

SOCIAL AND RELIGIOUS STUDIES SYLLABUS

FOR LOWER PRIMARY

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FOREWORD

The Rwanda Education Board is honored to avail the translated Social and Religious studies Syllabus for Lower primary. This document serves as official guide to competence-based teaching and learning of Social and Religious studies in lower primary, and a guide to use English as medium of instruction in lower primary. Again, this document ensures consistency and coherence in the delivery of quality education in primary education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities. Specifically, Social and Religious Studies syllabus is developed to help pupils to develop social, civic and religious values that help them to be good citizen in the society.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what student teacher are taught, how well they learn and the professional competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, updated teaching methodologies and assessment strategies as well as the instructional materials.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum.

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Director General REB

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INTRODUCTION

1.1 Social and Religious studies review background

The rationale of the Social and Religious Studies syllabus review process is to ensure that the syllabus is responsive to the needs of the learner and to shift from objective and knowledge based learning to competency-based learning. Emphasis in the review has been on building more on skills and competencies as well as streamlining the coherence of the existing content by benchmarking against a number of best practice syllabi. The revised Social and Religious studies syllabus is characterized by approaches that are largely learner-centered, constructivist, focused upon learning objectives and with an emphasis on formative assessment. This syllabus guides the interaction between the teacher and the learner in the learning processes and highlights the essential practical skills and competencies a learner should acquire during and at the end of each learning unit.

Social and Religious studies as one of the humanities subject in primary which deals with social, environment in which pupil live as well as the deep explanation of the divine revelation, the nature and attributes of God, as well as the foundations of any religious faith. It is a discipline that deals with investigation of the boundary questions of life and death, good and bad, right and wrong, love and hatred, social and civic life that characterizes our everyday life. The aim of social and religious studies subjects is to enable pupils to be good citizens in the society, ready to take good and informed decisions in light with their conscience and good attitudes and values.

1.2 Rationale of teaching and learning Social and Religious studies.

1.2.1 Social and Religious studies and the society.

Social Studies is the study of people in their physical and social environment. It is a key learning area for understanding the development of society and the mechanisms of globalization. The subject focuses on the development of personal values as a responsible and productive citizen. Social Studies is an integrated subject composed of humanity and life skills subjects. It is taught at primary level.

Religious studies contribute to the well-being of the society by promoting mutual respect and tolerance. It promotes values such as faithfulness, generosity, honesty, peace, dignity, goodness, respect, responsibility, self-control, self-esteem and accountability that will help learners to make to good decisions and sound judgment and to permeate the rule of law. It helps citizens to be accountable and responsible for their actions reminding them of the existence of a transcendent being. It helps people to live in harmony and peace with values based on the fact they were all created by God and created equally.

1.2.2 Social and Religious studies and the learner.

This competency based Social and Religious studies syllabus aims at developing the learner's curiosity about the understanding of people and their social and physical environment. It differs from the old curriculum, which was more focused on what the learner should know.

It focuses on offering learners knowledge, skills, values and attitudes that will empower them to participate harmoniously and productively in developing themselves and their society. In this regard, the learner should learn to critically analyze, argue, work autonomously and co-operate with others. It also will contribute to the moral and spiritual development of young people by instilling necessary values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make to good decisions and sound judgment about moral and life issues while developing life skills. It also provides the opportunity to understand with depth and nuance of many religious beliefs and rituals. Social and Religious studies provokes discussions and questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Hence, it helps learners to develop intellectual and moral integrity.

Social and Religious studies helps learners to understand, question, criticize, investigate, appreciate, challenge and evaluate religious and social phenomena in order to be able to make good decisions in the society. Because of the different and worthwhile knowledge, skills attitudes and values imbedded in the Social and Religious studies, students who will undertake it will enter a variety of careers, including the health professions, law, business, government, teaching, social work, guidance and counseling, pastoral work and many other different fields.

1.2.3 Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task successfully. It is the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences and in objectives highlighted in a year on year basis and in each of units of learning. The generic competences and basic competences must be emphasized and reflected in the learning process. Competences are described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills and develop competences. The selection of the types of learning activities must focus on what competences the learners are able to demonstrate throughout and at the end of the learning process.

- **Generic competences**

Critical and problem solving skills

The acquisition of such skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation

The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided, to generate new ideas and construct new concepts.

Research

This will help learners to find answers to questions basing on existing information and concepts and to explain phenomena based on findings from the information gathered. In Social and Religious studies learners research information and solve different problems related to morality, ethics, values, cultures, technologies, conflicts and behaviours in everyday life based on religious moral 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 to communicate clearly and confidently and convey ideas effectively through speaking and writing. By using the correct language structure and relevant vocabulary in a range of different social, economic, political, religious and cultural contexts, it conveys formal messages and speech appropriate to the target recipient or audience for coherent and logical analysis.

Cooperation, inter personal management and life skills

This will help the learner to cooperate with others as a team in whatever task assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others. Learners perform practical activities related to environmental conservation and protection. Advocating for personal, family and community health, hygiene and nutrition and responding creatively to the variety of challenges encountered in life.

Lifelong learning

The acquisition of such skills will help learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development

- **Social and Religious studies broad competences**

Social studies

- a) By the end of Lower primary level of the learners should be able to;
- b) Educate a full citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism.
- c) Contribute to the promotion of a culture of peace and emphasize Rwandan and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy.
- d) Development in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness,
- e) Develop responsible behaviours in addressing social challenges such as HIV/AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights.
- f) Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability, and geographical or social
- g) group.
- h) Demonstrate respect for the cultural identity, heritage and values of themselves and others.
- i) Prepare themselves as productive, responsible citizens and confident lifelong learners.

Religious studies

- a) Show good relationship with his or her fellow and have relationship with God through faith and love.
- b) Live a meaningful life inspired by Holy Scriptures and Biblical truth.
- c) Manifest positive practical values in the society based on religious truth.

Social and Religious studies and developing competences

The national policy documents based on the national aspiration identify some basic competences alongside generic competences that will develop higher thinking skills which helps the learner to be virtuous and integral in society. Competences are developed through learning activities that involve discussion, group work and presentation of information, role play and case studies. The learner develops critical thinking, analytical skills, direct observation, communication interpersonal awareness, research and problem solving, intercultural literacy and cooperation which make them responsible citizens in this ever-changing global society. Learners are taught to argue and debate confidently about variety of themes in a logical and appealing manner.

Religious studies encourages learners to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of ultimate meaning of life. Social and Religious studies challenges learners to reflect on, consider, analyze, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It finally imparts various competences related to analysis of ethical absolutism and ethical relativism caused by socio-economic and political changes.

PEDAGOGICAL APPROACHES

In the Social and Religious studies competence based curriculum, participatory methods of instruction are envisaged. The participatory and interactive methods that engage learners both in groups and as individuals are used in the learning process. This ensures that learning is active, participative and engaging rather than passive, and that it is personalized, addressing learner' individual needs and expectations.

Each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within a well-structured sequence of lessons. Learner-centered education does not mean that the teacher no longer has the responsibility of facilitating and guiding so that learning takes place.

In the teaching and learning process, the teacher will respect pedagogical principles. The teacher will start with simple to complex, from easier to difficult and from concrete to abstract, in order to help learners understand spiritual matters and doctrinal teachings.

The teacher will start from the human experience more specifically the learner's experience, in the context of Holy Scriptures or religious traditions and doctrines to show the conduct and attitudes to be adopted by the student.

This learner-centered approach involves diverse learning experiences, including but not limited to, individual work, paired and group work, oral and written questioning, brainstorming, discussions, debates, case studies, role play, presentations, research, observation, investigations, assignments, field visits, tests and quizzes.

2.1 The role of the teacher

The shift from knowledge based to competence-based curriculum is about transforming learning, ensuring that the learning is deep and enjoyable, habit and moral forming. The teacher must shift from traditional methods of teaching and play the role of a facilitator and a guide to learners. The teacher must identify the needs of the learners and the nature of tasks to be done, using these to shape the learning experiences accordingly.

The teacher's role is to organize the learners in or outside the classroom and engage them through participatory and interactive methods during the learning process as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and co-operative. The teacher will design and introduce tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in research, debate, group work and discussion.

The teachers should handle students personal experiences carefully and sensitively to avoid stereotyping and prejudices. The learner should be guided the teacher how to work and live together with others, to work independently, make rational and moral choices, as well as develop and practice autonomy and moral responsibility. Learners are taught how to use the Holy Scriptures, holy images and other Social and Religious studies materials for understanding and spiritual purposes. The teacher must select and provide adequate materials for the learners to use in their work.

Phenomenological approach to teaching Social and Religious studies should be used. This means not teaching a particular religion, instead helping learners to understand the nature of particular beliefs in the context of a wide range of beliefs. They should understand not only religious facts but also concepts related to worship, places of worship, symbols, rituals, Holy texts, moral and religious values, historical background, nature of man, nature of society and divine nature.

In planning, learning and teaching religious education, teachers should be able to:

- Sensitively take account of and value the religious and cultural diversity within their own local communities, using relevant contexts, which are familiar to the learners.
- Actively encourage child learners to participate in service to others and in the national free service.
- Develop knowledge and understanding through discussion and active debate, enabling an ability to understand other people's beliefs.
- Draw upon a variety of approaches including active learning and planned, purposeful play.
- Encourage the development of enquiry and critical thinking skills.
- Create opportunities for the development of problem solving skills.
- Build in time for personal reflection and encourage discussion in depth and debate.
- Provide opportunities for collaborative and independent learning.
- Take account of the faith background, circumstances and developmental stage of children and young people and their capacity to engage with complex ideas.
- Recognise and build on the considerable scope for connections between themes and learning in religious and moral education and other areas of the curriculum.
- Make appropriate and imaginative use of technology.
- Build on the principles of assessment is for learning

2.2 The role of the learners

In the Social and Religious studies syllabus, the learners are supposed to work hard following the instructions of the teacher. They should use properly their opportunity to debate discuss, present, and analyze case studies related to values, moral principles and religious doctrines.

The activities of the learner are clearly indicated against each learning unit and they reflect appropriate engagement of the learner in the learning process. The teaching learning processes are tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests of the learner. The learning activities will be organized in a way that encourages learners to construct their knowledge either individually or in groups in an active way. Learners work on one competence at a time in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

2.3 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning, as opposed to the majority. These differences can either be emotional, physical or sensory.

