, parents, and educators, thereby fostering accountability and guiding educational decision-making.

a. Levels of assessment across terms and national examinations

To provide a comprehensive picture of learner achievement and development, assessment is conducted at multiple levels:

(i) Diagnostic: Conducted before instruction to identify learners' prior knowledge and skills; administered at the beginning of a unit or lesson to guide teaching.

(ii) Formative / Continuous: Carried out during the learning process to track progress and provide feedback; implemented continuously through quizzes, projects, class activities, and teacher observations.

(iii) Summative assessment:

- **End Term I:** Administered after instruction to evaluate learners' achievement of Term I content; conducted at the end of the first term as a school-based assessment.
- **End Term II:** District-coordinated assessment designed to measure achievement of Term II content; developed by schools and quality-checked at district level.
- **End Term III:** National assessment to evaluate mastery of the entire year's content; prepared, set, and moderated by NESA at the end of the third term.
- **National Examinations (NESA):** High-stakes assessments for certification, selection, and accountability; administered nationally at the end of key education cycles (P6, S3, S6) under NESA's authority. This examination integrates objective questions, structured responses, and applied tasks aligned with CBC principles to holistically measure learner achievement.

Average scores from school, district, and comprehensive summative assessments will be weighted and included in the final national examination grade, initially contributing 10%, with the percentage gradually increasing as teachers gain experience and confidence in assessment practices.

b. Record keeping

Accurate record keeping is essential for monitoring learner progress and informing instructional decisions. Teachers use tools such as portfolios, checklists, and report books to collect evidence of learning. Portfolios include samples of learners' work, test results, projects, and self-reflections, serving as both a record of achievement and a diagnostic tool for guiding remedial action. These records provide data for feedback to learners, teachers, and parents, and contribute to final evaluations.

c. Item writing in summative assessment

Summative assessment items must be valid, fair, reliable, and aligned with CBC principles. They should test a range of competencies, including knowledge recall, application, analysis, and values integration, while reflecting real-life contexts. Item writers follow a structured process that involves:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Preparing a test blueprint or table of specifications;
- Using verbs that require higher-order thinking beyond memorization;
- Applying transparent and consistent marking schemes.
- Greater weight is given to higher-order cognitive skills as stated in the syllabus.

d. Structure and format of national examinations

At the completion of primary education, learners undertake a national examination designed to evaluate literacy, numeracy, and competences in core subjects. For Social Studies and Religious Education, a single combined paper is administered, integrating both subject areas. The examination employs a variety of item types—such as objective questions, structured responses, and applied tasks—intended to holistically assess both subject knowledge and broader CBC competencies.

e. Reporting to parents

Regular communication with parents is an essential component of the CBC. This is achieved through progress reports, parent–teacher meetings, and school community activities. Since the CBC emphasizes a wide range of

learning outcomes: knowledge, skills, attitudes, and competences—a single mark is insufficient to capture learner progress. Effective reporting should highlight areas where learners are excelling as well as those requiring improvement. Using descriptive feedback or simple rating scales (e.g., meeting expectations very well, meeting expectations, not meeting expectations) across knowledge, subject-specific skills, and competences provides a clearer and more comprehensive picture than numerical grades alone. This approach fosters meaningful parental involvement and supports learners' continued growth.

5. RESOURCES

The effective implementation of the Social Studies and Religious Education syllabus requires the provision and utilization of appropriate resources. These resources include both teaching and learning materials and qualified human personnel, without which the delivery of the syllabus would be ineffective.

a. Materials needed for implementation of this syllabus

A variety of materials are essential to facilitate teaching and learning processes in Social and Religious Education. These materials provide learners with practical experiences, stimulate critical thinking, and foster the acquisition of competences. They include:

- **Textbooks and reference materials:** Up-to-date textbooks, teacher's guides, learner's books, dictionaries, and foundational religious texts such as the Bible, the Qur'an, and other relevant doctrinal sources.
- **Teaching and learning aids:** Visual aids such as charts, posters, flashcards, diagrams, maps, and models; audio-visual aids including projectors, radios, and videos; and digital resources such as e-books, educational websites, and online learning platforms that enhance conceptual understanding.
- **Classroom materials:** Chalkboards/whiteboards, flip charts, markers, and stationery to support daily classroom instruction.

- **Library and resource centre materials:** Access to a well-equipped library with supplementary reading materials, journals, and reference documents on history, culture, ethics, and religion.
- **Field visit resources:** Materials to support educational tours and fieldwork, such as journals, notebooks, and logistical support, since field visits and community interactions are integral to experiential learning in this subject.
- **Community and cultural resources:** Access to local leaders, religious institutions, museums, cultural heritage sites and genocide memorial sites that provide learners with real-life exposure to the values and practices being studied.
- **Assessment tools:** Rubrics, checklists, portfolios, and test materials are necessary to support continuous and summative assessment in line with the competence-based approach.

These resources should be adapted to the learners' context, ensuring inclusivity and accessibility for learners with special educational needs.

b. Human Resources

The successful implementation of this syllabus relies heavily on qualified, competent, and motivated human resources. The following are key personnel required:

- **Teachers:** Professional and well-trained teachers with subject expertise and strong pedagogical skills in learner-centered, participatory, and inclusive methods. Teachers should model integrity, tolerance, respect, and responsibility, and apply effective assessment strategies.
- **Community resource persons:** Religious leaders, cultural leaders, and professionals from different sectors who can be invited as guest speakers, mentors, or facilitators to enrich classroom learning with practical, authentic perspectives and contextual insights.

- **Parents and guardians:** Partners in education who provide moral support, monitor learner progress, and collaborate with teachers to reinforce values, attitudes, and competences at home, thereby ensuring holistic learner development.

Effective collaboration among these stakeholders fosters an enabling learning environment, equipping learners not only with academic knowledge but also with values and competences required for responsible citizenship, ethical conduct, and social harmony.

c. Skills Required for the Teacher of Social and Religious Education

Effective teaching of Social and Religious Education requires teachers to possess a broad set of professional, pedagogical, and interpersonal skills. These competencies enable them to deliver accurate subject content, promote values and attitudes, and foster holistic learner development in line with the Competence-Based Curriculum. The essential skills include:

a) Subject matter expertise

- Strong mastery of social studies, religious doctrines, ethics, and cultural practices to ensure accurate and comprehensive content delivery.
- Ability to make meaningful connections between Social and Religious Education and other disciplines, linking classroom learning to real-life contexts.

b) Pedagogical and instructional skills

- Capacity to design and implement learner-centered, participatory, and inclusive lessons using debates, role-plays, storytelling, projects, and discussions.
- Competence in integrating cross-cutting issues such as peace, gender, human rights, and environmental sustainability.

- Creativity and innovation in developing and applying diverse teaching resources, including ICT tools, realia, and community-based materials.
- Ability to adjust instruction to learners' levels, ensuring inclusivity and engagement for all.

c) Assessment skills

- Proficiency in designing and applying formative and summative assessments aligned with curriculum competencies.
- Effective use of rubrics, portfolios, checklists, and performance tasks to monitor knowledge, skills, and values acquisition.
- Skill in giving constructive feedback that motivates learners and guides improvement.

d) Classroom management and facilitation

- Ability to establish a respectful, safe, and inclusive learning environment that promotes tolerance and values diversity.
- Proficiency in managing group work, discussions, and collaborative learning activities.
- Sensitivity and neutrality in addressing religious, ethical, and cultural issues.

e) Communication and interpersonal skills

- Strong oral and written communication to simplify complex ideas, stimulate dialogue, and foster critical reflection.
- Active listening and empathy to respond effectively to learners' academic and personal needs.
- Collaboration with colleagues, parents, school leaders, and community stakeholders to support holistic learner growth.

f) Guidance and counseling skills

- Ability to provide moral, spiritual, and emotional guidance to learners, supporting their ethical development and social well-being.
- Demonstrating passion, impartiality, and genuine care for children in the teaching and learning process.

g) Professional and ethical competence

- Commitment to continuous professional development through reflective practice, training, and peer collaboration.
- Integrity, impartiality, and ethical conduct, serving as a role model for learners.
- Capacity to balance academic instruction with the cultivation of values and responsible citizenship.

h) Research and innovation skills

- Engagement in reflective practice and classroom-based research to improve teaching and learning.
- Adaptation of innovative approaches and ICT tools to enhance learner participation.
- Ability to contextualize global knowledge within Rwanda's socio-cultural and religious environment.

6. SYLLABUS UNITS

a. Presentation of the structure of the syllabus

The Social Studies and Religious Education syllabus is designed as a single, integrated syllabus implemented uniformly across all grades. Its structure follows a logical progression that ensures clarity, consistency, and alignment with the Competence-Based Curriculum approach.

At each grade level, the syllabus is organized into **Topic Areas**, which are further broken down into Sub-Topic Areas. Each Sub-Topic Area is composed of Units, and every unit is characterized by the following features:

1. Alignment with Lessons: Each unit corresponds to a specified number of lessons, ensuring effective time allocation and instructional planning.

2. Key Unit Competence: Every unit is built around a Key Unit Competence that guides all teaching and learning activities. This competence represents the overall learning goal to be achieved by both teacher and learners.

3. Learning Objectives: Each key unit competence is translated into specific learning objectives, categorized as follows:

- **Type I (Knowledge and Understanding):** Focused on foundational knowledge and comprehension, often referred to as Lower Order Thinking Skills (LOTS).
- **Type II and Type III (Skills, Attitudes, and Values):** Aimed at developing practical skills, critical thinking, ethical values, and positive attitudes. These objectives, known as Higher Order Thinking Skills (HOTS), form the core focus of the adapted Competence-Based Curriculum.

4. Content Specification: Each unit outlines the scope of content to be taught and learned, ensuring that teachers and learners work within the boundaries set by the stated learning objectives.

6.1. P1 SOCIAL STUDIES

6.1.1 Syllabus Units for Grade One/P1

6.1.2 General competences of the subject at the end of Grade 1:

- Understand the structure of the family;
- Adopt the culture of peace and respect for human rights in his or her home
- Adopt good behaviours everywhere.
- Strive for the family's well-being;
- Understand the economy of his or her home;
- Acquire knowledge in Citizenship, Geography and History.
- Respect God and all His creation.
- Make and perform short prayers.
- Practice good actions that promote peace and honesty

TOPIC AREA: The family structure			SUB-TOPIC AREA: A nuclear family	
P1 SOCIAL STUDIES		**UNIT 1: My family members**		**No. of periods: 4**
Key Unit competence: Name the family members of a nuclear family				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify family members Identify members of a nuclear family Identify roles and responsibilities of each family member	Explain family members and their relationship Describe members of a nuclear family Differentiate roles and responsibilities of family members	Appreciate the family and its composition Respect and love for family members Strive for the fulfilment of roles and responsibilities by family members	**- Family members** Father, mother, Children **Nuclear family** – Family tree of a nuclear family **Roles and responsibilities of each family member** – Parents – Children	In class, pupils **one by one** will **tell their classmates** about the members of their families. Pupils will work in groups to discuss the relationship between family members, then share their ideas with the whole class. Draw a family tree of a nuclear family

				Discuss in groups the roles of nuclear family members, including the roles of children and roles of parents. Thereafter, make a class presentation.

Links to other subjects: *Vocabulary related to the family makeup that are taught in English*

Generic competencies:

- **Communication:** Learners describe members of the nuclear family and explain their roles clearly.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together and support one another in family activities.
- **Critical Thinking and Problem Solving:** Learners identify family responsibilities and suggest ways of solving family problems.

Basic values:

- **National and Cultural Identity:** Appreciating and promoting nuclear family heritage, values, language, traditions, and national aspirations.
- **Peace and Tolerance:** Living harmoniously with a nuclear family members by respecting them.

Cross cutting issues:

- **Peace and Values Education:** The teacher will address this cross-cutting issue by emphasizing the importance of respect, cooperation, and responsibility among family members. While explaining the roles within both nuclear and extended families, the teacher will highlight how peaceful relationships are fostered through mutual support, effective communication, and fulfilling one's responsibilities. Using real-life examples, learners will reflect on how positive behaviors and values such as empathy, cleanliness, and helping others contribute to harmony within the family.
- **Gender Education:** The teacher will address this cross-cutting issue by emphasizing that males and females are interdependent and equally share rights, responsibilities, and opportunities within the family. To promote gender equality and inclusiveness, all learners, both boys and girls will be actively encouraged to participate fully in the lesson.
- **Inclusive Education:** The teacher will ensure that all learners are fully included in classroom activities. During the lesson the teacher will use diverse teaching methods such as visual aids, storytelling, group discussions, and simplified language to cater to different learning needs. Every learner will be encouraged to share their experiences and perspectives about family life, ensuring that all voices are respected and valued, regardless of their background or ability.

Assessment criteria: *Ability to* name the family members of a nuclear family

Materials: *Drawings and pictures related to the theme.*

<table>
<tr><td>TOPIC AREA:
Citizenship</td><td colspan="4">SUB-TOPIC AREA</td></tr>
<tr><td>P1 SOCIAL STUDIES</td><td colspan="3">UNIT 2: Local Government organisation</td><td>No. of periods: 2</td></tr>
<tr><td colspan="5">Key Unit competence: Identify the village leaders and their duties.</td></tr>
<tr><td colspan="4">Learning Objectives</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td>Content</td></tr>
<tr><td>Name the village

Give the names of people who lead the village.</td><td>Identify the village where my school and home are located.

Mention the role of the village leaders.</td><td>Respect the local government entities.

Respect leaders of the village</td><td>Local government organization
– My village
– Village leaders and their responsibilities</td><td>Pupils will discuss in groups the name of the village where their school and home are located.