These learners equally have the right to benefit from the free and compulsory basic education in nearby ordinary/mainstream schools. Therefore, the schools obligation is to enroll them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed information for each category of learners with special education needs is provided in the guidance for teacher's section.

ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum, assessment must also be competence-based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of assessment

3.1.1 Formative and continuous assessment (assessment for learning).

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for performance and behavioral changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences, based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus. From this, the teacher will gain a picture of the overall progress of the learner. The teacher may use a variety of approaches to assessment but not limited to observation, pen and paper, oral questioning, project work, discussion, interview, pair or self assessment...

3.1.2 Summative assessment (Assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. The assessment is used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

It can be an internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools.

3.1.3 Record keeping

Record keeping is the gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The scores will contribute to remedial actions, for alternative instructional strategies and feed back to the learner and for the parents to check the learning progress and for teachers to advise accordingly, as well as the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work, as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of A level. It will serve as a verification tool for each learner that they attended the whole learning before they undergo the summative assessment for the subject.

3.1.4 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined; it must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension levels.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- 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.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competences as stated in the syllabus.

3.1.5 Structure and format of the examination:

There will be one paper for Social Studies and Social and Religious studies in the national examination. It will be a combined paper, which will contain two parts. Part one will examine Social Studies and will constitute 80% of the exam. While 20% of the exam in Religious studies part two, will examine pupil's knowledge about religious matters and phenomena.

3.2 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learner progress with parents. A single mark is not sufficient to convey the different expectations of learning, which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve. A simple scale of Meeting expectations very well, Meeting expectations and not meeting expectations, for each of the knowledge/understanding, subject skills and competences in a subject, will convey more than a single mark. For school-based assessments these scores do not need to be countered.

RESOURCES

4.1 Materials

Teaching aids from the environment may include the following: resource persons, animals, plants, crops, homes, churches, hospitals and dispensaries, markets, rivers, lakes, hills, factories, administrative headquarters and weather stations.

Below also are some resources available in a variety of forms for the teaching of Social Studies.

- **Religious studies**

The Bible is the heart of all Christian religion teaching while the Qur'an is the heart of Islamic religion. The teacher is required to use audio-visual materials to concretize his lessons such as Holy pictures, documentary movies, and other relevant materials.

- a) **Textbooks**

Textbooks are a traditional instrument of instruction. Textbooks represent a series of lessons that demand the teacher's initiative. Textbooks are among the most common instructional materials readily available for the use in the classroom for the implementation of Social Studies syllabus.

- b) **Pictures and Charts.**

Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. When pictures and charts are used to stress important facts, they should be clear and large enough to be seen from any part of the classroom.

- c) **Maps.**

Studying, drawing and the interpretation of maps are activities essential in the teaching of Social Studies. Maps indicate physical features, location of places, political boundaries, occupational zones etc. The teacher should expose students to the use of maps so that correct interpretations can be given to the maps used in Social Studies.

d) Real Objects.

The category of material resources that can be valuable for teaching Social Studies is the use of actual or real objects in the classroom. These things are called REALIA and can have a powerful impact on student's interest and motivate them to learn. Examples of these items include, clothes, utensils, foods etc. These things bring the real outer world into the classroom.

e) Resource Centres.

Major resource centers of educational value to Social Studies are libraries, the immediate environment, museums and national archives. The provision of a school library with adequate supply of books should be a priority item for schools. It is the major resource centre for learning activity.

4.2 Human resource

The effective implementation of this curriculum needs the joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. School head teachers and directors of studies are required to make a follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for learners as well as the contemporary development of the country.

The teacher of religion should have a firm understanding of religious matters and doctrines. They should be qualified in Social and Religious studies and have a firm ethical conduct. The teacher should possess the qualities of a good listener and adviser, because the learners may come to him for spiritual purposes. The teacher is required to have basic skills and competence of guidance and counseling because students may come to him or her for advice, sharing their inmost secrets and for spiritual healing.

Teaching Social and Religious studies aims to give students ready access to a rich and exciting world of different religious philosophies, doctrines, beliefs, mythologies, moral systems and principles and ritual practices, that give learners a deep understanding of the world and its cultures.

4.3 Skills required for the Teacher of Religious Education

The teacher of Social and Religious studies should have the following skills, values and qualities:

- Engage learners in variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instruction to the level of the learners.
- Have creativity and innovation the teaching and learning process.
- Be a good communicator.
- Be a guide and a counselor.
- Manifest passion and impartial love for children in the teaching and learning process.
- Make useful link of Social and Religious studies with other subjects.
- Have good mastery of the content.
- Have good classroom management skills.

SYLLABUS UNITS

5.1. Presentation of the structure of this syllabus.

Social and Religious studies syllabus is subdivided into two major parts: Social and Religious studies. Religious studies also have two parts. Each part chooses either Christian or Islamic religious part. Social and Religious studies are organized as follows:

At every grade it is taught, the syllabus of social studies is structured in Topic Areas. Topic Areas are broken down into Sub-Topic Areas while Sub-Topic Areas are made up of Units. Units are characterized by the following features.

1. Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competency whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each Unit Key Competency is broken into three types of Learning Objectives as follows:

Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS)

Type II and Type III: These Learning Objectives relate to acquisition of Skills, Attitudes and Values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.

4. Each Unit has content which indicates the scope of coverage of what a teacher should teach and learner should learn, in line with stated learning objectives

5.2. P1 SOCIAL STUDIES

5.2. SYLLABUS UNITS FOR GRADE ONE

5.2.1. 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 wellbeing;
- Understand the economy of his or her home;
- Acquire knowledge in Citizenship, Geography and History.

TOPIC AREA: The family structure			SUB-TOPIC AREA: A nuclear family	
P1 SOCIAL STUDIES		UNIT 1: My family		No. of periods: 15
Key Unit Competency: Be able to explain the family structure and its life styles				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify different types of houses at home Identify members in a nuclear family Identify family members Identify roles and responsibilities of each family member	Differentiate types of houses in a nuclear family basing on their building materials Explain the family structure Comprehend family members and their relationships Differentiate roles and responsibilities of family members	Appreciate the family and its composition Properly handle the house and household items Respect and love for family members Strive for the fulfilment of roles and responsibilities by family members	Our family: – Our house and its different parts – Building materials used in the construction of our house – Our house’s equipment – Importance of our house – Our house, components and their importance	Individually observe the family house and neighboring houses and tell other pupils their structure and building materials Discuss in groups the importance of having a home Tell others their achievements and appreciate their home Ask his or her family members their relationship and tell it to the class

	<p>Explain the benefits of the nuclear family</p>		<p>Family members</p> <ul style="list-style-type: none"> - Family members - Age group classification <p>Roles and responsibilities of each family member</p> <ul style="list-style-type: none"> - Parents - Children <p>Extended family</p> <ul style="list-style-type: none"> - Family tree of an extended family - Benefits of an extended family 	<p>Discuss in groups how they behave towards their family members</p> <p>Discuss in groups the importance of fulfilling everyone's responsibilities</p> <p>Role play the relationships of extended family members, responsibilities of children and parents. Afterwards, they explain the play to other pupils</p> <p>Draw a family tree of an extended family</p> <p>Discuss in groups the importance of being a member of an extended family, make debate and a summary.</p>
<p>Links to other subjects: <i>Vocabulary related to the family makeup that are taught in English</i></p>				
<p>Assessment criteria: <i>Can explain the family structure and its life styles.</i></p>				
<p>Materials: <i>Drawings and pictures related to the theme.</i></p>				

TOPIC AREA: Citizenship			SUB-TOPIC AREA: National symbols	
P1 SOCIAL STUDIES		UNIT 2: National symbols		No. of periods: 5
Key Unit Competency: Be able to sing Rwanda National Anthem properly and distinguish Rwanda national flag from other flags				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
List the words used in the National Anthem	Demonstrate appropriate ways when singing the national anthem and clearly pronounce its words	Love for the nation and respect the national anthem	Rwanda National Anthem – Rwanda Nziza	Individually observe the family house and neighbouring houses and tell other pupils their structures and building materials
Mention the colours that make up Rwanda National Flag	Sing Rwanda National Anthem properly Draw the colours of Rwanda national flag	Proud to be Rwandan Exhibit the culture of respecting the national symbols	Rwanda National flag – Stripes of Rwanda National flag – Names of the colours of Rwanda National Flag from the top to the bottom	Discuss in groups the important words used in Rwanda National Anthem Practice singing Rwanda National Anthem and other pupils appreciate how it has been sung. Go outside the classroom, observe, draw Rwanda national flag and discuss it.
Links to other subjects: <i>Linked to Music and Fine Art subjects.</i>				
Assessment criteria: <i>Can properly sing Rwanda National Anthem and distinguish Rwanda national flag from other flags.</i>				
Materials: <i>CDs of Rwanda National Anthem, radio, Rwanda national flag.</i>				

TOPIC AREA: Citizenship			SUB-TOPIC AREA: National symbols	
P1 SOCIAL STUDIES		UNIT 3: School leaders and school symbols		No. of periods: 3
Key Unit Competency: Be able to properly distinguish school symbols from symbols of other schools and their school leaders				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Distinguish school leaders Explain the school leadership structure	Explain the roles of school leaders	Respect for school leaders Request for services from school leaders (ask for permission, school materials namely: textbooks, chalk, marks, conflict resolution)	School leaders School leaders and their roles School symbols and school anthem School uniform and motto	Discuss in groups the school leaders and school symbols. Afterwards, they share the findings. Role play school leaders' behaviours and the way they ask them for support. Then after, they demonstrate how they assist them in their learning.
Links to other subjects: <i>Linked to English, Geography and Math subjects.</i>				
Assessment criteria: <i>Can distinguish school symbols from symbols of other schools and their school leaders.</i>				
Materials: <i>Pictures showing school buildings and school uniforms and motto written on wall charts.</i>				

TOPIC AREA: Social well-being			SUB-TOPIC AREA: Hygiene	
P1 SOCIAL STUDIES		UNIT 4: Personal hygiene		No. of periods: 10
Key Unit Competency: Be able to adopt proper personal hygiene				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain different ways of personal hygiene</p> <p>Explain the importance of hygiene on the major parts of the body</p> <p>Explain different ways of washing clothes and its importance</p>	<p>Explain the hygiene of the body and its importance</p> <p>Differentiate the hygiene items</p> <p>Practice hygiene of hands and feet</p> <p>Practice hygiene of the mouth</p> <p>Practice hygiene of the eyes and ears</p> <p>Practice hygiene of his or her clothes</p>	<p>Keep self-hygiene</p> <p>Maintain hygiene of all body parts</p> <p>Maintain hygiene of clothes</p>	<p>Hygiene of the body</p> <p>Proper ways of cleaning the whole body</p> <p>Hygiene of the hands and feet</p> <p>Hygiene of the mouth</p> <p>Hygiene of the eyes and ears</p>	<p>Washing hands, feet, brushing teeth, cleaning ears and eyes, using appropriate items.</p> <p>Showing the importance of practicing hygiene and make it a norm.</p> <p>Discuss in groups the disadvantages and effects of poor hygiene of the hands, ears and eyes using appropriate items.</p>

			<p>Importance of body hygiene</p> <p>Hygiene of casual clothes and school uniform</p> <p>Hygiene of underwear clothes (socks, pants, vests...)</p> <p>Importance of hygiene of clothes</p>	<p>Thereafter, share in groups their findings.</p> <p>Work in groups while washing underpants, socks, vests, handkerchiefs and other simple clothes.</p> <p>Show the importance of cleaning their clothes.</p> <p>Discuss in groups the negative effects of poor hygiene of clothes and after, present the findings to others.</p>
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Links to other subjects: *Linked to English and Sciences and Elementary Technology.*

Assessment criteria: *Can adopt 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: Hygiene	
P1 SOCIAL STUDIES		UNIT 5: Hygiene at home and school		No. of periods: 7
Key Unit Competency: Be able to adopt proper hygiene at home and school				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain different ways of keeping hygiene at home and its importance</p> <p>Explain different ways of keeping hygiene at school and its importance</p>	<p>Keeping hygiene at home</p> <p>Keeping hygiene in the classroom and at school</p>	<p>Maintain hygiene at home</p> <p>Maintain hygiene everywhere</p> <p>Maintain hygiene at school and in the classroom</p>	<p>Hygiene at home</p> <p>Hygiene at home (places, home items, ways of removing rubbish from home)</p> <p>Importance of hygiene at home</p> <p>Hygiene at school</p> <p>Hygiene in the classroom</p> <p>Importance of hygiene at school</p> <p>Hygiene of the eyes and ears</p> <p>Importance of body hygiene</p>	<p>Individually, carry out activities of hygiene at home (sweeping, mopping, arranging books, clothes...)</p> <p>Thereafter, tell others what they have done and how they have done it; and get time of telling others how hygiene is done at home.</p> <p>Carry out activities of hygiene in the 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.</p>

			<p>Hygiene of casual clothes and school uniform</p> <p>Hygiene of underwear clothes (socks, pants, vests...)</p> <p>Importance of hygiene of clothes</p>	
<p>Links to other subjects: <i>Linked to English and Sciences and Elementary Technology.</i></p>				
<p>Assessment criteria: <i>Can adopt proper hygiene and maintain it everywhere.</i></p>				
<p>Materials: <i>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.</i></p>				

TOPIC AREA: Social well-being			SUB-TOPIC AREA: Diseases	
P1 SOCIAL STUDIES		UNIT 6: Infectious and non-infectious diseases		No. of periods: 3
Key Unit Competency: Be able to understand how to avoid infectious and non-infectious diseases				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Differentiate infectious and non-infectious diseases	Explain different ways of avoiding infectious and non-infectious diseases	Maintain good health and the culture of avoiding diseases	Diseases Infectious and non-infectious diseases	Observe pictures of diseases and identify infectious and non-infectious diseases. Thereafter, discuss those they have ever seen and suffered from. Discuss in small groups different ways of avoiding diseases and tell others the ways of avoiding diseases. Watch films on infectious and non-infectious diseases.
Links to other subjects: <i>Linked to vocabulary related to diseases.</i>				
Assessment criteria: <i>Can understand how to avoid infectious and non-infectious diseases.</i>				
Materials: <i>Pictures, photos of sick people, films, videos on diseases.</i>				

TOPIC AREA: Social well-being			SUB-TOPIC AREA:	
P1 SOCIAL STUDIES		UNIT 7: Living in harmony and good behaviours		No. of periods: 3
Key Unit Competency: Be able to adopt integrity and being careful in everyday life				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain how people relate with each other in the family and at school</p> <p>Differentiate ways of helping others at home and at school</p> <p>Show ways of sharing with others</p> <p>Understand gender-based violence</p>	<p>Demonstrate different ways of how people relate with others peacefully</p> <p>Explain effects of not living with others in peace</p> <p>Understand the importance of helping each other</p> <p>Give good examples in which he/she can help others</p> <p>Explain effects of not helping each other and not being helped</p>	<p>Exhibit love, self-respect and respect for others</p> <p>Appreciate one's family</p> <p>Live in peace with others at home and at school</p> <p>Exhibit the culture of helping others</p> <p>Live in unity at home and at school</p>	<p>Peaceful living</p> <p>Peaceful living at home and its importance</p> <p>Peaceful living at school and its importance</p> <p>Dangers of not living in harmony with others at home and at school</p> <p>Supporting each other</p> <p>Ways of supporting each other at home and its importance</p> <p>Ways of supporting each other at school and its importance</p>	<p>Role play games in groups demonstrating how people live at home and school. Thereafter, share findings from the role play.</p> <p>Discuss in groups different ways one can help others at home and school.</p> <p>Work in group of five and identify pupils amongst themselves who may need help and how they can be helped.</p> <p>Afterwards, each group shares with others what they have found out.</p>

	<p>Explain the importance of sharing with each other and effects of not doing it</p> <p>Differentiate ways of gender-based violence</p>	<p>Exhibit the culture of sharing with others</p> <p>Exhibit the culture of giving, sharing with others but with limits</p> <p>Have good health</p> <p>Avoid gender-based violence</p>	<p>Dangers of not supporting each other and not being supported</p> <p>Sharing</p> <ul style="list-style-type: none"> - Proper ways of sharing - Importance of sharing - Dangers of not sharing <p>Gender-Based Violence</p> <ul style="list-style-type: none"> - How it is done - How it should be avoided 	<p>Perform an activity of sharing different items (pens, toys, pictures, flash cards, fruit, sweets...) and thereafter, they show social emotions.</p> <p>Observe pictures related to Gender-Based violence and take actions of avoiding it.</p>
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Links to other subjects: *Linked to vocabulary related to living in harmony and good behaviours .*

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

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

TOPIC AREA: Good behaviours			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		UNIT 8: Politeness		No. of periods: 8
Key Unit Competency: Be able to have and show good behaviours at home				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain what politeness means	Explain good behaviours to different people and different places	Exhibit politeness (in behaviours, actions and speech everywhere)	Politeness <ul style="list-style-type: none"> - To people they stay with - To visitors - At table - In speech - In greetings - On pathways - In gatherings 	Observe different pictures of children showing different behaviours and actions at different places. Thereafter, they say good and bad actions they on them. Role play games showing how they behave before old people and visitors and thereafter share how they should behave.
Links to other subjects: <i>Vocabulary related to the politeness.</i>				
Assessment criteria: <i>Can have and show good behaviours at home.</i>				
Materials: <i>Different pictures showing how people behave in politeness.</i>				

TOPIC AREA: Economy			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		UNIT 9: Family property		No. of periods: 4
Key Unit Competency: Be able to understand family property and how it is managed.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Distinguish family basic necessities	Explain different ways of getting basic necessities and how best they can be managed	Properly manage family property	Basic necessities of the family <ul style="list-style-type: none"> – Basic necessities in the family – Ways of managing the basic necessities of the family Money <ul style="list-style-type: none"> – Sources of money – Family expenditures – Proper management of money 	Role play different games showing how basic necessities are got. Thereafter, they lay strategies of how they can manage their property properly. Ask their parents how they get and use money and share with their classmates. Carry out saving schemes like saving coins... Monitor everyone's school items. See how it is kept and managed. Show in general the proper ways of managing personal and school items and keeping them well.
Understand the value of money	Explain the sources of money and how it is used	Avoid wastage of property		
Understand personal and family properties	Explain different types of personal and family properties	Saving		
		Proper management of money		
		Proper management of personal and family property		

			<p>Proper management of personal and family property</p> <p>Different types of pupil's personal property</p> <p>Different types of family property</p> <p>Proper management of personal property</p>	<p>Discuss in groups different types of family property and tell others in their achievements and make summary.</p>
<p>Links to other subjects: <i>Vocabulary related to the family property.</i></p>				
<p>Assessment criteria: <i>Can differentiate the basic family necessities and how they can be properly managed.</i></p>				
<p>Materials: <i>Different pictures showing the basic necessities of a family and carrying out saving schemes, photos, films, etc.</i></p>				

TOPIC AREA: Geography			SUB-TOPIC AREA	
P1 SOCIAL STUDIES		UNIT 10: Environment		No. of periods: 19
Key Unit Competency: Be able to do self-direction, direct others and properly manage environment.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Differentiate directions	Show directions basing on where he/she is.	Ability to self-direct and direct others	<p>Directions for identifying objects and places</p> <ul style="list-style-type: none"> – Direction – Indicate places using direction <p>The road to school</p> <ul style="list-style-type: none"> – Important objects along the way to and from the school – Dangerous objects along the way to and from the school – Ways of avoiding dangerous objects along the way to and from the school <p>Our school</p> <ul style="list-style-type: none"> – Buildings and location 	<p>Role play different games showing directions.</p> <p>Indicate the position of their classroom compared to other classes (2,3,4...)</p> <p>Indicate the playgroup, the head teacher’s office, toilets</p> <p>Discuss in groups what they see on the way to and from the school. Thereafter, they share dangers and good things they encounter on the way and they lay strategies on how to behave well.</p> <p>Work in small groups and show how their school is set, its buildings and its location. Thereafter, share with others and make a summary.</p>
Understand different objects along the way to school	Differentiate objects along the way to school	Exhibit good manners while on the way to school		
Understand school environment	Identify his or her school	Avoid road accidents on the way to school		
Understand school surroundings	Differentiate home surroundings and their importance	Share obstacles along the way to school		
Understand the home surroundings	Differentiate school surroundings and their importance	Explain the school surroundings to others		
List all the family members	Properly count family members	Indicate the position of an object and how it is.		