Pupils will discuss in groups the role of village leaders and share their findings with the classmates.</td></tr>
<tr><td colspan="5">Links to other subjects: Civics.</td></tr>
<tr><td colspan="5">Generic competencies:
• Communication in official languages: This will help learners develop the capacity to communicate clearly, confidently, and respectfully in both spoken and written forms by using appropriate vocabulary .</td></tr>
</table>

- **Cooperation, interpersonal management and life skills:** This competence helps learners to work collaboratively with others, respect diverse opinions, and demonstrate empathy in group tasks.
- **Lifelong learning:** Learners cultivate curiosity and adaptability by linking classroom knowledge to real life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

Basic Values:

- **Patriotism:** Pupils value serving their community and participating in activities that promote national development.
- **Peace:** Pupils appreciate the roles of village leaders in preventing conflicts and promote peaceful relationships in the community.
- **Justice:** Pupils understand that village leaders should treat all people equally and resolve issues fairly

Cross cutting issues:

- **Peace and Values Education:** To address this cross-cutting issue, the teacher will highlight the important role of village leaders in maintaining peace and resolving conflicts within the community. Learners will be taught to respect authority, follow rules, and cooperate with others to foster a peaceful and harmonious community.
- **Inclusive Education:** To address this cross-cutting issue, the teacher will encourage participation from learners with different abilities and ensure that everyone understands the role of village leaders, including those who may need extra support. The teacher will also use a variety of teaching materials such as visual aids, audio, audiovisual resources, tangible materials, and group activities to actively engage all learners in the lesson.

- **Gender Education:** To address this cross-cutting issue, the teacher will ensure that learners understand that both men and women can be village leaders and play important roles in the community. All learners both girls and boys will be fully engaged in the lesson and encouraged to respect leaders regardless of gender. They will also be inspired to see themselves, whether male or female, as potential future leaders in their village.

Assessment criteria: Ability to identify the village leaders and their duties.

Materials: *Pictures and photos showing the responsibilities of pupils, features of a village and a cell.*

TOPIC AREA: Citizenship			SUB-TOPIC AREA: National symbols	
P1 SOCIAL STUDIES		**UNIT 3: National symbols**		**No. of periods: 4**
Key Unit competence: Sing the Rwanda national anthem, say the Rwanda national motto and distinguish the Rwanda national flag from other flags				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Say the words used in the National Anthem Mention the colours that make up Rwanda National Flag List the elements of the Rwanda national coat of arms	Demonstrate the proper way to sing the national anthem and clearly pronounce its words. Sing Rwanda National Anthem properly Draw the colours of Rwanda national flag	Show love for the nation and respect the national anthem Be proud to be Rwandan Exhibit the culture of respecting the national symbols.	**Rwanda National Anthem** – Rwanda Nziza **Rwanda National flag** – Stripes of Rwanda national flag – Names of the colours of Rwanda national flag from top to bottom. **Rwanda National Coat of arms**	Discuss in groups the important words used in Rwanda National Anthem In small groups, practice singing Rwanda National Anthem and other pupils appreciate how it has been sung. Go outside the classroom, observe and draw Rwanda national flag.

	Identify the symbols of the Rwanda national coat of arms	Appreciate the national motto in the Rwanda National coat of arms.	**Rwanda Coat of Arms** – Names of the elements of the Rwanda national coat of arms – Rwanda National motto	In groups, pupils observe the coat of arms and identify elements of coat of arms. Thereafter they share the findings with the classmates. Using the picture of the Rwanda national coat of arms, the teacher helps learners read and memorize the Rwanda national motto.

Links to other subjects: *Linked to Music and Fine Art subjects.*

Generic competencies:

- **Critical Thinking and Problem Solving:** Explaining the meaning and importance of national symbols.
- **Communication:** Discussing and presenting information about national symbols clearly.
- **Research and Information Literacy:** Finding information about the history and significance of national symbols.
- **Cooperation, Interpersonal Management and Life Skills:** Working together in group activities about national identity.

Basic values:

- **Patriotism:** Loving and being proud of one's country.
- **Self-Reliance:** Respecting the national flag, coat of arms, anthem, and other national symbols.
- **Responsibility:** Taking care of and using national symbols appropriately.
- **Dignity and integrity:** Showing honesty and proper conduct when handling or honoring national symbols.

Cross cutting issues:

- **Peace and Values Education:** The teacher will address this cross-cutting issue by reminding learners that the national anthem and flag symbolize unity, peace, and national pride. Learners will be guided to reflect on the values of patriotism, respect, and love for their country, and to understand how these symbols contribute to peaceful coexistence.
- **Inclusive Education:** All learners will be supported to participate equally in the lesson. The teacher will use adapted teaching materials such as visual aids, sign language, and others to ensure that every learner is included and engaged.

Assessment criteria: *Ability to* properly sing Rwanda National Anthem and distinguish Rwanda national flag from other flags.

Materials: *CDs of Rwanda National Anthem, radio, Rwanda national flag.*

TOPIC AREA: Citizenship			SUB-TOPIC AREA: National symbols	
P1 SOCIAL STUDIES		**UNIT 4: School leaders and school symbols**		**No. of periods: 4**
Key Unit competence: Distinguish school symbols from symbols of other schools and their school leaders				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
List the school leaders List the school symbols	Explain the roles of school leaders Describe the school symbols	Show respect for school leaders. Show respect for the school symbols Practice the values in the school motto	School leaders and their roles School symbols (uniform, badge, logo and school anthem)	Using their own school leaders, learners identify the school's leadership structure and discuss the roles and responsibilities of each leader. Role play school leaders' responsibilities and how to ask them for support and services at school

				Through songs or recitation, the teacher helps pupils memorise the motto.
Links to other subjects: *Linked to English*, *Geography and Math subjects.*				
Assessment criteria: *Ability to* distinguish school symbols from symbols of other schools and their school leaders.				
Materials: Papers, markers, p*ictures showing school buildings and school uniforms and vision, mission and motto written on wall charts.*				

TOPIC AREA: Social well-being			SUB-TOPIC AREA: Hygiene	
P1 SOCIAL STUDIES		**UNIT 5: Personal hygiene, hygiene at home and school**		**No. of periods: 8**
Key Unit competence: Apply proper personal hygiene at home and school.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Give different ways of keeping our body clean. List materials that are used for personal hygiene Identify different ways of keeping our home clean. State different ways of keeping hygiene in the classroom and at school.	Explain different ways of keeping our body clean. Differentiate the hygiene items Practice hygiene of the body Explain different materials used to keep our home clean.	Keep self-hygiene Maintain hygiene of all body parts Keep your body clean every day. Maintain hygiene at home Maintain hygiene at school and in the classroom	**Body hygiene** Materials used for personal hygiene **Hygiene at home** Hygiene at home (home surroundings, home items, ways of removing rubbish from home)	In groups, pupils discuss how they clean their body (washing hands, feet, brushing teeth, cleaning ears and eyes) using appropriate items. Pupils will discuss in groups different materials used for personal hygiene. Thereafter share with their classmates.

	Explain different ways of keeping hygiene in their classroom and at school		Hygiene at school Hygiene at school (toilets, classroom, kitchen, school materials, school compound, school garden)	In small groups, pupils discuss how they clean their homes and share their findings with the whole class. Pupils will carry out activities of hygiene in their classroom and at school (picking papers, sweeping, mopping and arranging books…) and therefore they tell others what they have done and how hygiene is done at school.
Links to other subjects: *Linked to English and Sciences and Elementary Technology.*				

Generic competencies:

- **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.
- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.
- **Lifelong learning:** Learners cultivate curiosity and adaptability by linking classroom knowledge to real life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

Basic values:

- **Dignity and Integrity:** Learners maintain good personal hygiene to show self-respect, confidence, honesty, and respect for others.
- **National and Cultural Identity:** Learners appreciate and practice positive cultural hygiene habits that promote health while respecting national values and traditions.
- **National and Cultural Identity:** Learners appreciate and practice positive cultural hygiene habits that promote health while respecting national values and traditions.

Cross cutting issues:

- **Standardization Culture:** To address this cross-cutting issue, the teacher will emphasize the importance of maintaining high and consistent standards of personal hygiene, such as washing hands regularly, wearing clean clothes, and brushing teeth. Learners will be encouraged to take personal responsibility for their cleanliness every day, understanding that good hygiene is a standard expected of everyone for health and dignity.
- **Inclusive education:** The teacher will ensure that all learners, regardless of their abilities or backgrounds, participate fully in the lesson. To support this, the teacher will use adapted teaching techniques to ensure that every learner can understand and practice good hygiene habits in ways that meet their individual needs.
- **Gender education:** The teacher will emphasize that personal hygiene is equally important for both boys and girls. All learners will be encouraged to participate actively in hygiene related discussions and activities, regardless of gender

Assessment criteria: *Ability to* apply proper personal hygiene.

Materials: *Hygiene items: water, soap, basin, bucket, toothpaste, toothbrush, lotion, mirror, towel etc. and pictures showing how hygiene of the body and clothes is carried out.*

TOPIC AREA: Social well-being			SUB-TOPIC AREA:	
P1 SOCIAL STUDIES		**UNIT 6:** Living in harmony and good behaviours		**N°. of periods: 6**
Key Unit competence: Apply honesty and respect				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Mention different ways of living in harmony with neighbours. **Identify different ways we share things and support each other at home and at school**	**Explain why living in peace is good at home and at school.** Describe ways to share and support others at home and at school	Show love and respect for yourself and for others. Live happily and peacefully with people at home and at school. Help and share with others every day.	– Living in peace – Sharing and supporting each other – Not living in Harmony	Learners observe the pictures and identify different behaviours shown. Then, they select good behaviours to adopt and bad behaviours to avoid. **Using their own experiences from home or using pictures,** the teacher facilitates learners to **identify common ways of promoting peaceful living, supporting each other, and sharing** among children Using the story "My Testimony" - Manzi's testimony in the 1994 genocide against the Tutsi children will understand that genocide is one of the effects of not living in harmony.

				Children learn that when there is no peace , they cant go to school, cant play with friends, their homes can be destroyed and their relatives will die. Children must learn to avoid bad behaviours that can harm other children **Pupils will discuss in small groups** different ways to promote peaceful living and mutual support, then **present your ideas to the class**.

Links to other subjects: *Linked to vocabulary related to living in harmony and good behaviours.*

Generic competencies:

- **Communication:** Learners express their ideas respectfully and listen to others to promote harmonious relationships.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together, resolve conflicts peacefully, and support one another.
- **lifelong learning:** Learners continuously develop positive behaviors by learning, practicing, and applying values of respect, cooperation, and peaceful coexistence in their daily lives.

Basic values:

- **Respect:** Listen to others, use polite language, value different opinions, and care for people and property.
- **Honesty:** Tell the truth, keep promises, and admit mistakes when they happen.
- **Responsibility**: Complete tasks on time, take ownership of actions, and contribute positively at home, school, or work.

- **Kindness:** Help those in need, show compassion, and perform small acts of generosity.
- **Tolerance:** Accept differences in culture, religion, beliefs, and opinions without discrimination.

Cross cutting issues:

- **Standardization Culture:** The teacher will address this cross-cutting issue by demonstrating the importance of interdependence among family and community members.
- Learners will understand that living in harmony requires each person to carry out their responsibilities with respect, honesty, and cooperation. Emphasis will be placed on good behaviors such as helping others, resolving conflicts peacefully, and contributing to a supportive and respectful home and school environment.
- **Gender education:** The teacher will help learners understand that both males and females share equal rights, responsibilities, and opportunities in promoting harmony and well being within the family and community. Learners will be guided to recognize the value of collaboration between boys and girls, and the importance of mutual respect, shared duties, and equal access to family roles and property.
- **Financial education:** To address this cross-cutting issue, the teacher will introduce practices that demonstrate how good behavior contributes to saving resources. Learners will be taught to turn off lights when not in use, conserve water, and avoid misusing materials, understanding that these actions are part of responsible financial behavior. Such habits promote harmony at home and school while encouraging the wise use of family and community resources.

Assessment criteria: *Ability to apply honesty and respect...*

Materials: *Pictures showing different behaviours and actions of people.*

TOPIC AREA: Good behaviours			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		**UNIT 7: Politeness**		**N°. of periods: 2**
Key Unit competence: Show good behaviours.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Mention good behaviours towards visitors and at the table. Give good behaviours in greetings and in speech.	Explain good behaviours towards visitors and at the table. Explain good behaviours in greetings and in speech.	Use polite words and behave politely everywhere. Exhibit politeness everywhere and to various people	Politeness towards visitors and at the dining table. Politeness in greetings and in speech.	Pupils observe different pictures of children showing various behaviours and actions towards visitors and at the table. Then, they identify the good and bad actions they see. In small groups, learners role-play scenes where a visitor arrives at home or school. They practice using polite greetings such as 'Welcome!', 'Please come in,' and 'How are you?
Links to other subjects: *Vocabulary related to the politeness.*				

Generic competencies:

- **Communication:** Learners use polite language, listen actively, and express themselves respectfully.
- **Cooperation, Interpersonal Management and Life Skills:** Learners interact respectfully with others, work well in groups, and build positive relationships.
- **Critical Thinking:** Learners judge which polite expressions and behaviors are appropriate in different situations and explain why politeness is important

Basic values:

- **National and Cultural Identity:** Learners practice politeness by respecting cultural norms, traditions, and values that promote good behavior in society.
- **Dignity and Integrity:** Learners use polite language and actions to show self-respect, honesty, and respect for the dignity of others.
- **Self-reliance:** Learners take personal responsibility for practicing good manners and making respectful decisions without being reminded.

Cross cutting issues:

- **Peace and values education:** The teacher will guide learners to understand that politeness promotes peace, respect, and positive relationships. Learners will be encouraged to use polite language, listen to others, and resolve disagreements peacefully, fostering a harmonious environment at school and home.
- **Inclusive education:** To ensure all learners participate equally, the teacher will use inclusive strategies such as simplified instructions, visual cues, group activities, and supportive language, enabling every learner to practice and demonstrate polite behavior.
- **Genocide Studies:** The teacher will relate politeness to Rwanda's history, explaining that disrespectful and dehumanizing language contributed to the 1994 Genocide against the Tutsi. Learners will be encouraged to use respectful and inclusive language to promote unity and dignity among their peers

Assessment criteria: *Ability to* show good behaviours.

Materials: *Different pictures showing how people behave in politeness.*

TOPIC AREA: Economy			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		**UNIT 8: Family property**		**No. of periods: 6**
Key Unit Competence: Identify the family property and how they are managed.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
State main basic needs of the family Identify the Rwanda currency Identify items we can buy with money. Identify proper ways of managing personal family property	Explain the importance of basic needs Explain the importance of money. Explain different types of personal and family property	Manage properly family basic needs Develop a culture of saving money Proper management of money	– Basic needs of the family – Money and its importance – Proper management of personal and family property	In small groups, learners discuss basic needs of the family. Thereafter they share the findings with the whole class. In small groups, pupils discuss the importance of money. Thereafter they share their findings with the whole class. Discuss in groups the different types of family property and explain to others how they are properly managed.

				Thereafter they share the findings with the whole class.

Links to other subjects: *Vocabulary related to the family property economy*

Generic competencies:

- **Critical Thinking and Problem Solving:** Identify and care for family property.
- **Communication:** Discuss the importance of protecting family property.
- **Cooperation, Interpersonal Management and Life Skills:** Work together to use and protect family property responsibly.

Basic values:

- **Self-reliance:** Learners use and care for family property responsibly without constant supervision.
- **Peace and Tolerance:** Learners share and use family property peacefully while respecting the needs of others.
- **Dignity and Integrity:** Learners use family property honestly, carefully, and responsibly, showing respect for themselves and others.

Cross cutting issues:

- **Financial education:** The teacher will help learners understand that family property must be used and managed wisely. Learners will be taught the value of saving, avoiding waste, and taking care of shared resources such as land, livestock, money, or household items. By introducing simple financial habits, learners will recognize how responsible behavior contributes to the long-term well-being of the family.
- **Gender education:** To address this cross-cutting issue, the teacher will emphasize that both males and females have equal rights to family property. Learners will be encouraged to respect and support gender equality in the ownership, management, and use of family resources. The teacher will challenge stereotypes that limit girls' or boys' roles in family property matters.
- **Inclusive education:** The teacher will ensure that all learners, regardless of their abilities, can actively participate in the lesson. Through adapted teaching methods such as visual aids, simplified language, group discussions, and peer support, the teacher will make sure that each learner understands the concept of family property and their role in protecting it.
- **Peace and values education:** The teacher will guide learners to understand that peaceful sharing and fair use of family property help to maintain harmony within the home. Learners will be encouraged to practice values such as honesty, respect, cooperation, and responsibility to avoid conflicts related to family resources and to strengthen family unity

Assessment criteria: *Ability to* state the types of family property and how they are managed

Materials: *Different pictures showing the basic necessities of a family and carrying out saving schemes, photos, films, etc.*

TOPIC AREA: Geography			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		**UNIT 9: Environment**		**No. of periods: 4**
Key Unit competence: Identify and take care of school and home surroundings				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify things found around our homes Identify things found around our school	Describe things found around our homes and how they are managed Explain things found around our school and how they are managed	Develop respect, care, and responsibility for keeping the home and school surroundings clean and safe.	– Home surroundings – School surroundings	In groups, pupils will discuss the different things found in the home surroundings and the proper ways to manage them. Then, share their findings with the whole class. In groups, pupils will discuss the different things found around the school and the proper ways to manage them. Then, share their findings with the whole class.
Links to other subjects: *Vocabulary related to the environment, Geography.*				

Generic competencies:

- **Critical Thinking and Problem Solving:** Identify environmental problems and suggest ways to protect the environment.
- **Communication:** Discuss and explain the importance of keeping the environment clean.
- **Cooperation, Interpersonal Management and Life Skills:** Work together in environmental conservation activities such as cleaning and tree planting.

Basic values:

- **Self-reliance:** Learners take personal responsibility for protecting and keeping the environment clean.
- **National and Cultural Identity:** Learners appreciate and practice cultural values and traditions that promote environmental conservation.
- **Respect for Others and Human Rights:** Learners protect the environment to ensure a clean, safe, and healthy living environment for everyone.

Cross cutting issues:

- **Financial education:** The teacher will guide learners to understand how protecting the environment can help families and communities save money. Learners will explore simple 7practices such as reducing waste, reusing materials, saving water and electricity, and avoiding pollution. These environmentally responsible behaviors also support financial sustainability by reducing unnecessary expenses.
- **Gender education:** To address this cross-cutting issue, the teacher will emphasize that both boys and girls share equal responsibility in protecting the environment. Learners will be encouraged to participate equally in environmental conservation activities such as tree planting, cleaning school surroundings, and proper waste disposal. The teacher will also discourage any cultural beliefs or stereotypes that limit participation of both boys and girls in all activities.

- **Inclusive education:** The teacher will ensure that all learners, including those with special needs, are actively involved in the lesson. Using visual aids, simple language, sign language, group activities, and practical demonstrations, the teacher will make environmental learning accessible to all. Every learner will have an opportunity to express their ideas and participate in hands-on activities related to environmental protection.
- **Piece and values education:** The teacher will link environmental care with values such as responsibility, cooperation, respect, and empathy. Learners will be taught that living in a clean and healthy environment contributes to peaceful coexistence and community well being. They will also learn to resolve conflicts related to land use, littering, or misuse of shared resources through dialogue and cooperation.

Assessment criteria: Ability to identify and take care of school and home surroundings

Materials: *Pictures showing different environment things.*

TOPIC AREA: Geography	SUB-TOPIC AREA	
P1 SOCIAL STUDIES	**UNIT 10: Transport and communication**	**N°. of periods: 4**

Key Unit competence: Use the road and communication tools in good way.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify types of roads State the importance of roads List different types of communication equipment.	Explain different types of roads, Explain the importance of roads in connecting people, goods, and services. Explain different types of communication equipment	Appreciate the role of different types of roads in connecting people and places. Show care and respect for road infrastructure by avoiding actions that damage the roads. Take care of communication equipment	**Road** – Types of roads – Importance of the road – Communication means	Pupils will observe pictures of roads and means of transport, name each type of roads and mean of transport, and then share their findings with classmates. In groups, pupils will discuss the importance of roads. Thereafter share their findings with classmates. In groups, role play how to use different communication tools (telephone, letter, radio, TV) in the right way.

Links to other subjects: *Vocabulary related to transport and communication.*

Generic competencies:

- **Communication:** Learners explain the importance of transport and communication in connecting people and places.
- **Critical Thinking and Problem Solving:** Learners identify challenges in transport and communication and suggest solutions.
- **Research and Information Literacy:** Learners gather information about different means of transport and communication.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together and use transport and communication services responsibly.

Basic values:

- **Patriotism:** Learners use and respect transport and communication systems as important resources that support national development and unity.
- **Self-reliance:** Learners use transport and communication services responsibly and make safe decisions independently.
- **Peace and Tolerance:** Learners show patience, respect, and cooperation with others while using transport and communication facilities.

Cross cutting issues:

- Peace and values education: The teacher will address this cross-cutting issue by demonstrating the peaceful and responsible use of transport and communication. Learners will be encouraged to use these means in ways that promote safety and respect for others, for example, respecting road signs and sharing the road responsibly. Additionally, learners will be taught to use telephones and other communication tools in respectful and non harmful ways.

- Gender education: The teacher will help learners understand that both males and females have equal rights, responsibilities, and opportunities in the fields of transport and communication. Learners will explore how men and women work side by side in these sectors and how gender equality contributes to the well-being of families and communities. The lesson will also highlight the importance of mutual respect and collaboration between genders both in class and at home.
- Environment and sustainability: The teacher will address this cross-cutting issue by helping learners understand that transport and communication systems should be environmentally friendly. Learners will discuss the importance of using eco-friendly transport methods (walking, bicycling, public transport, electric vehicles, solar powered vehicles) and reducing pollution to support sustainable development and protect natural resources for future generations

Assessment criteria: *Ability* to use the road and communication means well

Materials: *Road's sign, communication materials (telephone, letter mails, papers, etc.)*

TOPIC AREA: History	SUB-TOPIC AREA: Family history	
P1 SOCIAL STUDIES	UNIT 11: Family historical events	Nº. of periods: 3

Key unit competence: identify different family historical events and their importance.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
State the family historical events	Tell the history of his/ her extended family	Appreciate what happened to his or her family Imitate the heroes of his or her family	**Family historical events** – Anniversaries – Marriage/wedding – The birth of a child – Christmas Day – New Year	Discussing in groups about the family historical events and compare with what occurred in other families during class presentation.

Links to other subjects: *Vocabulary related to the family relationship and its main historical events, History.*

Generic competencies:

- Critical and problem-solving skills: Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities
- Research: This will help learners acquire the ability to gather, analyze, and interpret information from a variety of sources, including community elders, religious texts, and cultural traditions. This competence enables them to solve problems related to morality, cultural values, technologies, and everyday behaviors based on informed and ethical principles.
- Lifelong learning: Learners cultivate curiosity and adaptability by linking classroom knowledge to real life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

Basic values:

- **National and Cultural Identity:** Appreciating and promoting Rwanda's heritage, values, language, traditions, and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions, and commitment to unity and social cohesion.
- **Peace and Tolerance:** Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence.
- **Commitment and Resilience:** Remaining dedicated to goals and continuing to make progress despite difficulties and setbacks. It is reflected in perseverance, adaptability, learning from mistakes, emotional self-control, and determination to succeed.

Cross cutting issues:

- **Peace and values education:** The teacher will highlight how values such as honesty, respect, and forgiveness have shaped family events over generations. Learners will be encouraged to recognize and appreciate peaceful solutions to conflicts and promote unity within their families today.
- **Gender education:** The teacher will emphasize that both men and women contribute to shaping family history. Learners will examine family stories that reflect the roles and achievements of both male and female relatives, reinforcing the importance of gender equality and respect for everyone's contributions.
- **Inclusive education:** To ensure all learners can participate, the teacher will use diverse teaching strategies such as storytelling, drawing, and group work. Learners with special needs will be supported with adapted materials so they can explore and share their family's historical events in ways that suit their abilities.

Assessment criteria: *Ability to* identify different family historical events and their importance.

Materials: *Pictures and photos showing historical events that occurred in Rwanda and films.*

6.1.3 Religious Education Units for Grade One

TOPIC AREA: Holy scriptures and beliefs		Sub Topic: GOD'S REVELATION		
Primary 1: Religious education		**Unit 12: Creation**		**N°. of periods: 8**
Key unit competence: *a learner will be able to explain how and when god created the world.*				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Name things created by God in the 6 days of creation. – States the names of the first humans. – Say where to find people and animals.	– Identify creatures created by God. – Differentiate humans from animals. – Classify God's creatures according to the days of creation.	– Care for the creation. – Live in peace with others. – Show respect to God and His creation.	God created the world all it contains God created humans in his image The difference between humans and other creatures Importance of God's Creatures	In groups, learners describe pictures from books and identify the objects they represent. Observe the creation in nature and appreciate its importance.

				Make groups for discussion about the importance and how to care for people, animals, plants and other creatures (water, river, land, etc.).

Assessment criteria: A learner's ability to accurately to list things created by God with precision on the day they were created.

Generic competencies:

- **Critical Thinking and Problem Solving:** Learners reflect on the meaning of creation and explain the relationship between human beings, God, and nature.
- **Communication:** Learners share ideas and discuss religious beliefs and teachings about creation respectfully.
- **Cooperation, Interpersonal Management and Life Skills:** Learners develop respect, care, and cooperation with others and the environment as part of creation.
- **Research and Information Literacy:** Learners gather information from religious texts and other sources about creation.

Basic values:

- **Respect others and human rights:** Learners respect God's creation, human life, and all living things.
- **Self reliance:** Learners take care of the environment and use resources wisely as part of their duty to protect creation.

- **Dignity and Integrity:** Learners value human life and act honestly and morally towards others and creation.
- **Peace and Tolerance:** Learners respect different beliefs and live peacefully with others as part of creation.
- **Love and Care:** Learners show kindness and care for people, animals, and the environment.

Cross cutting issues:

- **Peace and Values Education:** living in harmony with all things created by God. God wants us to love all things he created.
- **Environment and sustainability:** The teacher emphasises the importance of the natural world: trees, mountains, rivers, oceans. These are all very important to humans in their daily lives. The teacher should tell the class they must protect and care for the environment at home, school and the

community.

Links to other Subjects: Social studies and SET

Resources: Sacred texts, pictures showing different things created by God, flip charts, flash cards with all creation

Topic Area: Religious Practices and Moral Values	Sub Topic: Worship	
PRIMARY 1: Religious Education	Unit 13: Prayer	N°. of periods: 6

Key unit competence: a learner will be able to make and perform short prayers.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define prayer – List moments of prayer. – Enumerate the importance of prayer	– Perform common prayer. – Compose a prayer for different situations in life – Explain the importance of prayer in daily life.	– Pray at home and at school – Encourage others to pray. – Show respect to places and times for prayer.	Meaning of a prayer Moments and places of prayer Importance of Prayer	In groups, learners describe pictures from books and identify people performing prayer, including their attitudes during prayer, positions, and other aspects. Learners discuss moments and places of prayer in their respective homes and communities. Present to the class.

				In pairs, learners recall common prayers (morning, food, evening, for sick people, etc.). Compose a short prayer, and pray for each other.

Assessment criteria: Learner's ability to make and say a short prayer relevant to the moment and circumstance using his or her own words.

Generic competencies:

- **Communication:** Learners express their faith, thoughts, and feelings through prayer and religious discussions.
- **Critical Thinking and Problem Solving: L**earners reflect on the meaning and importance of prayer in solving life challenges and making good decisions.
- **Cooperation, Interpersonal Management and Life Skills:** Learners respect others' beliefs and practice peaceful relationships through shared religious values.
- **Lifelong Learning:** Learners develop spiritual values and continue practicing prayer as part of personal growth.