		<p>Manage the environment surrounding their home</p> <p>Manage the environment surrounding their school</p> <p>Appreciate one's self in the family</p>	<p>Home surroundings</p> <ul style="list-style-type: none"> - Important home surroundings - Importance of home surroundings - Management of home surroundings <p>School surroundings</p> <ul style="list-style-type: none"> - Important school surroundings - Importance of the school surroundings - Management of the school surroundings <p>Citizens</p> <ul style="list-style-type: none"> - Number of family members 	<p>Carry out an action of managing the home surroundings and share what he/she did and its importance. Afterwards, they put together all good actions for managing their home surroundings.</p> <p>Work in groups different activities for managing the school surroundings and share what they have done and their importance.</p> <p>Carry out an activating of counting family members and share the number in family with other pupils.</p>
Links to other subjects: <i>Vocabulary related to the environment.</i>				
Assessment criteria: <i>Can do self-direction, direct others and properly manage environment.</i>				
Materials: <i>Pictures showing different environment things.</i>				

TOPIC AREA: Geography		SUB-TOPIC AREA		
P1 SOCIAL STUDIES	UNIT 11: Transport and communication			No. of periods: 4
Key Unit Competency: Be able to properly use road and communication equipment				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Differentiate roads and users Differentiate different kinds of communication	Explain the importance of roads, safe ways of using them Explain different communication equipment and its importance	Show safe ways of using the road Adopt safety measures of using communication equipment. Properly use communication equipment	Road – Types of roads – Road users – Importance the road – Safe ways of using roads Communication – Communication equipment – Importance of communication – Proper use of communication equipment	Observe road users and how it is used. Thereafter, they share on how they should use the road and its importance. Role play games in groups demonstrating different ways of using communication equipment (telephone, letter, internet and proper ways of using them)
Links to other subjects: <i>Vocabulary related to transport and communication.</i>				
Assessment criteria: <i>Can use road and communication equipment properly.</i>				
Materials: <i>Roads sign, communication materials (telephone, letter mails, papers, etc.)</i>				

TOPIC AREA: History		SUB-TOPIC AREA: Family history		
P1 SOCIAL STUDIES		UNIT 12: Family historical events		No. of periods: 4
Key Unit Competency: Be able to explain the family relationship and its main historical events				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Explain the family historical events	Tell the history of his/her extended family	Respect the family members, appreciate and live in harmony with them Appreciate what happened to his or her family Imitate the heroes of his or her family	Family history – Some of the family historical events	Carry out a research on one's family historical events and compare with What occurred in other families.
Links to other subjects: <i>Vocabulary related to the family relationship and its main historical events.</i>				
Assessment criteria: <i>Can explain the family relationship and its main historical events.</i>				
Materials: <i>Pictures and photos showing historical events that occurred in Rwanda and films.</i>				

5.3. P2 SOCIAL STUDIES

5.3. SYLLABUS UNITS FOR GRADE TWO

5.3.1. 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 wellbeing;
- Understand the economy of his or her village and cell;
- Acquire knowledge in Citizenship, Geography and History.

TOPIC AREA: Family structure		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 1: Extended family		No. of periods: 4
Key Unit Competency: Be able to understand members of the extended family up to the grand -grand-father				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
Explain members of the extended family	<p>Draw the extended family relationship tree</p> <p>Differentiate the relationship amongst the members of the extended family</p>	<p>Exhibit love for the extended family members</p> <p>Identify the closest relationship amongst the members of the extended family</p> <p>Respect for the extended family member</p>	<p>Extended family</p> <ul style="list-style-type: none"> – Relationships for the members of the extended family up to the grand-grand-family – Family relationship tree of the extended family 	Carry out a research on extended family relationship, share and compare with other pupils 'extended family relationship
Links to other subjects: <i>Vocabulary related to the extended family relationships.</i>				
Assessment criteria: <i>Can understand members of the extended family up to the grand -grand-father.</i>				
Materials: <i>Pictures and photos showing the composition of extended family.</i>				

TOPIC AREA: Citizenship		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 2: School, village and cell		No. of periods: 16
Key Unit Competency: Be able to understand the responsibilities of a pupil, features of a village and cell.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Explain responsibilities of pupils</p> <p>Explain the features of the host village of the pupil</p> <p>Explain the features of the host cell of the pupil</p> <p>List members of the village governing council</p> <p>List members of the cell governing council</p>	<p>Fulfil the pupil's responsibilities</p> <p>Explain features of the host village</p> <p>Explain features of the host cell</p> <p>Explain roles and responsibilities of the host village governing council</p> <p>Explain roles and responsibilities of the cell governing council</p>	<p>Respect school leaders, rules and regulations</p> <p>Live in harmony with others</p> <p>Respect and manage the features of the host village</p> <p>Respect and manage the features of the cell</p> <p>Respect leaders and organs of leadership</p> <p>Ask support from leaders and encourage others to do so.</p>	<p>Pupils' responsibilities</p> <p>Pupils' responsibilities at school and home</p> <p>Benefits of fulfilling responsibilities</p> <p>Dangers of not fulfilling responsibilities</p> <p>Features of the host village</p> <p>Our host village:</p> <ul style="list-style-type: none"> – Its features – Ways of managing and handling village features 	<p>Work in groups, share on responsibilities of pupils, benefits and dangers of fulfilling them.</p> <p>Carry out a field trip, observe features of the host village and cell. Thereafter, share with others and make summary.</p> <p>Discuss in groups leadership organs at village and cell levels.</p>

			<p>Features of the host cell</p> <p>Our host cell</p> <ul style="list-style-type: none"> - Features of our cell - Ways of managing and handling cell features <p>Village leaders</p> <ul style="list-style-type: none"> - Village leaders - Responsibilities of Village leaders <p>Cell leaders</p> <ul style="list-style-type: none"> - Cell leaders - Responsibilities of cell leaders 	
<p>Links to other subjects: <i>Vocabulary related to school, village and cell.</i></p>				
<p>Assessment criteria: <i>Can understand the responsibilities of a pupil, features of a village and a cell..</i></p>				
<p>Materials: <i>Pictures and photos showing the responsibilities of pupils, features of a village and a cell.</i></p>				

TOPIC AREA: Social wellbeing		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 3: Hygiene		No. of periods: 8
Key Unit Competency: Be able to adopt the culture of food hygiene and avoid poor hygiene related diseases.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Explain how to treat water.</p> <p>Explore ways of cleaning food and drinks</p> <p>Explain the dangers of not having clean water, safe food and drinks</p>	<p>Demonstrate ways of treating and keeping water and their importance</p> <p>Explain the ways of cleaning food and drinks and its importance</p> <p>Analyze dangers of not having clean water, safe food and drinks</p>	<p>Adopt the culture of treating water.</p> <p>Adopt the habit of drinking clean water</p> <p>Have good health</p> <p>Adopt the culture of cleaning food and safe keeping drinks</p>	<p>Hygiene for water</p> <p>Ways of treating water (boiling and keeping)</p> <p>Benefits of treating water</p> <p>Hygiene for food and drinks and its importance</p> <p>Dangers of not having hygiene for food and drinks</p> <ul style="list-style-type: none"> – Different dangers of not having hygiene for water, food and drinks – Avoiding dangers 	<p>Boiling, filtering and safe keeping of water and discuss importance of doing that.</p> <p>Cleaning food(fruit) and drinks (milk, juice) and share its importance</p> <p>Discuss in groups the dangers of not having water, food and drinks hygiene, share the findings with others and make a summary.</p>
Links to other subjects: <i>Vocabulary related to hygiene of food stuffs and drinks.</i>				
Assessment criteria: <i>Can adopt the culture of food hygiene and avoid poor hygiene related diseases.</i>				
Materials: <i>Water, saucepan, firewood, fruits, pictures showing the cleaning of food stuffs and a juice blender .</i>				

TOPIC AREA: Social wellbeing		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 4: Diseases		No. of periods: 5
Key Unit Competency: Be able to avoid non-infectious diseases.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
Explain non-infectious diseases including diseases caused by poor hygiene.	Explain causes of non-infectious diseases	Adopt the culture of avoiding diseases caused by poor hygiene. Adopt good habits in avoiding non-infectious diseases.	Diseases – Avoidance of non-infectious diseases caused by poor hygiene (worms, diarrhea) – Other non-infectious diseases (Kwashiorkor)	Observe different pictures of diseases both infectious and non-infectious and discuss ones they suffered from. Discuss in small groups ways of avoiding diseases and inform others how they should prevent them.
Links to other subjects: <i>Vocabulary related to diseases.</i>				
Assessment criteria: <i>Can avoid non-infectious diseases.</i>				
Materials: <i>Pictures showing people suffering from non-infectious diseases, films.</i>				

TOPIC AREA: Social wellbeing		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 5: Relationships and good behaviours		No. of periods: 11
Key Unit Competency: Be able to adopt integrity and being careful in everyday life.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Explain the children's rights</p> <p>Explain the actions that instill peace</p> <p>Find out good behaviours at school</p> <p>Find out actions against private parts.</p> <p>Explain the concept of disability</p>	<p>Explain the importance of respecting children's rights and dangers of violating them</p> <p>Explain different ways of violating children's rights and ways of avoiding it</p> <p>Explain ways of living in harmony with others</p> <p>Explain different ways of adopting good behaviours at school and its importance</p> <p>Explain proper ways of avoiding actions that affect private parts</p> <p>Explain the rights of people with disabilities</p>	<p>Adopt integrity (self-respect and respect for others), unity and avoidance of the violence against children</p> <p>Advocate for children's rights</p> <p>Exhibit actions for peace building</p> <p>Adopt respect, integrity, tolerance and give value to people and property</p> <p>Live in harmony with others</p>	<p>Children's rights</p> <ul style="list-style-type: none"> - Children's rights - Importance of respecting Children's rights - Violation of the rights of children and its causes - Avoiding the violence against children's rights <p>The culture of peace</p> <ul style="list-style-type: none"> - Living in harmony with different people (sports, games, studies) - Adopt the culture of peace in dialogues, different activities at school) 	<p>Perform a play showing ways of respecting different children's rights and come up with the title of the play.</p> <p>Discuss in groups ways of violence against children and ways of avoiding them.</p> <p>Work together in groups to find out actions of peace building, share with others and decide the best actions to do.</p> <p>Work in groups so as to set up classroom rules and share them with others.</p>