Basic values:

- **Dignity and Integrity:** Upholding self-worth and acting consistently according to moral and ethical principles. It is demonstrated through honesty, responsibility, respect for self and others, and doing what is right even when unsupervised.
- **Peace and Tolerance:** Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence.
- **Respect for Others and Human Rights:** Recognizing and upholding the dignity, rights, and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others.

Cross cutting issues:

- **Peace and Values Education:** The teacher helps the pupils to say prayers for peace, love, and kindness. for peace at home, school and community. The teacher tells the pupils that praying is important as it helps us to live in peace y with each other as the children of God.
- **Gender equality:** The teacher tells the class that all children, boys and girls, are God's children. God is our father, and he loves us all equally.
- **Inclusive Education:** The teacher also tells the class that God loves us equally and we should pray to him as our creator and father.

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, prayer books, flash card.

Topic Area: Religious Practices and Values	Sub Topic: Living in peace	
PRIMARY 1: Religious Education	Unit 14: Promotion of peace and honesty	No. of periods: 8
Unit 3: Promotion of peace and integrity		No. of periods: 8

Key Unit competence: A Learner will be able to practice good actions that promote peace and honesty.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define peace and honesty – Identify examples and signs of peace and honesty. – Give the importance of peace.	– Differentiate good from wrong actions – Describe the signs of peace and integrity at home and school. – List barriers to peace and honesty	– Live well with others – Perform good actions to help others. – Integrate peace and honesty in daily life.	The meaning of peace and honesty Signs that show peace and honesty What happens when there is no peace or honesty?	Using pictures, learners discuss signs of peace and actions that lead to peace and integrity. In groups, learners identify ways to overcome barriers to peace and integrity.

			Importance of peace and honesty	Show how to practice peace and integrity at home and school.

Assessment criteria: *A learner's ability to give signs of peace, signs of lack of peace and the importance of peace and honesty.*

Generic competencies:

- **Communication:** Learners express ideas respectfully, listen to others, and use dialogue to resolve conflicts peacefully.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together, respect differences, and build harmonious relationships.
- **Critical Thinking and Problem Solving:** Learners identify causes of conflicts and suggest peaceful solution

Basic Values:

- **Peace and Tolerance:** Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence.
- **Justice:** Promoting fairness, equity, and respect for rules, rights, and responsibilities. It is reflected in impartial decision-making, ethical judgement, consistent application of rules, and opposition to unfair treatment.
- **Respect for Others and Human Rights:** Recognizing and upholding the dignity, rights, and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others.

Cross cutting issues:

- **Peace and Values Education:** The teacher asks the class to work well together in the class, and not to argue or have fights. The teacher says if they do something wrong, or bad, they must ask the other person to forgive them.
- **Environment and sustainability:** The teacher tells the class that pupils that peace also means caring for the environment. They must not damage things at home or school They should respect rules and regulations in life as a way of Being peaceful.
- **Gender equality:** The teacher shows roles models (men and women) who promote peace in Rwandan society, saying that boys and girls have equal responsibilities to promote peace and be honest at home, school and in the community. Peace is for everybody
- **Inclusive education:** The teacher tells the class that everyone deserves fairness and justice It doesn't matter if they are rich or poor; old or young; male or female

Links to other Subjects: *Social studies*

Resources: *Sacred texts, textbooks, articles about peace and values education, etc.*

6.2. P2 SOCIAL STUDIES

6.2.1. SYLLABUS UNITS FOR GRADE TWO

6.2.2 General competences of the subject at the end of Grade 2:

- Understand the administrative structure of a village and cell;
- Adopt the culture of peace and respect of human rights in his or her home;
- Adopt good behaviours everywhere;
- Strive for the family well well-being;
- Understand the economy of his or her village and cell;
- Acquire knowledge in Citizenship, Geography and History.
- Respect God and all His creation.
- Practice positive values that promote living together.
- Explain why God's message about peace is important

6.2.3. Syllabus Units for Social Studies

TOPIC AREA: Family structure	SUB-TOPIC AREA	
P2 SOCIAL STUDIES	UNIT 1: An extended family	No. of periods: 4

Key Unit Competence: Name the members of an extended family up to the grandparents.

Learning Objectives				Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Name the members of the extended family	Draw the extended family relationship tree Differentiate the relationship amongst the members of the extended family	Exhibit love for the extended family members Identify the closest relationship amongst the members of the extended family Respect for the extended family members	**Extended family** – Family relationship tree of the extended family – Relationships for the members of the extended family up to the grandparents	Carry out a research on extended family relationship, share and compare with other pupils 'extended family relationship. Students use story-telling about their extended family.

Links to other subjects: *Vocabulary related to the extended family relationships, English.*

Generic competencies

- **Communication:** Learners describe members of the nuclear family and explain their roles clearly.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together and support one another in family activities.
- **Critical Thinking and Problem Solving:** Learners identify family responsibilities and suggest ways of solving family problems.

Basic values

Respect: Learners respect parents, siblings, and other family members.

Responsibility: Learners perform their family duties and care for family property.

Love and Compassion: Learners show love, kindness, and care for members of the nuclear family.

Peace and Tolerance: Learners live peacefully, cooperate, and resolve conflicts within the family.

Dignity and Integrity: Learners act honestly, responsibly, and respectfully in family relationships.

Cross cutting issues:

- **Peace and Values Education:** The teacher will address this cross-cutting issue by emphasizing the importance of respect, cooperation, and responsibility among family members. While explaining the roles within both nuclear and extended families, the teacher will highlight how peaceful relationships are fostered through mutual support, effective communication, and fulfilling one's responsibilities. Using real-life examples, learners will reflect on how positive behaviors and values such as empathy, cleanliness, and helping others contribute to harmony within the family.

- **Gender Education:** The teacher will address this cross-cutting issue by emphasizing that males and females are interdependent and equally share rights, responsibilities, and opportunities within the family. To promote gender equality and inclusiveness, all learners, both boys and girls will be actively encouraged to participate fully in the lesson.
- **Inclusive Education:** The teacher will ensure that all learners are fully included in classroom activities. During the lesson the teacher will use diverse teaching methods such as visual aids, storytelling, group discussions, and simplified language to cater to different learning needs. Every learner will be encouraged to share their experiences and perspectives about family life, ensuring that all voices are respected and valued, regardless of their background or ability.

Assessment criteria: *Ability to* name the members of an extended family up to the grandparents.

Materials: *Pictures and photos showing the composition of extended family.*

TOPIC AREA: Citizenship	SUB-TOPIC AREA	
P2 SOCIAL STUDIES	UNIT 2: Local government organisation	No. of periods: 6

Key Unit Competence: Identify your cell and its leaders, and show responsibility in caring for the cell property.

Learning Objectives				Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Name the cell where your school and home are located. List the local government entities from the lowest to the highest (village, cell, sector, district and province)	Locate his/her cell in the sector. Locate his/her home and school in the cell. Arrange the local government entities in order from the smallest to the largest level Identify the roles of cell leaders	Respect the local government entities. Respect leaders of the cell Respect the property found in your cell	**Local government organisation** **Location of our cell** **Neighbouring cells** Levels of local government administrative units (village, cell, sector, district and Province)	Discuss in groups the location of the school or home in the cell. Discuss in groups and arrange local government administrative units from the smallest to the largest level. Discuss in groups the main leaders of the cell.

Name the cell leaders State the property found in your cell	Talk about different types of property found in your cell		**Cell leaders** **Caring for our cell property.**	Carry out a field trip, observe different property found in the cell and share with classmates.
Links to other subjects: Vocabulary related to village and cell.				
Generic competencies • **Communication:** Learners identify cell leaders and explain their roles and responsibilities clearly. • **Critical Thinking and Problem Solving:** Learners identify community challenges and explain how cell leaders help solve them. • **Cooperation, Interpersonal Management and Life Skills:** Learners work with others and support community activities led by cell leaders.				
Basic values • **Patriotism:** Learners appreciate and support local leaders in promoting national development and unity. • **Respect for Others and Human Rights:** Learners respect cell leaders, community members, and the rights of everyone. • **Peace and Tolerance:** Learners work with cell leaders to promote peaceful coexistence and resolve conflicts amicably. • **Dignity and Integrity:** Learners demonstrate honesty, fairness, and respect when interacting with leaders and community members.				

Cross cutting issues:

- Peace and values education: The teacher addresses this cross-cutting issue by emphasizing the importance of cooperation and harmony among members of an extended family. Pupils are taught that peaceful family life depends on each member respecting others' roles, fulfilling their responsibilities, and avoiding behaviors that may inconvenience or harm others, for example, neglecting personal hygiene or refusing to help with shared tasks. The teacher also promotes values such as respect, tolerance, and empathy within family life.
- Gender: The teacher addresses gender by helping pupils understand that both males and females have equal roles and responsibilities within the extended family. Pupils are encouraged to recognize that duties such as cooking, cleaning, or farming are not limited to a specific gender. Through group discussions and real-life examples, the teacher challenges gender stereotypes and fosters collaborative and respectful relationships between boys and girls.

Assessment criteria: Ability to identify their cell organization and locate their cell and neighbouring cells.

Materials: Pictures and photos showing the responsibilities of pupils, features of a village and a cell.

TOPIC AREA: Social well being	SUB-TOPIC AREA	
P2 SOCIAL STUDIES	UNIT 3: Relationships and good behaviours	No. of periods: 4
Key Unit competence: Adopt integrity and being careful in everyday life.		

Learning Objectives				Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
– Name the children's rights – State the actions that instill peace – Find out good behaviours	– Explain the importance of respecting children's rights. – Explain different ways of violating children's rights and ways of avoiding it. – Explain different ways of adopting good behaviours at school and at home.	Adopt integrity (self- respect and respect for others), unity and the prevention of violence against children. Advocate for children's rights Show good behaviours at school and at home.	**Children's rights** – Preventing the abuse of children's rights. **Good behaviours** – Good behaviours and values in class, at home, and at school (such as respecting classroom rules and regulations) **"Dangers of not living in Harmony"** – Using the story *"Remember and Unite"* - "Sangwa's story in the 1994 genocide against the Tutsi"; pupils lean about the dangers of not living in harmony.	Perform a play showing ways of respecting different children's rights. Discuss in groups the different forms of violence against children and ways to prevent them Perform actions showing good behaviours and values towards their classmates, relatives and neighbours. Learners discuss with the teacher what they have understood in the story Guided by the story " Remember and Unite" Learners discuss what they know about the 1994 genocide against the Tutsi.

	– Identify examples of good behaviours	– Respect school leaders, rules and regulations – Live in harmony with others.	– Pupils must learn to avoid lies about their friends, Pupils must understand that discriminating against other children is bad. – They must understand that everyone is valuable and important in the community. They must understand that the 1994 genocide against the Tutsi is one of the dangers of not living in harmony that caused r a million people to die. – Pupils learn that telling the truth, ,loving your neighbours and sharing ideas to living in peace . – Guided by the story pupils understand that discrimination cannot lead to peace.	Learners understand that it is Bad to lie about their friends and neighbours because it creates bad behaviour . Pupils learn that any form of discrimination is bad and it should exist in their classroom. Pupils understand that it is a good thing to live in peace. When there s peace, children can create more friends and play together happily

Links to other subjects: *Vocabulary related to relationships and good behaviour Religious Education, Civics.*

Generic competencies

- **Communication:** Learners express their ideas respectfully and listen to others to promote harmonious relationships.

- **Cooperation, Interpersonal Management and Life Skills:** Learners work together, resolve conflicts peacefully, and support one another.
- **Lifelong learning:** Learners continuously develop positive behaviors by learning, practicing, and applying values of respect, cooperation, and peaceful coexistence in their daily lives.

Basic values

- **Dignity and Integrity:** Learners practice honesty, fairness, and accountability by following the example of good leadership.
- **Peace and Tolerance:** Learners cooperate with school leaders to promote peaceful relationships and resolve conflicts respectfully.
- **Patriotism:** Learners support school leadership and participate actively in activities that promote school development and unity.

Cross cutting issues:

- **Peace and values education:** The teacher should emphasize the importance of respecting others regardless of differences in opinions, culture, or background. Pupils must understand that peace begins with individuals practicing self-control and peaceful conflict resolution in their homes, schools, and communities. Additionally, the teacher should promote core values such as honesty, empathy, and cooperation, helping pupils internalize moral principles that support harmonious relationships with others.
- **Gender:** This lesson provides an opportunity to address Gender as a cross-cutting issue by showing that both boys and girls have equal rights and responsibilities in promoting harmony and good behavior. The teacher should challenge gender stereotypes by encouraging shared roles and mutual respect in group tasks, classroom duties, and community participation.
- **Inclusive Education:** This is addressed in this lesson by emphasizing that living in harmony means accepting and supporting everyone, including those with disabilities or from different backgrounds. The teacher should ensure that all pupils actively participate

Assessment criteria: *Ability to adopt integrity and being careful in everyday life.*

Materials: *Pictures showing relationships and good behaviour of different people.*

TOPIC AREA: Social well-being	SUB-TOPIC AREA	
P2 SOCIAL STUDIES	UNIT 4: Economy	No. of periods: 14

Key Unit competence: Adopt the culture of not misusing resources in everyday life.

Learning Objectives				Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
List human basic needs State human Non-basic needs Show the importance of money Name some dangers of misusing money. Name some examples of public assets found in the cell	Recognise the human basic needs Identify the human Non-basic needs Explain proper ways of using money Say what can happen when money is not used well.	Promote the culture of giving priority to basic needs Use money properly and save it wisely. Show care in using money wisely	– Basic needs – Non-basic needs **Money** – Importance of money in the family – Proper ways of managing money – Dangers of misusing money	Observe carefully pictures and identify the basic needs shown in the pictures. Observe carefully pictures and identify the Non-basic needs shown in the pictures. Work in groups to show the importance of money in the family, dangers of lacking money and the ways it can be used. Afterwards, present your findings to the class

State the importance of public assets in the community. Identify ways of caring for public assets	Identify the main public assets in his or her village and cell. Explain the importance of public assets in the community. Show how to care for public assets	Properly manage the home and school property. Show respect for public assets Appreciate the importance of caring for public assets by using them well.	**Public assets** – Meaning and Examples of public assets – Importance of public assets – Ways of caring for public assets	Carry out a field trip so as to visit some public assets in a village and cell. Thereafter, pupils discuss and summarize what they have seen. Discuss in groups the importance of public assets and share the findings to their classmates.

Links to other subjects: Vocabulary related to basic needs Economy.

Generic competencies

- **Critical Thinking and Problem Solving:** Learners identify economic activities and suggest ways to use resources wisely.
- **Communication:** Learners discuss the importance of saving, production, trade, and responsible use of resources.
- **Research and Information Literacy:** Learners collect information about economic activities in their home and community.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together in economic activities and make responsible financial decisions.

Basic values

- **Dignity and Integrity:** Learners practice honesty and fairness in earning, buying, selling, and using resources.
- **Patriotism:** Learners appreciate local production and contribute to the country's economic development.
- **Commitment and Resilience:** Learners work hard, persevere, and overcome challenges to improve their economic well-being

Cross cutting issues:

- **Environment and Sustainability Education:** This lesson is directly linked to Environment and Sustainability. The teacher should emphasize that wasting resources such as water, food, electricity, and materials contributes to environmental degradation. Pupils should understand that every resource comes from nature and that careless use leads to pollution, deforestation, and loss of biodiversity. Secondly, the teacher should stress the importance of sustainable practices, such as reusing materials, proper waste disposal, and conserving energy. These actions help protect the environment and ensure resources are available for future generations.
- **Financial Education:** The teacher can address Financial Education by helping pupils understand that wasting resources also means wasting money. For example, leaving lights on unnecessarily or overusing water increases household expenses. Pupils should be encouraged to recognize that managing resources wisely leads to saving and better financial planning. Secondly, the teacher should highlight the value of budgeting and prioritizing needs over wants, teaching pupils to avoid impulsive buying and to use money thoughtfully and responsibly in daily life.

Assessment criteria: Ability to adopt the culture of not wasting the resources in everyday life.

Materials: Pictures showing some of the basic needs.

TOPIC AREA: Geography		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		**UNIT 5: Environment**		**No. of periods: 6**
Key Unit competence: Identify your location, the location of others and take care of the environment.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Show the location of the components of the school environment. Give the importance of managing the environment at home. Give the ways of caring for the school environment State the dangers of not caring for the environment	Identify the location of the components of the school environment. Explain why it is important to take care of the home environment. Describe the ways of caring for the school environment.	Appreciates the components of the school environment. Exhibit the culture of managing the environment	1. Directions 2. The importance of managing the environment at home 3. Ways of caring for the school environment 4. Dangers of not caring for the environment	Pupils mention the components of the environment that they see on the way to school and around the school, they indicate where they are located. Then after, they tell others where everything is located. Discuss in groups the importance of managing the environment at home and share the findings with the classmates.

	Explain the dangers of not caring for the environment	Develop a sense of responsibility and respect towards the school environment. Show care for the environment.		Carry out a field trip to different places where features management and handling have succeeded. Discuss in groups the Dangers of not caring for the environment and share the findings with the classmates

Links to other subjects: *Vocabulary related to environment, Maths subject.*

Generic competencies:

- **Peace and Values Education:** The teacher should emphasize that peaceful cooperation is key to successful environmental management. When pupils work together respectfully, whether in group activities or community clean-ups, they build harmony and shared purpose. The second important point is the promotion of values such as responsibility, empathy, and care for both people and nature. By helping pupils value the environment and the well-being of others, the teacher strengthens positive character traits and a peaceful mindset that extends beyond the classroom.
- **Environment and sustainability education:** The teacher should first emphasize the importance of individual responsibility in managing and protecting the environment. Pupils need to understand that environmental care starts with personal habits like avoiding littering, saving water, and planting trees. Second, the teacher should emphasize community collaboration, how pupils can work with others to solve environmental problems through clean-up campaigns, proper waste management, and protecting local natural resources. This develops both self-direction and leadership in sustainable environmental action.

Basic values

- **Respect for Others and Human Rights:** Learners maintain a clean and safe environment that supports the health and well-being of everyone.
- **National and Cultural Identity:** Learners appreciate and practice cultural values that promote environmental conservation.
- **Self-reliance:** Learners take initiative in protecting the environment through activities such as tree planting and waste management.

Cross cutting issues:

- **Peace and Values Education:** The teacher should emphasize that peaceful cooperation is key to successful environmental management. When pupils work together respectfully, whether in group activities or community clean-ups, they build harmony and shared purpose. The second important point is the promotion of values such as responsibility, empathy, and care for both people and nature. By helping pupils value the environment and the well-being of others, the teacher strengthens positive character traits and a peaceful mindset that extends beyond the classroom.
- **Environment and sustainability education:** The teacher should first emphasize the importance of individual responsibility in managing and protecting the environment. Pupils need to understand that environmental care starts with personal habits like avoiding littering, saving water, and planting trees. Second, the teacher should emphasize community collaboration, how pupils can work with others to solve environmental problems through clean-up campaigns, proper waste management, and protecting local natural resources. This develops both self-direction and leadership in sustainable environmental action.

Assessment criteria: *Ability to* identify their location, the location of others and take care of the environment

Materials: *Pictures showing different environment things and places.*

TOPIC AREA: Geography			SUB-TOPIC AREA	
P2 SOCIAL STUDIES		**UNIT 6: Transport and communication**		**No. of periods: 8**
Key Unit competence: Differentiate types of transport and communication and their importance.				
Learning objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Find out different types and means of transport List different means of communication	Explain the importance of transport Explain the importance of communication	Exhibit the culture of protecting transport infrastructure (roads, bridges) Exhibit the culture of using properly the means of communication	**Transport** – Types and means of transport – Importance of transport **Communication** – Means of communication – Importance of communication	Discuss in groups the different types of transport. Thereafter, tell others the findings. Carry out a field trip to a place where transport activities are carried out: a lake, a market, a taxi park, an airport... In so doing, they visit different activities that are carried out in these places. Thereafter, they talk about means of transport observed.

				Discuss in groups the means of communication and its importance. Thereafter, share the findings. Learners looks at pictures of communications tools (radio, telephone, letter, TV, etc). Each group names one tool and says how we use it. (E.g, "we use a phone to call").

Links to other subjects: *Vocabulary related to transport and communication, Geography and ICT.*

Generic competencies

- **Communication:** Learners explain the importance of transport and communication in connecting people, goods, and places.
- **Critical Thinking and Problem Solving:** Learners identify challenges in transport and communication and suggest appropriate solutions.
- **Research and Information Literacy:** Learners gather and use information about different means of transport and communication.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work together and use transport and communication services safely and responsibility.

Basic values

- **Patriotism:** Learners appreciate and protect transport and communication infrastructure as resources for national development.
- **Responsibility:** Learners use transport and communication services safely and responsibly.
- **Peace and Tolerance:** Learners show patience, respect, and courtesy while using transport and communication facilities.
- **Respect for Others and Human Rights:** Learners respect the rights and safety of other road users and communication users.
- **Dignity and Integrity:** Learners demonstrate honesty, discipline, and respect when using transport and communication services.

Cross cutting issues:

- **Peace and Values Education:** The teacher can include Peace and Values Education by teaching pupils to use transport and communication in a respectful and responsible way. The teacher should explain that people need to live peacefully together when using roads or public transport. This includes following traffic rules, not fighting, and being kind to others. In communication, pupils should learn to use phones and other tools politely and not to send hurtful messages. Through class discussions pupils understand that peace and respect are important when they travel or talk to others.
- **Standardization culture:** This cross-cutting issue is taught by showing pupils why it is good to use safe and approved transport and communication. The teacher explains that standards help to keep cars, roads, and phones safe and good quality. For example, a bicycle with good brakes, a bus with a safety paper, or a phone with real parts all show good standards. Pupils should also learn to look at road signs and know they help people stay safe. The teacher talks about the RSB mark from Rwanda Standards Board, which shows the product is safe to use and of good quality.

- **Gender:** The lesson on transport and communication provides an opportunity to challenge gender stereotypes. The teacher should emphasize that both boys and girls can equally participate in using and even operating different types of transport, such as riding bicycles, learning to drive, or working in transport-related jobs. Likewise, pupils should be made aware that both males and females can use and manage communication tools responsibly. Group discussions and classroom activities should ensure equal participation and leadership roles for all genders, helping pupils value gender equality in everyday experiences related to transport and communication.
- **Financial Education:** Financial Education can be linked to the lesson by showing how individuals and families can make cost-effective choices in transport and communication. The teacher should guide pupils to compare the cost of different types of transport (e.g., walking vs. motorcycle or bus) and encourage saving by choosing affordable and necessary options. In communication, pupils can discuss responsible phone use, such as avoiding wasting airtime or internet bundles.

Assessment criteria: *Ability to* differentiate types of transport and communication and their importance..

Materials: *traffic road signs, pictures showing the users of the road, communication materials(telephone, envelops, papers.)*

TOPIC AREA: History		SUB-TOPIC AREA:		
P2 SOCIAL STUDIES	**Unit 7: Main historical events at home and at school**			**N°. of periods: 2**
Key Unit competence: Identify the main events in the history of the home and school.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Identify the home and school main historical events	Explain the home and school main historical events	Exhibit the culture of remembering Historical events Appreciate someone's background.	History Main historical events at home Main historical events at school	Learners work in groups to find important historical events at home and at school. They present the findings to the class. Each group shares, and classmates add similar events.
Links to other subjects: *Vocabulary related to main historical events at home and at school, History.*				

Generic competencies:

- Critical Thinking and Problem Solving: Learners analyze the causes and effects of the historical event, compare different viewpoints, interpret historical evidence, and suggest lessons that can solve present-day problems.
- Research Skills: Learners gather information from textbooks, archives, the internet, interviews, maps, photographs, or other historical sources and organize their findings.
- **Communication:** Learners discuss historical events, participate in debates, present reports, tell historical stories, and write summaries or essays.
- **Cooperation, Interpersonal Management and Life Skills:** Learners work in groups to investigate historical events, share responsibilities, respect different opinions, and make joint presentations.

Basic values:

- **Dignity and integrity:** Encourage learners to report family historical information honestly without adding or changing facts.
- **Patriotism:** Help learners relate their family's history to the history of their community and country, fostering appreciation for national heritage.
- **Peace and Unity:** Discuss how families overcome conflicts, cooperate, and live together harmoniously, emphasizing peaceful relationships.

Cross cutting issues:

- **Genocide studies:** The teacher links this cross-cutting issue to the lesson by helping pupils understand how history can teach us to avoid hate and division. When talking about past events at home or school, the teacher should emphasize how unity and togetherness helped families and communities during difficult times, including during or after the 1994 Genocide against the Tutsi. Pupils should understand the dangers of discrimination and be encouraged to promote peace and support for one another. Remembering history also helps pupils value peace and the role of community leaders in building reconciliation.
- **Peace and values Education:** This cross-cutting issue is addressed by helping pupils see how respect, responsibility, and kindness were important in the past and are still needed today. As pupils research the history of their home and school, the teacher should help them find examples of how people worked together, solved problems peacefully, and supported each other in school or family life. The teacher should emphasize values such as honesty, cooperation, and tolerance as important for both home and school. Pupils are encouraged to practice these values in their daily life.

Assessment criteria: *Ability to* identify the main events in the history of the home and school.

Materials: *Pictures and photos showing research and remember the history of the home and school and films.*

TOPIC AREA: Holy scriptures and beliefs	Sub Topic: GOD'S REVELATION	
PRIMARY 2 Religious Education	Unit 8: The Creation of Humans	No. of periods: 8

Key Unit competence: A learner will be able to respect God and all His creatures.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and Values**		
– Define creation. – State how God created Adam and Eve. – List ways of showing respect for different people and other creatures.	– Explain why humans are special creatures of God. – Differentiate humans from other God's creatures. – Explain why we should respect people and other creatures.	– Appreciate the role of God's creatures in daily life. – Adopt a culture of protecting God's creatures. – Display a habit of self-care, caring for others.	God created the first man and woman Humans are special creations (respect for all) Protection of God's creatures	Using different resources, learners discover God's creatures, the special nature of humankind and their role in the whole creatures. In groups, show ways people should be respected and cared for according to their special needs. In groups, identify the importance and ways to self-care and care for God's creatures: animals, plants, water, river, land, forests, etc.

Assessment criteria: A learner has adopted a culture of care for self, others, and care for God's creatures in his/her surroundings.

Generic competencies

- **Critical Thinking and Problem Solving:** Learners explain the relationship between God and His creatures, analyze the importance of caring for creation, and suggest solutions to environmental problems.
- **Research Skills:** Learners collect information from religious texts, books, observations, and other reliable sources about God's creation and how it should be cared for.
- **Communication:** Learners discuss, ask and answer questions, share ideas, and present their understanding of God's creatures through oral and written activities.

Basic values:

- **Patriotism:** Learners appreciate and support local leaders in promoting national development and unity.
- **Respect for Others and Human Rights:** Learners respect cell leaders, community members, and the rights of everyone.
- **Peace and Tolerance:** Learners work with cell leaders to promote peaceful coexistence and resolve conflicts amicably.
- **Dignity and Integrity:** Learners demonstrate honesty, fairness, and respect when interacting with leaders and community members.

Cross cutting issues:

Peace and Values Education: The teacher emphasizes the need to care for ourselves, for each other, and for the animals. The teacher explains love, accepting people who are different from us (tolerance), and feeling understand other people's feelings (empathy are very important.