		<p>Self-assessment on how he or she relates with others</p> <p>Avoid Gender-Based Violence</p> <p>Have good health</p> <p>Have respect for people with disabilities</p> <p>Adopt self-acceptance for people with disabilities</p>	<p>Good behaviours at school</p> <ul style="list-style-type: none"> - Good behaviours in class (respecting classroom rules and regulations) - Good behaviours towards school leaders, schoolmates especially children with disabilities <p>Private parts</p> <ul style="list-style-type: none"> - Sexual harassment (touching and pulling private parts), genital mutilation <p>Disability</p> <ul style="list-style-type: none"> - Meaning of disability - Rights of people with disabilities 	<p>Perform actions showing good behaviours towards their classmates especially pupils with disabilities.</p> <p>Observe pictures and find out how Gender-Based Violence is carried out and take actions to avoid it.</p> <p>Discuss in groups the meaning of disability and services given to people with disabilities (Helping them walk, carry items, not discriminating them)</p> <p>Sharing with others the findings of their discussion and make a summary</p>
Links to other subjects: <i>Vocabulary related to relationships and good behaviours.</i>				
Assessment criteria: <i>Can adopt integrity and being careful in everyday life.</i>				
Materials: <i>Pictures showing relationships and good behaviours of different people.</i>				

TOPIC AREA: Social wellbeing		SUB-TOPIC AREA		
P2 SOCIAL STUDIES		UNIT 6: Economy	No. of periods: 11	
Key Unit Competency: Be able to adopt the culture of not wasting the resources in everyday life.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Show obstacles to accessing basic needs in life</p> <p>Demonstrate the importance of money</p> <p>Find out the components of public assets</p>	<p>Explain the obstacles and dangers of not accessing basic needs in life</p> <p>Explain proper ways of using money</p> <p>Explain the main components of public assets in his or her village and cell</p>	<p>Properly manage the home and school property</p> <p>Avoid wastage of resources</p> <p>Properly use money</p> <p>Save money</p> <p>Exhibit satisfaction of one's property (without longing for the property of others)</p> <p>Adopt the culture of managing public assets</p>	<p>Basic needs</p> <ul style="list-style-type: none"> – Obstacles to accessing basic needs – Dangers of not accessing basic needs <p>Money</p> <ul style="list-style-type: none"> – Importance of money in the family – Problems that lead to lack of money in the family – Dangers of not having access to money in the family – Proper ways of managing money – Dangers of misusing money 	<p>Observe carefully pictures showing different activities that the source of the family basic needs. Thereafter, all the pupils describe the role they play in their family in its different activities.</p> <p>Role play games in groups demonstrating different ways of obtaining basic needs in the family and tell the obstacles and dangers of lacking them. Afterwards, the pupils lay strategies on how to solve these problems and communicating them to the whole class in the plenary.</p>

		<p>Adopt the culture of praising, acknowledging and being pleased by the tourist sites in his or her place of home</p>	<p>Public assets</p> <ul style="list-style-type: none"> - Main components of public assets in a village and cell - Management of the public assets in a village and cell 	<p>Work in groups and show the importance of money in the family, dangers of lacking money and proper ways of using it. Thereafter, they present the findings to their classmates in the plenary.</p> <p>Carry out a field trip so as to visit some of the components of the public assets in a village and cell. Thereafter, pupils discuss and summarize what they have seen by focusing on main points.</p>
<p>Links to other subjects: <i>Vocabulary related to basic needs.</i></p>				
<p>Assessment criteria: Can adopt the culture of not wasting the resources in everyday life.</p>				
<p>Materials: <i>Pictures showing some of the basic needs.</i></p>				

TOPIC AREA: Geography			SUB-TOPIC AREA	
P2 SOCIAL STUDIES		UNIT 7: Environment		No. of periods: 11
Key Unit Competency: Be able to do self-direction, direct others and properly manage environment.				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<p>Show the components of the environment where the school is located.</p> <p>Compile and give the number of his or her classmates</p>	<p>Indicate where things are located by using directions.</p> <p>Explain ways of managing the environment properly, its importance and the dangers of not doing it.</p> <p>Count pupils by putting them into different categories</p>	<p>Ability to self-direct and direct others</p> <p>Adopt the habit of observing the components of the environment</p> <p>Exhibit the culture of managing the environment</p> <p>Exhibit the culture of observing, analyzing and comparing different components of the environment.</p>	<p>Directions</p> <ul style="list-style-type: none"> – Ways of indicating main things that in the neighboring places of his or her home by using directions – Ways of locating a given place by using directions <p>Environment</p> <ul style="list-style-type: none"> – Environment around the school – Ways of managing the school environment – The importance of managing the environment of the home – Dangers of not caring for environment 	<p>Observe things that they see outside the school on the way to school and indicate where they are located. Then after, they tell others where everything is located.</p> <p>Carry out a field trip to different places where environment protection projects have succeeded (such as terraces) and visit other places where environment protection projects have failed. Thereafter, they present to the whole class their findings.</p>

			<p>School population</p> <ul style="list-style-type: none"> - Number of pupils in a classroom - Ways of compiling numbers of things which are related and comparing different categories <p>(E.g. Number of girls, number of boys, number of promoted pupils, number of pupils who repeated...)</p>	
<p>Links to other subjects: <i>Vocabulary related to environment.</i></p>				
<p>Assessment criteria: <i>Can do self-direction, direct others and properly manage environment.</i></p>				
<p>Materials: <i>Pictures showing different environment things and places.</i></p>				

TOPIC AREA: Geography			SUB-TOPIC AREA	
P2 SOCIAL STUDIES		UNIT 8: Transport and communication		No. of periods: 5
Key Unit Competency: Be able to differentiate types of transport and communication and their importance.				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Find out different types of transport and ways of carrying it out in the place of his or her home	Explain the importance of transport that is carried out in the place of his or her home	Exhibit the culture of protecting the transport infrastructure (roads, bridges, rivers, lakes...)	Transport – Types of transport and ways in which it is carried out – Importance of transport	Discuss in groups different types of transport, ways in which it is carried out and its importance. Thereafter, they tell others their findings in a summary and by focusing on the main points.
List different types of communication	Explain the importance of communication and ways in which it is carried.	Exhibit the culture of using properly communication	Communication – Types of communication and ways in which it is carried out – Importance of communication	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 transport and make summary of what they have seen. Discuss in groups the types of communication, ways in which it is carried out and its importance. Thereafter, they tell others their findings in summary
Links to other subjects: <i>Vocabulary related to transport and communication.</i>				
Assessment criteria: <i>Can to differentiate types of transport and communication and their importance.</i>				
Materials: <i>traffic road signs, pictures showing the users of the road, communication materials (telephone, envelopes, papers..)</i>				

TOPIC AREA: History		SUB-TOPIC AREA:		
P2 SOCIAL STUDIES	Unit 9:Home and school main historical events		No. of periods: 4	
Key Unit Competency: Be able to research and remember the history of the home and the 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 History Recognize where someone has come from and where he/she is going. Exhibit the culture of research.	History – Home main historical events – School main historical events	Carry out a research on home and school main historical events and tell them others so as others so as to exchange ideas about them.
Links to other subjects: Vocabulary related to home and school main historical events.				
Assessment criteria: Can research and remember the history of the home and school..				
Materials: Pictures and photos showing research and remember the history of the home and school and films.				

5.4. P3 SOCIAL STUDIES

5.4. SYLLABUS UNITS FOR GRADE THREE

5.4.1. 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 wellbeing;
- Understand the economy of his or her sector;
- Acquire knowledge in Citizenship, Geography and History.

TOPIC AREA: Family structure			SUB-TOPIC AREA	
P3 SOCIAL STUDIES	UNIT 1: An extended family			No. of periods: 7
Key Unit Competency: Be able to demonstrate the importance of fulfilling responsibilities in the extended family and dangers of not doing it.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Identify responsibilities of each member in an extended family</p> <p>List different kinds of extended family assets</p>	<p>Explain the importance of fulfilling responsibilities in an extended family and dangers of not doing it.</p> <p>Explain the importance of different kinds of the extended family assets and ways of managing them.</p>	<p>Exhibit the culture of living in harmony with others.</p> <p>Exhibit the culture of helping, respecting and loving one another.</p> <p>Exhibit the culture of managing the family property and being satisfied with it.</p>	<p>Fulfilment of the responsibilities in an extended family</p> <ul style="list-style-type: none"> – Benefits of the fulfillment of the responsibilities in an extended family – Dangers of not fulfilling the responsibilities in an extended family <p>Proper management of assets in an extended family.</p> <ul style="list-style-type: none"> – The assets of an extended family. – The importance of assets in an extended family. – The use and proper management of assets in an extended family. 	<p>Carry out a research on extended family by interviewing its members how they fulfill their responsibilities and the dangers they face if they fail to do it. Thereafter, they present the results of their research to the whole class and all the pupils make a debate on them and come up with a summary.</p> <p>Discuss in groups different kinds of the extended family assets, their importance and management. Afterwards, they present to the whole class their findings.</p>

			<ul style="list-style-type: none"> - Benefits of being satisfied and happy with the extended family property 	<p>Discuss in groups proper ways of managing an extended family assets and present to the whole class their findings.</p> <p>Discuss in groups the benefits of be being satisfied and happy with an extended family assets. Afterwards, they present the results of their discussion to the whole class.</p>
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Links to other subjects: *Vocabulary related to the responsibilities of extended family members.*