The environment and its sustainability: The teacher can stress the importance of all of creation. All humans are responsible for looking after the earth, the creatures in it, keeping them safe for future generations. The teacher may involve pupils in various activities that promote the culture of protecting and caring for the environment, such as planting trees, cleaning the school compound, caring for domestic animals, etc. Pupils may also be involved in art activities aiming at the promotion of the environment (songs, drawing).

Financial education: The teacher can tell the class it is important not to waste food or water as they both cost money, and we may not have enough if we are careless.

Gender equality: The teacher highlights the gender roles in a family (father, mother). God wants both the father and mother, and boys and girls to all b e treated equally and fairly.

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, the internet, articles about human rights and dignity, and the environment.

TOPIC AREA: RELIGIOUS VALUES	Sub Topic: Living in peace	
PRIMARY 2: Religious Education	Unit 9: Living in harmony	No. of periods: 7

Key Unit competence: A learner will be able to show positive values that promote living together.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and Values**		
– Define harmony. – Outline values related to living in harmony. – – Identify ways to live peac efully with others.	– Identify the importance of living in harmony. – Discuss the ways of living in harmony. – Compare zakat and charity.	– Greet people. – Live in harmony with others. – Commit to the Golden Rule and the love commandment.	When we dance, sing, play and work together, we feel happy God asks people to live in harmony – How do we practice living in harmony at home and school?	Using pictures, in groups, learners notice values that help people live in peace and happiness, including courage, cooperation, joy and kindness. With examples of the love commandment, the Golden Rule, and charity or zakat, help learners discover that feeling happy is God's desire.

		–		Through role-play, learners show how to practice living in harmony at school and at home by playing nicely with friends, using kind words, respecting parents, and making good use of time to study, work, and pray.

Assessment criteria: A learner demonstrates values that foster living in harmony within the family and society.

Generic competancies:

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify causes of conflicts at home and at school, analyze their effects, and suggest peaceful ways of promoting harmony and cooperation.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in composing songs, creating posters, performing role plays, and designing activities that promote unity, cooperation, and peaceful coexistence.
- **Research Skills:** Develop research skills by guiding learners to gather information from the Bible, parents, teachers, and community members about ways of living peacefully and harmoniously with others, and to share their findings.

Basic values

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to value themselves and others, demonstrate honesty, and behave responsibly in their interactions at home, school, and in the community.
- **Self-reliance:** Develop self-reliance by encouraging learners to take responsibility for their actions, make positive choices, and contribute actively to maintaining harmony in their daily lives.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate cultural practices that promote unity, cooperation, mutual respect, and peaceful coexistence within their communities and the nation.

Cross cutting issues:

- **Peace and Values Education:** Pupils learn the importance of peaceful coexistence, cooperation, respect for local leaders, obeying rules, and resolving community conflicts peacefully.
- **Gender:** Pupils learn that both men and women can participate equally in local leadership and decision-making.
- **Inclusive Education:** Pupils are encouraged to include and support persons with disabilities and vulnerable members of the community.
- **Genocide Studies:** Pupils learn how local government promotes unity, reconciliation, social cohesion, and prevention of genocide ideology.

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, the internet, articles about living in harmony.

TOPIC AREA: RELIGIOUS VALUES	Sub Topic: LIVING IN PEACE	
PRIMARY 2: Religious Education	Unit 10: God's Message and Peace	No. of periods: 7

Key Unit Competence: A learner will be able to understand and explain why God's message about peace is important.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain what God's message is – Define peace and fairness.	– Show the importance of peace and fairness. – Identify the role of God's message about peace.	– Promote peace and fairness in daily life. – Perform acts of peace at home and school.	Meaning of God's special message about peace Obstacles to peace Happy are those who sow peace Peace and Fairness Importance of peace and justice	In pairs, learners share experiences about people they have helped. Through brainstorming, they share what they understand by the word 'peace'; and tell what they plan to do to bring peace.

				Use flashcards and the model of the peace tree to explain the roots and effects of peace, the relationship between peace and fairness, and their importance of peace. Emphasize that, like a tree, peace grows".

Assessment criteria: A learner has adopted a culture of peace and fairness in daily life.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Learners analyze the causes of conflict and lack of peace in families, schools, and communities. They evaluate different situations and propose peaceful, fair, and practical solutions guided by God's message.
- **Creativity and Innovation:** Learners demonstrate creativity by designing peace posters, composing songs or poems, performing role plays, and creating other activities that promote peace, forgiveness, reconciliation, and fairness.
- **Research Skills:** Learners collect information from the Bible, teachers, parents, community members, and other reliable sources to understand God's message about peace and fairness. They organize and present their findings using appropriate methods.

Basic values

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to value every person as created in God's image and to practice honesty, truthfulness, and moral responsibility in their daily lives.
- **Self-reliance:** Develop self-reliance by encouraging learners to make responsible decisions, resolve conflicts peacefully, and take personal responsibility for promoting peace in their families, schools, and communities.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate Rwandan values of unity, reconciliation, and peaceful coexistence while respecting cultural diversity.
- **Peace and Tolerance:** Develop peace and tolerance by encouraging learners to practice forgiveness, respect for different opinions, peaceful conflict resolution, and harmonious living according to God's teachings.

Cross cutting issues:

Peace and Values Education: The teacher addresses this cross-cutting issue by emphasizing that peace is the main message of God to His people. The unit also develops the values of kindness and resilience

Links to other Subjects: Social studies

Resources: Sacred texts, textbooks, the internet, and articles about peace and justice.

6.3. P3 SOCIAL STUDIES

6.3.1 SYLLABUS UNITS FOR GRADE THREE

6.3.2 General competences of the subject at the end of Grade 3:

- Understand the administrative structure of a sector;
- Adopt the culture of peace and respect of human rights in his or her home;
- Adopt good behaviours everywhere;
- Strive for the family well-being;
- Understand the economy of his or her sector;
- Acquire knowledge in Citizenship, Geography and History.
- Respect and care for all creatures in his/her environment.
- Adopt a culture of doing good and asking for forgiveness.
- State the meaning of peace and the importance of living in a fair society.

TOPIC AREA: Family structure		SUB-TOPIC AREA		
P3 SOCIAL STUDIES	**UNIT 1: An extended family**			**No. of periods: 4**
Key Unit competence: Demonstrate the importance of fulfilling duties in the extended family and the dangers of not doing it.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Identify duties of each member in an extended family Mention the effects of failing to fulfill duties in an extended family List different ways of managing extended family assets	**Explain the importance of fulfilling duties in an extended family.** Explain the effects of failing to fulfill duties in an extended family Explain the proper management of family assets	Demonstrate commitment and cooperation in carrying out duties within the extended family. Show commitment to fulfilling duties in the extended family to avoid negative effects	Duties of an extended family members Effects of failing to fulfil duties in an extended family Proper management of family assets – The assets of an extended family (Movable and Immovable asset) – The importance of assets in an extended family.	In groups, discuss duties of each member in an extended family. Thereafter make presentation to the whole class. Work in groups to find the dangers of not fulfilling duties in an extended family. Then share the findings with the classmates.

	Importance of different kinds of the extended family assets and ways of managing them.	Exhibit the culture of managing the family property and being satisfied with it.		In groups, discuss different ways of managing extended family assets and their importance. Afterwards, present your findings to the whole class.

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to examine the duties of members of an extended family, identify the effects of failing to fulfill these duties, and suggest appropriate ways of managing family responsibilities and assets.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in role plays, posters, drawings, songs, and other activities that promote responsible family relationships and proper management of family assets.
- **Research Skills:** Develop research skills by guiding learners to gather information from parents, elders, teachers, and other reliable sources about the roles of extended family members and good practices in managing family assets, then present their findings.

Basic values:

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to act honestly, responsibly, and respectfully while fulfilling their duties and managing family assets.
- **Self-reliance:** Develop self-reliance by encouraging learners to take responsibility for their roles, care for family property, and contribute positively to the well-being of the family.

- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate the role of the extended family in preserving cultural values, traditions, and social responsibility.

Cross cutting issues:

- **Peace education and values:** The teacher will help learners address this issue by showing how members of both nuclear and extended families depend on each other. For a harmonious life, everyone must fulfil their duties and responsibilities. Likewise, the teacher guides learners to live peacefully in all situations, especially by avoiding inconveniencing others.
- **Gender:** The teacher will help learners understand the interdependence between genders. Men and women have equal rights, opportunities, and responsibilities in families.
- **Inclusive education:** The teacher will help learners understand that all family members should be supported according to their disabilities and be able to enjoy all their rights

Links to other subjects: *Vocabulary related to the responsibilities of extended family members, English.*

Assessment criteria: *Ability to* demonstrate the importance of fulfilling duties in the extended family and the dangers of not doing it

Materials: *Pictures and photos showing the how extended family members fulfil their responsibilities.*

TOPIC AREA: Citizenship		SUB-TOPIC AREA		
P3 SOCIAL STUDIES	**UNIT 2: Our sector**			**No. of periods: 4**
Key Unit competence: Respect and ask for service the administration of the sector and protect its main infrastructure				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**		**Content**	
Find out major physical features and infrastructure located in our sector Give the sector leaders and the responsibilities of the sector	Describe the major physical features and infrastructure in our sector and their functions. Differentiate sector leaders and the responsibilities of the sector	Show respect and responsibility in caring for the physical features and infrastructure in our sector. Show respect to sector leaders Ask for support from sector leaders and encourage other people to do it	**Major physical features and infrastructure located in our sector** – Physical features of our sector – Infrastructure – Leaders of the sector and their responsibilities – Responsibilities of the sector leaders	Carry out a field trip to observe the main physical features and infrastructure near the school. Then, examine their importance and share the findings with classmates. Pupils will discuss in groups to identify the sector leaders and the responsibilities of sector. Then, present their findings to the whole class.

Links to other subjects: *Geography*

Generic competencies

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify the major physical features and infrastructure in their sector, analyze their importance, and suggest ways of protecting and improving community resources and services.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in drawing maps, designing models, preparing posters, and creating presentations that illustrate the physical features, infrastructure, and leadership structure of their sector.
- **Research Skills:** Develop research skills by guiding learners to collect information from community leaders, local residents, observations, and other reliable sources about the physical features, infrastructure, and responsibilities of sector leaders, and present their findings.

Basic values

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to demonstrate honesty, responsibility, and respect when interacting with community members and using public infrastructure.
- **Self-reliance:** Develop self-reliance by encouraging learners to take initiative in protecting community infrastructure and participating actively in activities that improve their sector.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate the physical features, infrastructure, and local leadership that contribute to the development and identity of their community and the nation.

Cross cutting issues:

- Environment and sustainability: The teacher will help pupils address this issue through activities focused on the proper management of major physical features and infrastructure in their sector. They should develop the habit of protecting the environment, cleaning the school compound and classrooms, and handling learning and teaching materials with care.
- **Peace and values education:** The teacher will guide pupils to work peacefully with others without causing inconve nience. This will be addressed by showing how members of the sector depend on one another. People should live harmoniously, supporting and helping each other.
- **Inclusive education:** The teacher will help pupils understand that everyone can participate in leadership without limitations.

Assessment criteria: *Ability to* respect and ask for service the administration of the sector and protect its main infrastructure

Materials: *District map, sector map, pictures showing the main infrastructure located in the sector.*

TOPIC AREA: Social well-being		SUB-TOPIC AREA		
P3 SOCIAL STUDIES	**UNIT 3: Hygiene**			**N°. of periods: 9**
Key Unit competence: Describe how personal, school and home hygiene is done and explain measures to prevent the dangers of poor hygiene.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Identify different ways of maintaining hygiene at school and at home. Identify the importance of maintaining hygiene Identify the dangers of poor hygiene	Explain the importance of hygiene and how to maintain it at home and at school Explain the effects of good hygiene and effects of poor hygiene	Develop a culture of maintaining hygiene at home and at school. Develop positive habits that promote hygiene in the home and at school	Hygiene of school and home. – Hygiene of classrooms and school – Hygiene of home The importance of good hygiene and dangers of poor hygiene Hygiene of private parts	Pupils will discuss in small groups ways of maintaining hygiene at school and home. Then share their findings with the classmates. In groups, discuss the importance of good hygiene at home and at school, as well as the dangers of poor hygiene in these places.

Identify the ways of keeping our private parts clean and healthy. Give the health benefits of proper hygiene of the private parts. State the dangers of poor hygiene of private parts	Explain the ways of maintaining the hygiene of private parts Show the importance of proper hygiene of private parts Explain the dangers of poor hygiene of private parts	Develop good habits of caring for private parts to protect health and dignity. Exhibit good health practices. Demonstrate commitment to good health by avoiding poor hygiene of the private parts	Importance of proper hygiene of private parts. Dangers of poor hygiene of the private parts.	Thereafter share the findings with the classmates. Discuss in groups the ways of maintaining the hygiene of private parts. Thereafter share the findings with the classmates. In groups, discuss the importance of proper hygiene of private parts. Thereafter share the findings with the classmates. In groups, pupils will discuss the dangers of poor hygiene of the private parts. Then, share their findings with classmates.
Links to other subjects: *Science and Elementary Technology.*				

Generic competencies

- Critical Thinking and Problem-Solving Skills: Develop critical thinking and problem-solving skills by encouraging learners to identify good and poor hygiene practices, analyze their effects on health, and propose appropriate ways of maintaining personal and environmental hygiene.
- Creativity and Innovation: Develop creativity and innovation by engaging learners in designing hygiene posters, composing songs, creating role plays, and developing awareness messages that promote good hygiene practices at home and at school.
- Research Skills: Develop research skills by guiding learners to collect information from teachers, parents, health workers, and other reliable sources about personal hygiene, hygiene of the private parts, and disease prevention, then present their findings.