Assessment criteria: *Can demonstrate the importance of fulfilling responsibilities in an extended family and 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: 15
Key Unit Competency: Be able to respect and ask for service the administration of the sector and protect its main infrastructure				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Find out the Main features of the sector and locate it on the District map</p> <p>Indicate main infrastructure of his or her sector</p> <p>List the sector leaders, their responsibilities and duties</p> <p>Indicate the different types of the school assets</p>	<p>Show on a map the location of the sector, the cells and neighbouring sectors</p> <p>Explain the different ways of protecting the main infrastructure that are located in the sector and their importance.</p> <p>Differentiate sector leaders and their responsibilities</p> <p>Explain how leaders of the lowest institutions of local government are appointed.</p>	<p>Exhibit the culture of observing things</p> <p>Exhibit the culture of observing and explaining others what someone has seen.</p> <p>Play a role in protecting the main sector infrastructure</p> <p>Ask for support from sector leaders and encourage other people to do it.</p>	<p>Features of our sector</p> <ul style="list-style-type: none"> - Features of our sector - The map of our sector and its cells - Difference between a map and a picture - Neighboring sectors <p>Main infrastructure that are located in our sector</p> <ul style="list-style-type: none"> - Main infrastructure located in our sector. - Importance of the main infrastructure located in our sector - Management of the main infrastructure located in our sector 	<p>Work in groups and show on a map of the district where their sector is located. Thereafter, they present, share and exchange ideas on their findings.</p> <p>Carry out a field trip, observe main infrastructure of the host sector. Thereafter, they examine their importance and if they are properly or inappropriately maintained. At the same time, they lay strategies on how to suitably maintain them.</p> <p>Discuss in groups and find out the sector leaders and their responsibilities. Thereafter, they present their findings to the whole class.</p>

<p>Find out different types of the public assets in the sector</p>	<p>Explain the importance of the different types of the school assets, its management and use.</p> <p>Explain the importance of different types of the public assets in the sector, its management and use.</p>	<p>Respect sector leaders</p> <p>Exhibit the culture of protectingschool assets</p> <p>Be satisfied and happy with the school assets.</p> <p>Exhibit the culture of protecting of the public assets that are located in the sector.</p> <p>Be satisfied and happy with the public assets that are located in the sector.</p>	<p>Leaders of the sector</p> <ul style="list-style-type: none"> - Sector leaders - Roles and responsibilities of the sector leaders - Ways in which the sector, cell and village leaders are appointed <p>Proper management of the school assets</p> <ul style="list-style-type: none"> - School assets - Importance of the school assets - Utilization and proper management of the school assets. <p>Proper management of the public assets that are located in the sector.</p> <ul style="list-style-type: none"> - Infrastructure and its importance - Utilization and proper management of public assets. 	<p>Discuss in groups the ways of respecting leaders and leadership organs. Thereafter, they present their findings to the whole class and concomitantly they lay strategies of what to do to improve the current situation.</p> <p>Discuss in groups the types of the school assets, their importance and management. Thereafter, they present their findings to the whole class.</p> <p>Carry out a field trip to visit some of the public assets that are located in the sector and then after they present their findings to the whole class.</p> <p>Discuss in groups the types of sector assets, their importance and management. Thereafter, they present their findings to the whole class.</p> <p>Carry out an activity of protecting one of the infrastructure (road, school, well....)</p>
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Links to other subjects: *Map reading*

Assessment criteria: *Can 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 wellbeing			SUB-TOPIC AREA	
P3 SOCIAL STUDIES		UNIT 3: Hygiene		No. of periods: 4
Key Unit Competency: Be able to adopt personal, school and home hygiene.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Explain different ways of maintaining hygiene at school and home.</p> <p>List communicable diseases, ways of transmission and prevention</p> <p>Explain the ways of maintaining the hygiene of private parts</p>	<p>Analyze the importance of hygiene and the dangers of dirtiness at school and home</p> <p>Explain the importance of preventing communicable diseases</p> <p>Maintain the hygiene of private parts</p> <p>Show how to prevent the dangers of poor hygiene of private parts</p>	<p>Exhibit hygiene in class, at school and home (Clothes, by properly maintaining his or her school materials and writing suitably...)</p> <p>Adopt the culture of preventing diseases</p> <p>Maintain the hygiene of the private parts</p> <p>Exhibit good health practices.</p>	<p>Hygiene of school and home.</p> <ul style="list-style-type: none"> - Hygiene of classrooms and school - Hygiene of home - The importance of hygiene of home - Dangers of poor hygiene <p>Communicable diseases</p> <ul style="list-style-type: none"> - Types of communicable diseases: scabies, ringworm, eye infection, cough, tuberculosis, mumps, measles, s, malaria, HIV (Human Immuno-deficiency Virus), Ebola... 	<p>Carry out in groups hygiene activities: sweeping the classroom, removing dust, arranging books in order, cleaning the chalkboard...</p> <p>Discuss in groups the importance of hygiene in the classroom, at school and at home and the dangers of poor hygiene. Thereafter, they decide together to always maintain hygiene everywhere.</p> <p>Observe pictures and find out communicable diseases and discuss about them by indicating those ones they have suffered from.</p>

			<ul style="list-style-type: none"> - Ways of contracting communicable diseases - Ways of preventing communicable diseases of private parts <p>Hygiene of private parts</p> <ul style="list-style-type: none"> - Hygiene of private parts - Dangers of poor hygiene 	<p>Discuss in small groups ways of preventing diseases and tell other pupils the proper ways they should behave so as to prevent diseases.</p> <p>Discuss in groups the ways of maintaining the hygiene of private parts and adopt strategies of implementation.</p> <p>Observe in groups pictures showing diseases caused by poor hygiene of private parts. Thereafter, they lay strategies to preventing them.</p>
Links to other subjects: <i>Vocabulary related to hygiene, sanitation, and infectious diseases.</i>				
Assessment criteria: <i>Can adopt personal, school and home hygiene.</i>				
Materials: <i>Different hygiene materials, pictures showing hygiene activities and pictures showing infectious diseases.</i>				

TOPIC AREA: Social wellbeing			SUB-TOPIC AREA	
P3 SOCIAL STUDIES		UNIT 4: Relationships and good behaviours		No. of periods: 4
Key Unit Competency: Be able to adopt the culture of self-respect and respect for humanity.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>List the basic human rights.</p> <p>List different types of disabilities.</p> <p>Indicate good behaviours a child should adopt wherever he or she is.</p>	<p>Explain ways of respecting basic human rights.</p> <p>Explain the causes of disabilities and find out ways of preventing them.</p> <p>Explain different ways of showing proper behaviours a child should adopt wherever he or she is.</p>	<p>Respect human rights.</p> <p>Exhibit integrity (self-respect and respecting others) and unity.</p> <p>Living in harmony with people with disabilities.</p> <p>To accept oneself for people with disabilities.</p> <p>Exhibit the culture of: Respect and integrity</p> <p>Tolerance and the culture of valuing people and their properties.</p> <p>Live in harmony with others.</p> <p>To evaluate oneself and condemn oneself.</p>	<p>Basic human rights</p> <ul style="list-style-type: none"> - Basic human rights (In any place and in any state he or she is) <p>Disabilities</p> <ul style="list-style-type: none"> - Types of disabilities (physical impairment, visual impairment and hearing impairment) - Causes of disability - Ways of preventing disabilities. - Proper ways of living with people with disabilities. <p>Good behaviours.</p> <ul style="list-style-type: none"> - Good behaviours of children at different times and in different places (parties, meetings, public places...) 	<p>Role play in groups games showing different ways of respecting basic rights and give the lesson studied from them.</p> <p>Discuss in groups the causes of disabilities and their types and present to the whole class their findings.</p> <p>Discuss in groups ways of preventing disabilities and present to the whole class their findings.</p> <p>Discuss in groups how to live in harmony with people with disabilities and present to the whole class their findings.</p>

				Carry out the activities showing good behaviours towards their fellow classmates with special problems. Thereafter, the latter tell others how they have received them and what benefit they have got from them.
Links to other subjects: <i>Vocabulary related to relationships and good behaviours.</i>				
Assessment criteria: <i>Can adopt the culture of self-respect and respect human beings.</i>				
Materials: <i>Pictures showing good behaviours, films and videos.</i>				

TOPIC AREA: Social wellbeing			SUB-TOPIC AREA	
P3 SOCIAL STUDIES		UNIT 5: Economy		No. of periods: 6
Key Unit Competency: Be able to adopt the culture of saving and avoiding over spending.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
List different sources of money and how it is spent	Explain proper ways of using money, the importance of saving and the dangers of not saving.	Adopt the culture of saving, avoiding Overspending and being satisfied with what someone has. Properly use of money.	Saving – Sources of money. – Expenditures. – Ways of saving. – Importance of saving – Dangers of not saving	Work in groups so as to show ways of using money, benefits of saving and dangers of not saving. Thereafter, they present to the whole class their findings and make strategies to improve the current situation.
Links to other subjects: <i>Vocabulary related to saving.</i>				
Assessment criteria: <i>Can adopt the culture of saving and avoiding over spending.</i>				
Materials: <i>Pictures showing the different sources of money, films and videos.</i>				

TOPIC AREA: Citizenship		SUB-TOPIC AREA		
P3 SOCIAL STUDIES	Unit 6: Administration of the cell and sector		No. of periods: 3	
Key Unit Competency: Be able to identify the cell and sector administrative leaders, their roles and responsibilities.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
Find out cell administrative leaders List sector administrative leaders, their roles and responsibilities	Differentiate cell administrative leaders, their roles and responsibilities Differentiate sector administrative leaders, their roles and responsibilities Explain ways of appointing leaders of lower institutions of local government	Ask for support from the administrative institutions and encourage other pupils to do it. Respect leaders and the administrative institutions	Cell administrative leaders – Cell administrative leaders – Roles and responsibilities of cell administrative leaders Sector administrative leaders – Sector administrative leaders – Roles and responsibilities of sector administrative leaders – Ways of appointing leaders of the lowest units of the local government.	Discuss in groups and find out cell administrative leaders, their roles and responsibilities. Thereafter, they present the findings to their classmates in the plenary. Discuss in groups ways of respecting leaders and administrative institutions. Thereafter, they present the findings to the whole class and lay strategies to improve the current situation. Discuss in groups and find out sector administrative leaders, their roles and responsibilities. Thereafter, they present the findings to their classmates.