Basic values

- Dignity and Integrity: Develop dignity and integrity by encouraging learners to maintain personal cleanliness, respect their bodies, and practice responsible hygiene habits that promote health and self-respect.
- Self-reliance: Develop self-reliance by encouraging learners to take personal responsibility for maintaining good hygiene at home and at school without constant supervision.
- National and Cultural Identity: Develop national and cultural identity by helping learners appreciate hygiene practices that promote healthy living and contribute to the well-being of families and the community.

Cross cutting issues:

- **Peace and Values Education:** The teacher will help pupils address this issue through activities focused on the proper. This cross-cutting issue will be addressed by demonstrating the importance of interdependence and promoting habits of hygiene that prevent inconvenience to others. In the same way, the teacher will guide learners to remain peaceful in all situations, particularly by avoiding actions that may disturb or inconvenience others.
- **Standardization Culture:** This cross-cutting issue will be addressed by fostering a culture of high standards among pupils. The teacher will promote positive habits such as drinking safe water, eating safe food, washing clothes regularly, and maintaining personal hygiene.

Assessment criteria: *Ability to adopt personal, school and home hygiene.*

Materials: *Different hygiene materials, pictures showing hygiene activities and pictures showing infectious diseases.*

TOPIC AREA: Social well-being			SUB-TOPIC AREA	
P3 SOCIAL STUDIES	**UNIT 4: Relationships and good behaviours**			**No. of periods: 6**
Key Unit competence: Adopt the culture of self-respect and respect for humanity				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
List the basic human rights. Name good behaviours a child should adopt wherever he or she is. List examples of people who have demonstrated such behaviours and values.	Explain ways of respecting basic human rights. Explain different ways of showing proper behavior and values that a child should adopt wherever he or she is.	**Show respect for human rights** by treating others fairly and kindly. Show respect, be honest, accept others, take care of people and their things, live in harmony with others, and know when to correct yourself.	**Basic human rights** – Basic human rights (in any place and in any state he or she is) **Good behaviours and values.** – Good behaviours of children at different times and in different places (parties, meetings, public places…) – Examples of people (heroes and Abarinzi b'Igihango (Protectors of friendship pact) who have demonstrated good values in Rwandan society.	Role-play in groups games that show different ways of respecting basic rights, and let classmates share the lessons they learned from these games. In groups, pupils will discuss examples of people who have demonstrated good behaviour and values in their local area and in Rwandan society in general. Then, share their findingswith the whole class.

Identify key values that are important in Rwandan society.	Discuss examples of people who have demonstrated good values in the community	Show respect, honesty, and cooperation when interacting with others in different settings.	**Values in society** – Using the story" Genocide should never happen again; a story about Kanyoni's family in the 1994 genocide against the Tutsi ; pupils learn and understand the dangers of not having Values in the society. – Pupils must learn that having values is very important to maintain peace at school and at home. – Pupils understand that having Values in their communities promotes trust, friendship and fairness in the community – Pupils understand that the 1994 genocide against the Tutsi in which Kanyoni's family died is an example of not having values in the society.	– In groups, pupils will discuss important values people should have within their local community. Afterwards, share their findings with their classmates. – In groups children discuss what they learnt from the story. – Pupils identify the bad values and good values they learn from the story. – They also learn that its only the good values that will bring peace which is why the should always maintain good values at school and at home
Links to other subjects: *Vocabulary related to relationships and good behaviours, Civics.*				

Generic competencies

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify basic human rights, analyze situations where rights and values are respected or violated, and propose appropriate ways of promoting responsible behaviour and peaceful coexistence.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in creating posters, songs, role plays, stories, and other awareness activities that promote human rights, good behaviour, and positive values in society.
- **Research Skills:** Develop research skills by guiding learners to collect information from the Constitution, teachers, parents, community members, and other reliable sources about human rights, good behaviours, and societal values, and present their findings.

Basic values

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to respect themselves and others, demonstrate honesty, and uphold moral principles in their daily interactions.
- **Self-reliance:** Develop self-reliance by encouraging learners to make responsible decisions, practice self-discipline, and demonstrate positive behaviour without relying on constant supervision.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate the values, traditions, and principles that promote unity, responsible citizenship, and social cohesion.

Cross cutting issues:

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdepen dence of family members of nuclear and extended family. For harmonious living, they have to accomplish duties ad responsibilities assigned. In the same line, the teachers helps learners to be peaceful in all situations more especially avoiding inconveniencing others through ill habits of not washing herself or of not washing one's clothes.
- **Comprehensive Sexuality Education:** In this unit, Comprehensive Sexuality Education will be addressed by focusing on age appropriate lessons that teach kindness, respect, empathy, human rights and peaceful conflict resolution. The teacher will promote harmony and cooperation among pupils.
- **Genocide studies:** In this unit, genocide studies should be introduced in a developmentally appropriate way. The focus should be on building values, attitudes, and behaviours that prevent discrimination, hatred, and conflict. The emphasis should be on peacebuilding, respect, empathy, and inclusion

Assessment criteria: *Ability to* adopt the culture of self-respect and respect for humanity

Materials: *Pictures showing good behaviours, films and videos.*

TOPIC AREA: Social well-being		SUB-TOPIC AREA		
P3 SOCIAL STUDIES	**UNIT 5: Economy**			**No. of periods: 4**
Key Unit competence: Adopt the culture of saving and avoiding overspending.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
List different sources of money and how it is spent Identify different ways people can save money	Explain sources of money and proper ways of using money. Explain different ways of saving, the importance and dangers of not saving.	Adopt a culture of saving, avoid overspending, and use money wisely. Promote a culture of saving money by encouraging friends and family to avoid wasteful spending.	**Sources and proper use of money** **Ways of saving** – Ways of saving. – Importance of saving – Dangers of not saving	In groups, pupils will identify various sources of money and demonstrate proper ways of using it, then share their findings with the whole class through short presentations. Pupils will discuss in groups the different ways of saving money, the importance of saving, and the dangers of not saving. Afterwards, present their findings to the whole class.

Links to other subjects: *Mathematics.*

Generic competencies

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify different sources of money, distinguish between needs and wants, analyze spending choices, and propose appropriate ways of using and saving money responsibly.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in designing savings plans, creating posters, role plays, songs, or awareness messages that promote responsible use of money and the importance of saving.
- **Research Skills:** Develop research skills by guiding learners to gather information from parents, teachers, financial institutions, and other reliable sources about earning, using, and saving money, and present their findings.
- **Communication in Official Languages**

Basic values

Self-reliance: Develop self-reliance by encouraging learners to develop responsible financial habits, make wise spending decisions, and cultivate the habit of saving for future needs.

National and Cultural Identity: Develop national and cultural identity by helping learners appreciate the importance of responsible use of resources and financial practices that contribute to family and national development.

Peace and Tolerance: Develop peace and tolerance by encouraging learners to use money responsibly, avoid conflicts related to financial matters, and promote cooperation and harmony when sharing resources.

Cross cutting issues:

- **Financial Education:** In this unit, the teacher will help pupils acquire basic financial management skills through simple home and school practices. These include switching off lights at night, turning off taps when not in use, and keeping themselves and their clothes clean to avoid unnecessary expenses. Through the use of stories and role-playing activities, the teacher will also guide pupils in developing the habit of saving money and using it wisely.
- **Peace and values education:** In this unit, the pupils will be taught to be honest and responsible with money, and avoid bad habits like stealing or cheating. Role-play and stories can help pupils understand the importance of saving, being content, and respecting others' financial situations.
- The teacher can also help pupils develop empathy, sharing, and solving problems peacefully. Activities like classroom markets or budgeting games can teach teamwork, fairness, and good communication. In this way, learners see that using money wisely is not just a personal skill but also helps build a peaceful and caring community.

Assessment criteria: *Ability to* adopt the culture of saving and avoiding overspending

Materials: *Pictures showing the different sources of money, films and videos.*

TOPIC AREA: Geography			SUB-TOPIC AREA	
P3 SOCIAL STUDIES		**UNIT 6: Environment in the sector**		**No. of periods: 6**
Key Unit competence: Identify and locate features in the environment in the sector.				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
List directions used to locate places and things List the types of environments, ways of protecting it, and the dangers of not caring for the environment in the sector.	to explain where people and things are located. Explain the proper ways of protecting the environment in the sector, its importance, and the dangers of not doing so use directions	Develop a positive attitude towards helping and being helped when using directions.	**Direction: Four important directions** – The four cardinal directions – Main places in our sector (schools, hospitals, health centres, genocide memorial sites...) and services provided.	In groups, pupils will discuss the main features found in the sector and locate them using compass directions. Afterwards, present their findings to the whole class.

		Develop a sense of responsibility and care for preserving the environment/ Show respect and commitment to protecting natural surroundings.	**Types of environments, environmental protection, and effects of poor environ mental management** – Different types of environments – Importance of environment – Protecting and saving the environment – Dangers of not protecting our environment.	Pupils will carry out a field trip to visit different places where environmental protection projects have succeeded (such as radical terraces, well-maintained gardens, etc.), as well as other areas where the environment is damaged. Afterwards, share their field observations and suggest appropriate measures to protect the environment with the whole class.

Find out how many pupils are in your school, the number of workers and their roles. Identify the locations of settlements within the sector	Explain why it is important to know the number of pupils in a school Explain the locations of settlements within the sector	Appreciate people's diversity and show respect for everyone in the school and community.	**Population in our sector** – Number of pupils in our school. – Number of workers in our school and their jobs. **Population in the village where the school is located**	Pupils will go outside the school and observe settlement in the village where the school is located. Discuss where people preferred to live. Thereafter, share what they have seen to the whole class.

Links to other subjects: *Geography.*

Generic competencies:

- **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.
- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.
- **Lifelong learning:** Learners cultivate curiosity and adaptability by linking classroom knowledge to real life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

Basic values

- **Self-Reliance:** Taking responsibility for one's learning, decisions, and wellbeing through initiative, confidence, and independent action. It involves solving problems, managing resources effectively, and making informed choices.
- **National and Cultural Identity:** Appreciating and promoting Rwanda's heritage, values, language, traditions, and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions, and commitment to unity and social cohesion.
- **Peace and Tolerance:** Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence

Cross cutting issues:

- **Environment and sustainability:** In this unit, the teacher can help pupils protect the environment by doing simple things like cleaning, planting trees, and throwing away trash properly. They can learn how bad care of the environment causes problems like pollution and sickness. They can talk about how to take care of the home compound and the infrastructure in their sector, such as roads, school buildings, and public spaces, by keeping them clean, avoiding littering, and reporting damage or misuse.
- **Inclusive education:** The teacher should ensure that all pupils are actively involved in class and group activities, with tasks adapted where necessary. Learners with special needs can be given roles they can manage, such as drawing posters or sorting waste

Assessment criteria: *Ability to* dentify and locate features in the environment in the sector.

Materials: *Different maps of the sector, videos and pictures.*

TOPIC AREA: Geography			SUB-TOPIC AREA	
P3 SOCIAL STUDIES		**UNIT 7: Transport and communication**		**No. of periods: 7**
Key Unit competence: Identify and locate main infrastructure in the sector..				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
Identify the different types and means of transport used by people in the sector. Identify common road traffic signs used in Rwanda. Identify common challenges facing transport in the sector.	Describe different types and means of transport used by people in the sector. Explain the road traffic signs and their importance. Describe transport challenges in the sector using local examples	Support the idea of keeping transport areas (roads, paths) clean and safe. Show respect for road traffic signs and follow them to stay safe Show concern for people who face difficulties with transport in the sector	**Types and means of transport** – Types and means of transport of people and goods in the sector. – Road traffic signs. – The importance of the road traffic signs. – Challenges facing transport in the sector.	Work in groups to observe different pictures showing types of transport and ways of moving people and goods in the sector. Identify and name each one. Then, present your findings to the whole class.

Identify different types and means of communication used in the sector	Classify different types and means of communication used in the sector.	Show responsibility in using communication means ethically and effectively within the sector.	– **Proper ways of using communication in our sector**. – Types and means of communication – Proper ways of using communication – Effects of using communication wrongly.	Work in small groups to observe and sort flashcards of different road traffic signs. Discuss the meaning of each sign and explain the correct behaviour when encountering it (e.g., stopping, slowing down, or crossing safely). Then, each group will present one traffic sign to the class and share what they have learned. Pupils will work in small groups to discuss the challenges facing transport in the sector. Then, make short presentation of their findings to share with the classmates.

.				Walk around the school to find examples of means of communication. Each group will take note of what they see. Back in class, they will share their findings and examples that demonstrate proper or improper use of communication.

Links to other subjects: *ICT and English.*

Generic competencies:

- Critical Thinking and Problem-Solving Skills: Develop critical thinking and problem-solving skills by encouraging learners to identify the four main directions, analyze environmental challenges in their sector, examine the effects of poor environmental management, and propose practical solutions for environmental protection.
- Creativity and Innovation: Develop creativity and innovation by engaging learners in drawing maps, designing environmental conservation posters, creating models, songs, role plays, and awareness campaigns that promote environmental protection and responsible use of natural resources.
- Research Skills: Develop research skills by guiding learners to collect information through observation, field visits, community members, local leaders, and other reliable sources about directions, types of environment, environmental conservation, and population characteristics in their sector, then present their findings.

- Communication in Official Languages: Develop communication in official languages by encouraging learners to describe directions, explain different types of environment, discuss the importance of environmental protection, and present information about the population of their sector through oral and written activities.
- Cooperation, Interpersonal Management, and Life Skills: Develop cooperation, interpersonal management, and life skills by engaging learners in group discussions, environmental conservation activities, and community projects that promote teamwork, responsibility, leadership, respect for others, and active participation in protecting the environment.
- Lifelong Learning: Develop lifelong learning by encouraging learners to continuously practice environmental conservation, use directional skills in everyday life, appreciate the characteristics of their local community, and actively contribute to sustainable development throughout their lives.

Basic Values

- **Solidarity and Democracy:** Develop solidarity and democracy by encouraging learners to work together in environmental conservation activities, participate in community initiatives, and appreciate shared responsibility in protecting the environment.
- **Patriotism:** Develop patriotism by encouraging learners to protect Rwanda's environment, value its natural resources, and contribute actively to the sustainable development of their sector and the nation.
- **Hard Work:** Develop hard work by encouraging learners to participate actively in environmental conservation activities, maintain cleanliness, and contribute to improving their surroundings.
- **Commitment and Resilience:** Develop commitment and resilience by encouraging learners to remain dedicated to environmental protection, adopt sustainable practices, and continue caring for their surroundings despite environmental challenges

Cross cutting issues:

- Environment and sustainability: The teacher will help pupils address this cross-cutting issue by showing them that transport and communication should be friendly to environment for sustainable development. Pupils will be guided to understand the effects of air and noise pollution caused by vehicles, and the importance of maintaining roads. Pupils should learn to support transport and communication systems that protect the environment and conserve resources for future generations..
- Peace and values education: The teacher will help learners address this cross-cutting issue through demonstrating peaceful use of communication and transport means. These means should be used in manner that give peace to others. For example avoiding accidents, allowing pedestrians to cross the road, allowing road users to also use road. Furthermore, telephones also should be used in manner that is not harmful to users

Assessment criteria: *Ability to* identify and locate main infrastructure in the sector.

Materials: *traffic road signs, pictures showing different types of transport, communication materials(telephone, envelops, papers..)*

TOPIC AREA: History		SUB-TOPIC AREA:		
P3 SOCIAL STUDIES	**Unit 8: Main historical events in our sector**			**No. of periods: 4**
Key Unit competence: Explain the main historical events in the sector and place them on the timeline				
Learning Objectives				**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	
List the main historical events of the sector. Recall significant historical periods related to personal or local history.	Describe the main historical events of the school and sector. Arrange historical events in the correct chronological order on a timeline.	Show pride in their country and understand their past and future direction. Demonstrate the ability to place oneself accurately in a historical timeline	**Main historical events of the school and the sector.** – Heroes' Day – Liberation Day – Independence Day – Labour Day – Memorial of the **1994** Genocide Against the Tutsi – Harvest Day (Umuganura)	In group pupils will discuss main historical events of your sector. Prepare a short presentation and share their findings with classmates. Pupils will draw a timeline and mark their sector's main historical events on it. Then, they will share with classmates.

			Timeline – Utilization of a timeline. – Important of historical events	

Links to other subjects: *Vocabulary related to home sector main historical events, History.*

Generic competencies:

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify different types and means of transport, interpret road traffic signs, analyze challenges affecting transport in their sector, and propose appropriate solutions for safe and effective transport and communication.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in designing road safety posters, drawing traffic signs, creating models of different means of transport, and developing awareness messages that promote safe transport and responsible communication.
- **Research Skills:** Develop research skills by guiding learners to collect information from observations, community members, transport service providers, and other reliable sources about transport systems, road safety, communication services, and transport challenges in their sector, then present their findings.

Basic values:

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to use transport and communication services responsibly, demonstrate honesty, and respect traffic rules and public property.
- **Self-reliance:** Develop self-reliance by encouraging learners to make safe and responsible decisions when using different means of transport and communication.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate the role of transport and communication in promoting national unity, economic development, and social interaction.

Cross cutting issues:

- **Peace and Values Education:** The teacher will address this cross-cutting issue by helping pupils learn to live in peace despite their difficult history. Although past historical events may have been negative, young people should focus on building a better future through peace and unity, turning the lessons of history from negative to positive.
- Genocide Studies: The teacher will address this cross-cutting issue by helping pupils understand that their school commemorates the Genocide against the Tutsi, which happened in 1994. This commemoration is also observed at the national level. Pupils will be encouraged to strive to do good deeds that will be remembered positively throughout their lives, rather than bad actions

Assessment criteria: *Ability to* explain the main historical events in the sector and place them on the timeline

Materials: *Pictures and photos showing home sector main historical events and films.*

Religious Education Units for Primary Three

TOPIC AREA: Holy scriptures and beliefs	Sub Topic: God's Revelation	
PRIMARY 3: Religious Education	Unit 9: Respect for God's Creatures	No. of periods: 8

Key Unit competence: A learner will be able to respect and care for all creatures in his/her environment.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and Values**		
– Name God's creatures in the environment. – Identify the creatures created by God – Give different kinds of God's creatures	– Differentiate God's creatures from Man-made – Materials. – Explain the interdependence of God's creatures	– Participate actively in the activities of – Protecting God's creatures. – Appreciate the interdependence of God's creatures.	God's creatures and the things that human beings have made God's creatures need each other to live Protection of God's creatures Respect for God's creatures	Using images, learners distinguish God's creatures and things made by human beings. In small groups, they discuss the importance of God's creatures, their interdependence. In groups, explain ways to protect God's creatures and show respect to them.

Assessment criteria: Learners will be able to differentiate God's creatures from human-made things and show respect for all the creatures.

Generic competencies

Critical Thinking and Problem-Solving Skills: Develop critical thinking and problem-solving skills by encouraging learners to distinguish between God's creatures and human-made things, analyze the interdependence of living things, identify threats to God's creation, and propose practical ways of protecting and respecting all living creatures.

Creativity and Innovation: Develop creativity and innovation by engaging learners in drawing, modelling, composing songs, creating posters, role plays, and awareness campaigns that promote the protection and respect of God's creatures and the environment.

Research Skills: Develop research skills by guiding learners to collect information through observation, the Bible, teachers, parents, and other reliable sources about God's creatures, their importance, their interdependence, and ways of protecting them, then present their findings.

Basic values

Dignity and Integrity: Develop dignity and integrity by encouraging learners to value God's creatures, act responsibly towards living things, and demonstrate honesty and care in their actions.

Self-reliance: Develop self-reliance by encouraging learners to take personal responsibility for protecting God's creatures, caring for their surroundings, and making positive choices that support environmental conservation.

National and Cultural Identity: Develop national and cultural identity by helping learners appreciate the importance of protecting Rwanda's natural resources, biodiversity, and environment as part of the country's heritage.

Peace and Tolerance: Develop peace and tolerance by encouraging learners to live harmoniously with others and with God's creatures, showing care, patience, and respect for all forms of life.
Cross cutting issues: • **Peace and values education:** The teacher addresses this cross-cutting issue in this unit by emphasizing the necessity of caring for and protecting God's creatures. It is also good to highlight the interdependence of all God's creatures and their importance in daily life. All creation of God is good to us and should be taken care of and protected. • **Environment and sustainability:** The teacher addresses this cross-cutting issue by emphasizing the importance of all creation, such as trees, mountains, rivers, oceans, among others. They are so important to humans in daily life and their destruction can lead to negative consequences. The teacher enables pupils to promote the culture of protecting and caring for the environment in various situation such as home, school and community. Pupils perform some actions at school aimed at protecting the environment.
Links to other Subjects: Social studies
Resources: Internet, Religious books, illustrations, movies on the topic.

TOPIC AREA: Holy scriptures and beliefs	Sub Topic: Repentance and forgiveness	
PRIMARY 3: Religious Education	Unit 10: Not doing the wrong things, and asking for forgiveness	No. of periods: 7

Key Unit competence: A learner will be able to adopt a culture of doing good and asking for forgiveness.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define the meaning of wrongdoing and forgiveness. – Identify examples of wrong things and how to avoid them.	– Discuss the consequences of wrongdoing. – Discuss the ways of avoiding doing wrong things.	– Perform the act of asking for forgiveness – Adopt a culture of solving problems peacefully	Talking about "doing the wrong things" Why should we avoid doing the wrong things? How to avoid wrongdoing? Asking for forgiveness?	Using images, learners identify the wrongdoing and their effects (e.g. playing in a house and breaking a glass). Observe an image and say whether it indicates a good or bad action. Give a list of actions, and learners tell why they are wrongdoing or not. Propose the right actions to take.

				In groups, pupils explain the importance and steps for asking for forgiveness.

Assessment criteria: *Learners adopted a culture of doing good and asking for forgiveness.*

Generic competencies

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving skills by encouraging learners to identify wrong actions, analyze their causes and consequences, make responsible decisions, and suggest appropriate ways of avoiding wrongdoing.
- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in role plays, stories, drawings, songs, and other activities that promote good behaviour, forgiveness, reconciliation, and positive decision-making.
- **Research Skills:** Develop research skills by guiding learners to gather information from the Bible, teachers, parents, and other reliable sources about wrongdoing, its effects, forgiveness, and ways of developing good moral behaviour.
- **Communication in Official Languages:** Develop communication in official languages by encouraging learners to discuss situations involving wrongdoing, express feelings and opinions respectfully, share experiences, participate in dialogues, and communicate messages about forgiveness and good behaviour.

Basic values

Dignity and Integrity: Develop dignity and integrity by encouraging learners to recognize the importance of doing what is right, being honest, accepting responsibility for their actions, and seeking forgiveness when they make mistakes.

Self-reliance: Develop self-reliance by encouraging learners to make responsible choices, control their behaviour, avoid wrongdoing, and take personal responsibility for improving themselves.

National and Cultural Identity: Develop national and cultural identity by helping learners appreciate moral values such as honesty, respect, forgiveness, and responsibility that promote unity and peaceful coexistence in society.

Peace and Tolerance: Develop peace and tolerance by encouraging learners to forgive others, avoid harmful actions, resolve conflicts peacefully, and maintain positive relationships with people around them.

Cross cutting issues:

- **Genocide Studies:** Develop understanding of the importance of avoiding hatred, violence, discrimination, and harmful actions. Learners reflect on the consequences of wrongdoing and the role of forgiveness, reconciliation, and unity in preventing conflicts.
- **Environment and Sustainability:** Develop awareness that wrongdoing also includes harming the environment. Learners are encouraged to act responsibly, protect God's creation, and avoid behaviours that damage their surroundings.
- **Financial Education:** Develop responsible decision-making by helping learners understand the importance of honesty, avoiding misuse of money or resources, and taking responsibility for financial-related actions.

Links to other Subjects: *Social studies.*

Resources: *Internet, Religious books, illustrations, and movies about various forms of repentance.*

TOPIC AREA: RELIGIOUS VALUES	Sub Topic: Living in peace	
PRIMARY 3: Religious Education	Unit 11: Peace and Justice	No. of periods: 7

Key Unit competence: A learner will be able to say the meaning of peace and the importance of living in a fair society.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define peace and Justice. – Identify the interdependence between Justice and peace.	– Show the importance of peace and justice in society – Discuss the ways of solving conflicts with others	– Live values related to peace and justice. – Appreciate the importance of peace and justice in daily life.	Peace and Justice or 'fairness Conflict resolution as a way to peace and justice Values related to peace and justice Relationship between Justice and Peace	In groups, based on their experience, discuss the reasons for having peace and justice. Describe and discuss on pictures about the importance of peace and justice Ask the pupils how they can keep peace, justice, and resolve conflicts.

			– Adopt an attitude of living in peace and justice in daily life.	

Assessment criteria: *ability of learners to explain clearly what peace, conflict resolution as a way to peace and justice, as well as show how peace and justice are related. society.*

Generic competencies

- **Creativity and Innovation:** Develop creativity and innovation by engaging learners in creating peace messages, posters, poems, songs, role plays, and other activities that promote justice, reconciliation, tolerance, and peaceful coexistence.
- **Research Skills:** Develop research skills by guiding learners to collect information from the Bible, teachers, parents, community members, and other reliable sources about peace, justice, conflict resolution, and values related to peaceful living, then share their findings.
- **Communication in Official Languages:** Develop communication in official languages by encouraging learners to discuss concepts of peace and justice, express their opinions respectfully, participate in debates and dialogues, and communicate ideas about conflict resolution and peaceful relationships

Basic values

- **Dignity and Integrity:** Develop dignity and integrity by encouraging learners to act honestly, respect fairness, take responsibility for their actions, and promote peace and justice in their daily lives.
- **Self-reliance:** Develop self-reliance by encouraging learners to make responsible decisions, manage conflicts peacefully, and take personal responsibility for promoting harmonious relationships.
- **National and Cultural Identity:** Develop national and cultural identity by helping learners appreciate values of unity, reconciliation, justice, and peaceful coexistence that strengthen society and national development.

Cross cutting issues:

- **Peace and values education:** The teacher should focus on values that promote peace and justice - such as forgiveness, respect, empathy, and kindness. Tell pupils to share how they can bring peace to their classroom/school, to their home, and to the community.
- **Environment and sustainability:** The teacher stresses the interdependence of all creatures and the need for everyone to live peacefully. Ask pupils to be responsible citizens who want to protect everyone, including what we find in the natural environment.
- **Gender equality:** The teacher gives pupils examples of men and women who have built peace and justice in the community, to inspire the class to do the same. The teacher makes it clear that everyone, both girls and boys are responsible for doing things that promote peace and justice.
- **Inclusive Education:** The teacher stresses the main message: that everyone deserves peace and justice regardless of background, sex and age, or any disability.

Links to other Subjects: Social studies

Resources: *Internet, Religious books, illustrations, and articles about peace and justice.*

ANNEX 1: Weekly time allocation

CONTENT MAP FOR SOCIAL STUDIES
CONTENTS MAP: RELIGIOUS EDUCATION

1. SUBJECTS AND WEEKLY TIME ALLOCATION FOR DOUBLE SHIFT IN LOWER PRIMARY (P1-P3)

#	Subjects to be taught in P1-P3	Number of periods (Period = 40 minutes)
1	Kinyarwanda/ Rwanda Sign Language	5
2	English	5
3	Mathematics	5
4	French	2
5	Social Studies and Religious Education	2
6	Science and Elementary Technology (SET)	2
7	Creative Arts (fine arts and Music)	2
8	Physical Education and Sports	1
9	Co-Curricular activities	1
	Total number of contact periods per week	25
	Total number of contact hours/Week	16.6
	Total number of contact hours per year (39 weeks)	647.4

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