				Discuss in groups the ways of respecting leaders and administrative institutions. Thereafter, they present the findings to the whole class and lay strategies to improve the current situation.
Links to other subjects: <i>Vocabulary related to the cell and sector administrative institutions.</i>				
Assessment criteria: <i>Can identify the cell and sector administrative leaders and their roles and responsibilities.</i>				
Materials: <i>Pictures showing the cell and sector administrative institutions.</i>				

TOPIC AREA: Geography		SUB-TOPIC AREA		
P3 SOCIAL STUDIES		UNIT 7: Environment in the sector		No. of periods: 5
Key Unit Competency: Be able to identify and locate features in the environment in the sector using a map.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>List directions used to locate places and things</p> <p>List the infrastructure that are located in the sector.</p> <p>Compile and give the number of the population living both in the home cell and home sector.</p>	<p>Indicate where people and things are located using directions.</p> <p>Draw a map of the sector and locate the main places.</p> <p>Explain the proper ways of protecting the environment in the sector, its importance and dangers of not doing it.</p> <p>Explain the housing/ settlement in our village and sector.</p>	<p>Ability to self-direct and direct others using directions.</p> <p>Adopt the habit of observing the components of the environment.</p> <p>Exhibit the culture of managing the environment.</p> <p>Exhibit the culture of criticizing, appreciating and being satisfied with places and services.</p>	<p>Directions</p> <ul style="list-style-type: none"> - The four cardinal directions - Map of the sector - Main places in our sector and services provided. <p>Environment.</p> <ul style="list-style-type: none"> - Different types of environment - Importance of different types of environment available in the sector. - Dangers of not caring for the environment. 	<p>Discuss in groups main things that are in the sector and locate by using compass directions. . Thereafter, present to the whole class their findings.</p> <p>Draw individually a map of the sector showing the main places.</p> <p>Carry out a field trip in order to visit different places where environment protection projects have succeeded (such as radical terraces, good gardens...) and visit other environment protection projects have destroyed. Thereafter, present to the whole class their findings.</p> <p>Carry out an activity of protecting the environment (planting trees and flowers, watering plants....)</p>

<p>List different services provided in the sector and show the role played by the community and the school in the sector.</p>	<p>Explain the role played by the community and the school in different services provided in the sector.</p>	<p>Exhibit the culture of observing, analyzing and comparing different components of the environment.</p>	<p>Population</p> <ul style="list-style-type: none"> – Number of pupils in our school. – Number of workers in our school and their jobs. – Number of the population living in the village where the school is located. – The settlement/housing in the sector where the school is located <p>Main services provided in the sector</p> <p>Main services provided in the sector where the school is located.</p>	<p>Go outside the school and observe settlement in the village where the school is located. Thereafter, discuss what they have seen.</p> <p>Observe the map showing the settlement in the village and the sector and discuss in groups what they have seen and say what they think of that settlement.</p> <p>Carry out in groups an activity of listing different services provided in the sector and show the role played by the school and the community. Thereafter, present to the whole class their findings.</p>
<p>Links to other subjects: <i>Vocabulary related to directions.</i></p>				
<p>Assessment criteria: <i>Can identify and locate main infrastructure in the sector by using a map.</i></p>				
<p>Materials: <i>Different maps of the sector, videos and pictures.</i></p>				

TOPIC AREA: Geography		SUB-TOPIC AREA		
P3 SOCIAL STUDIES		UNIT 8: Transport and communication		No. of periods: 5
Key Unit Competency: Be able to identify and locate main infrastructure in the sector by using a map.				
Learning Objectives				Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<p>Find out different types of transport people use in the sector</p> <p>List different types of communication.</p>	<p>Explain the road traffic signs and their importance.</p> <p>Analyze the challenges road users face and the ways of overcoming them.</p> <p>Differentiate the communication equipments and demonstrate their importance.</p>	<p>Exhibit good behaviours on the road.</p> <p>Exhibit the culture of using properly communication.</p>	<p>Transport in the sector</p> <ul style="list-style-type: none"> - Means of transporting people and goods in the sector. - Road traffic signs. - The importance of the road traffic signs. - Challenges of transport in the sector. <p>Communication</p> <ul style="list-style-type: none"> - Communication equipments in the sector. - Importance of communication in the sector. - Proper ways of using communication in the sector. 	<p>Work in groups and observe different pictures showing ways of transporting people and goods in the sector and discuss the challenges the road users face and the ways of overcoming them. Thereafter, present to the whole class their findings.</p> <p>Discuss in groups the communication equipments and their importance. Thereafter, present to the whole class their findings.</p> <p>Discuss in groups the proper ways using communication. Thereafter, present to the whole class their findings.</p>
Links to other subjects: <i>Vocabulary related to transport and communication.</i>				
Assessment criteria: <i>Can identify main infrastructure in the sector by using a map.</i>				
Materials: <i>traffic road signs, pictures showing different types of transport, communication materials (telephone, envelopes, papers..)</i>				

TOPIC AREA: History		SUB-TOPIC AREA:		
P3 SOCIAL STUDIES	Unit 9: Main historical events in our sector		No. of periods: 4	
Key Unit Competency: Be able to 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	
Tell the sector's main historical events. Show how to use a timeline.	Place on a timeline the sector's main historical events.	Exhibit the patriotism and acknowledge where you are coming from and where you are going. Remember the history of the sector.	History – Main historical events of the sector. – Main historical events of the school. – Timeline. – Utilization of a timeline.	Carry out a research on the sector's main historical events and tell others so as to exchange ideas. Do an exercise of drawing a timeline and place on it your sector's main historical events.
Links to other subjects: Vocabulary related to home sector main historical events.				
Assessment criteria: Can 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.				

PART TWO: RELIGIOUS STUDIES

SECTION ONE: CHRISTIAN RELIGIOUS STUDIES

5.1 Christian Religious studies P1

5.1.1 Key Unit competences

- Respect God as creator and respecting his creatures;
- Explain the origin of sin and its consequences
- Manifest positive values following the examples of first believers (Patriarchs) in the Bible;
- Manifest positive values following the example of life of Jesus Christ
- Pray using basing Christian prayers
- Perform activities which promote inner peace , ...).

TOPIC AREA: Holy scriptures and beliefs		SUB-TOPIC AREA: GOD’S REVELATION		
PRIMARY 1: Religious Studies		Unit 1: creation and sin of Man		No. of Periods: 8
Key unit competence: A learner will be able to respect God the creator and all the creation as well as avoiding sin.				
Learning objectives				Learning activities
Knowledge and Understanding	Skills	Attitudes and Values	Content	
<ul style="list-style-type: none"> – Mention different creatures according to the order of creation – Know that man was created in God’s image – Mention the origin of sin and its consequences 	<ul style="list-style-type: none"> – Explain to others that God created His creation – Differentiate man from other creation – Explain the origin and consequences of sin 	<ul style="list-style-type: none"> – Love and respect God and His creation – Respecting yourself and others – Caring and protecting God’s creation – Having values of avoiding and preventing sin. 	<ul style="list-style-type: none"> – creation of heaven and earth and all in it – Man created in God’s image. – Rules that God gave man in the garden of Eden – The origin of Sin and its consequences/ results 	<ul style="list-style-type: none"> – Taking learners where they are able to recognize the creation and then answer the questions according to what they have observed in relation to show how God is the one who created all and he takes control of it. – Role play showing the consequences of sin of Adam and Eve in the garden of Eden and the punishment that was given to them by God and are observed in the current situation – A short story explaining sin and its consequences and how to avoid sin in our daily lives.
Links to other subjects: Maths (counting the days), Geography(environment), Education Values (avoiding sin)				
Assessment Criteria: A learner with behavior which portrays the respect of God as the creator , respect His creation and avoiding sin				
Materials: Pictures , photographs , film of creation , Bible, school garden.				

TOPIC AREA : Christian Values		SUB-TOPIC AREA:PRAYER		
PRIMARY 1: Religious studies		Unit 2: Basic prayers		No. of periods: 10
Key Unit competence: A Learner is able to pray to God using the basic prayers and personal prayers				
Learning Objectives				Learning Activities
Knowledge and Understanding	Skills	Attitude and Values	Content	
<ul style="list-style-type: none"> - Know what praying to God means and how to do it and its importance - Recite the elements of a prayer 	<ul style="list-style-type: none"> - Explain what prayer is and its importance - Making a prayer by themselves 	<ul style="list-style-type: none"> - Behaving well and respecting the time for prayer - To have good culture of praying at different times and also our daily life. 	<ul style="list-style-type: none"> - The prayer and behaviours in the time of praying. - Basic prayers (our Father in heaven , a prayer before sleeping and after waking up, a prayer before eating, a prayer for thanksgiving ,a prayer for praying for others , a prayer before work) - the time of prayer and respective prayers 	<ul style="list-style-type: none"> - In group discussion, the learners discuss the ways of praying at home and the importance of praying in their lives - Learners in groups explain in simple terms the basic prayers of a Christian that show how we thank God, how we ask and He gives us all that we need. - Do an activity of speaking the different basic prayers . - Let learners do an activity of praying using the prayers that they have formed that are connected to different occasions.(eating, studying, waking up ,.....)
Link to other subjects				
Assessment criteria: A learner will be able to pray to God using the basic prayers and her/his own formed prayer				
Materials: Pictures, photographs, Bible and other prayer books etc				

TOPIC AREA : HOLY SCRIPTURES AND BELIEFS		SUB-TOPIC AREA: Salvation of Humanity		
PRIMARY 1: Religious studies		Unit 3: Examples of Heroes of Faith in God		No. of Periods :10
Key unit competence: A learner will be able to explain well the character of those that believed in God (faithful) that are found in the Bible				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitude and Values	Content	
<ul style="list-style-type: none"> - Give some examples of people in the Bible that honoured God - Recite the actions of love that Jesus had performed 	<ul style="list-style-type: none"> - Show the importance for obeying God and the consequences to those that do not obey Him. - Explain the acts of love 	<ul style="list-style-type: none"> - Respect parents and following the good culture trained to us. - To have good behaviour of respecting and helping others 	<ul style="list-style-type: none"> - Obeying God by Abel the righteous - The reward of Enock - The reward of Noah - The miracle at the wedding of Cana - Jesus fed more than 5000 people - Jesus healed the sick. 	
<ul style="list-style-type: none"> - In group discussion, learners analyze the story they have read and share reflection in relation to good behavior about the story learnt. - Role-play showing the miracles Jesus performed which show that he is a son of God and which show compassion and love towards his people. - Role play showing the consequences of unfairness in our daily life and the reward of being trustworthy in relation to our daily life 				
Link to other subjects: education values (obedience and respect)				
Assessment Criteria: A learner will be able to explain the good behavior of the people in the Bible who had faith in God				
Materials: pictures, photographs, Bible , film that show the ways of conduct of those people in the Bible that had faith in God				

TOPIC AREA : CHRISTIAN VALUES		SUB TOPIC: LIVING IN PEACE		
PRIMARY 1: Religious studies		Unit 4: Promotion of peace		No of periods :8
Key unit competence: A learner will be able to sing and play different games which are related to building inner peace				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and Values	Content	
<ul style="list-style-type: none"> - List the characteristics of the inner peace - Memorize the song and games that are related to peace 	<ul style="list-style-type: none"> - Role-play and singing songs that express the message of inner peace 	<ul style="list-style-type: none"> - Appreciating others. - Avoiding discriminating yourself and others - Not devaluing human dignity 	<ul style="list-style-type: none"> - The introduction of peace - Things that make man lack peace. - Songs about peace - Games about peace - Games about unity and peace. 	<ul style="list-style-type: none"> - Learners work in groups to discuss and explain what peace is and also the signs that show the lack of peace at home and school. - Learners in groups, play games about peace in the family. - Role-play which teaches the learners to support /take roles in the simple activities which are meant to build peace like to help others, to intervene and stop those that are fighting, reconcile those with conflicts , sharing food and drinks ,conversing with others ,helping each other.
Link to other subjects: Music ,education values				
<i>Assessment Criteria: A learner will able to sing and play different games that show the building of inner peace.</i>				
Materials: Bible, audio materials, drums, shakers ,pictures				

5.2 Christian Religious studies P2

5.2.1 Key Unit competences

- Identify things that show that God was created in the image of God and that he surpasses other creatures;
- Explain the roots of sin in human life and prevent them ;
- Show how the human salvation was prepared starting from the call of Abraham
- Show how God manifested his love to Israelite in desert towards the promised land ;
- Show the role of God in the leadership of Israel
- Love God and Neighbour ;
- Analyze audio visual messages aiming at building inner peace

TOPIC AREA : Holy scriptures		SUB TOPIC AREA: God's revelation		
PRIMARY 2: Religious Studies		Unit 1: Man created in God's Image		No. of Periods :6
Key unit competence : A learner will be able to explain the difference between man and other creatures				
Learning objectives				Learning Activities
Knowledge and Understanding	Skills	Attitude and Values	Content	
<ul style="list-style-type: none"> - Know the value of man in comparison to other creatures - understand the love of God in man's creation 	<ul style="list-style-type: none"> - Explain the difference between man created in Gods image and other creatures - Show the signs of the power of God in different situations 	<ul style="list-style-type: none"> - Love God , respect yourself and others - To have good morals for helping others and promoting unity among others 	<ul style="list-style-type: none"> - Creation of man in God's image. - The names that express the nature of God in Rwandan culture - God is the creator - God is a father - God is love - Man in charge of all creation 	<ul style="list-style-type: none"> - Learners are put in groups where they can identify other creatures and discuss in depth their existence while sharing ideas on the resemblance and differences with human being. - Role play showing the man's power in action and thoughts showing that he was given dominion on earth everything in it showing that people may not look alike but they are all created by one God. - Learners discuss in groups the things that show the Gods power in everyday life from what they observe in their family, school and neighbours.
Links to other subjects : Geography (the environment)				
Assessment criteria ; A learner will be able to explain the difference between man and other creatures .				
Materials: Bible ,the environment ,pictures				

TOPIC AREA : Holy scripture and beliefs		SUB TOPIC AREA : SIN		
PRIMARY 2:Religious Studies		Unit 2: Roots of Sin	No of periods :8	
Key Unit Comptence: A learner will be able to explain sin and the roots of sin, to avoid sin and help others not to commit sin.				
Learning Objectives				
Knowledge and Understanding	Skills	Attitude and Values	Content	Learning activities
<ul style="list-style-type: none"> - Know and explain the roots of sin in different ways. - understand how sin can increase and become a habit 	<ul style="list-style-type: none"> - Explain and show the roots of sin. - Mention how sin grows when you don't repent. 	<ul style="list-style-type: none"> - Be careful in decision making to avoid what can push us to commit sin , choosing good friends - Have good behaviour that characterizes one who has repented sin. 	<ul style="list-style-type: none"> - Explanation of sin. - Roots of sin (lust, greed jealousy, arrogance, selfish pride) - The consequences of sin to God and to human being (death, disunity ,depression, punishment ,loss) - Ways of preventing and avoiding sin. 	<ul style="list-style-type: none"> - Learners in groups discuss the consequence of sin to God and the people's relationship within their family. - Learners in small group discussion, will debate causes people to commit in their daily lives and ways to avoid committing sin. - Role play that are related to all roots of sin and the values that can help to overcome and avoid sin.
Links to other subjects : SST, education(<i>roots and consequences of sin</i>)				
Assessment Criteria: A learner will be able to explain sin and the root cause of sin, to avoid it and help others not to commit sin.				
Materials: Bible ,film ,pictures				

TOPIC AREA : Holy scriptures and beliefs		SUB TOPIC AREA : SALVATION OF MANKIND		
PRIMARY 2: Religious Studies		Unit 3 : God’s plan on salvation of man		No of Periods :10
Key unit Competence: A learner will be able to explain how God has fulfilled His plan for man’s salvation in choosing the people of Israel.				
Learning Objectives				Learning Activities
Knowledge and Understanding	Skills	Attitude and Values	Content	
<ul style="list-style-type: none"> - Know the reason of man’s salvation. - Explain the everlasting love of God - Memorize the summary of learnt stories from the Bible 	<ul style="list-style-type: none"> - Explain the way God loved humanity. - Tell the following stories. - The call of Abraham - Story of Joseph - And learnt stories in the old Testament and New Testament 	<ul style="list-style-type: none"> - Sympathizing and sacrificing for people in problems - Keep in mind the plan of salvation of humanity. 	<ul style="list-style-type: none"> - The call of Abraham and the story of Joseph - God delivering the Israelites from Egypt - God showed his love to the Israelites in the wilderness. - the story of David. God revealed himself in His son Jesus 	<ul style="list-style-type: none"> - Group discussion on the read stories about call of Abraham and all what God promised him up to when his faith was seen in accepting to give a sacrifice of his only son Isaac. - Group discussion on the call of Moses and the lives of Israelites in the wilderness. Their journey from Egypt to the wilderness. - Make small group and discuss how the Love of God was revealed in the story of David and Goriath and what it was symbolizing.
Links to other subjects : <i>History of the children of Israel</i>				
Assessment criteria: <i>A learner will be able to explain how God fulfilled his plan for saving humanity by choosing the children of Israel.</i>				
Materials: <i>Bible ,film that shows the people that help others ,pictures</i>				

TOPIC AREA : Christian values		SUB TOPIC AREA : LIVING IN PEACE		
PRIMARY 2: Religious studies		Unit 4: The connection between the Gospel and Peace		Number of periods: 8
Key unit competence: The learner will be able to explain the connection between the Gospel and Peace, to participate in activities concerning peace.				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Contents	
<ul style="list-style-type: none"> - Show the connection between Gospel and peace. - Memorize this beatitude - “Happy are those who work for peace God will call them His children”. 	<ul style="list-style-type: none"> - Show the role of Gospel in peace building. - Explain how to promote peace according to the Gospel. 	<ul style="list-style-type: none"> - Be in group that promote peace. - Call upon others to join groups that promote the culture of peace. - Resist actions that against peace 	<ul style="list-style-type: none"> - Explanation of the Gospel and peace. - Blessed are those who work for peace God will call them His children - Peace and Justice 	<ul style="list-style-type: none"> - Group discussion on the read stories that are about living in peace and showing how peace is the foundation of Christian live. - Role plays showing the actions of peace basing on the word of God that is written in Matthew 5:1 and the connection between peace and the message that God gives us in His word. - Analyze short stories that have been read trying assessing actions that promote peace and trying to find a way of implementing them in their daily lives activities.
Links to the subjects: <i>Social studies related to peace</i>				
Assessment criteria: <i>a learner will be able to explain a connection between the Gospel and Peace and to participate in activities that promote peace.</i>				
Materials: <i>Bible, Films that show activities of people promoting peace, pictures, film of Joseph, call of Abraham, Moses and Joseph , and people who sacrifice for others.</i>				

5.3 Christian Religious Studies P3

5.3.1 Key Unit competences

- Identify the mission given humans after creation as show in the Bible and participate in it
- Avoid sins and repent as well as manifesting values at school and home ;
- Trust Merciful and Saviour of Humanity Jesus in his or her life
- Strive for Holiness and persevere in hardships
- Respect prayer and prayer using common and public prayers ;
- Explain the consequences of exclusion, isolation which percent inner peace
- Show Love, Friendship and tolerance in building inner peace.

TOPIC AREA: Holy scriptures and believes				SUB TOPIC AREA: God's revelation
P3: Religious Studies		Unit 1: After God had created a man he gave him a mission		Number of periods: 10
Key unit competence: a learner will be able to mention the mission that God gave man after creating him, to love work and respect those in authority.				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Contents	
<ul style="list-style-type: none"> - Mention the mission that God gave man after creating him. - Know what God has called man to do 	<ul style="list-style-type: none"> - Explain the mission God gave man and how it is supposed to be implemented. 	<ul style="list-style-type: none"> - Do what makes the world better everywhere you are. - Participate in group activities that protect environment 	<ul style="list-style-type: none"> - Mission that God gave man: - Work and be in charge of the world - Have children and fill the earth 	<ul style="list-style-type: none"> - Take children where they are able to observe different things and after the differentiate what was created by God and what was made by man. Later they answer the questions the teacher asks related to man's mission on earth. - Have discussion about bad man's actions that has negative impact on his life. And show the reason why man should be conscience on activities that we see on earth. - In groups analyze case studies a and discuss the importance of taking care of the earth and the consequences of bad usage of what God given us. And responsibility of man to reproduce what God created.
Link to other subjects: geography (protect environment), political education (respect those in authority)				
Assessment criteria: a learner will be able to mention the mission that God gave man after creating him, love work and respect those in authority .				
Materials: Bible , materials made by man (technology , house items, family photos).				

TOPIC AREA :Holy scriptures and beliefs			SUB TOPIC AREA: SIN	
PRIMARY 3: RELIGIOUS EDUCATION		Unit 2: Avoiding sin and asking for forgiveness		No. of periods:6
Key Unit competence: Alearner will be able to do what is good and ask for forgiveness for the wrong he has done and following morals every where				
Learning objectives				
Knowledge and Understanding	Skills	Attitude and Values	Content	Learning activities
<ul style="list-style-type: none"> - Explain what is sin. - Mention the importance for asking for forgiveness 	<ul style="list-style-type: none"> - Explain the ways of avoiding sin - Show the consequences of sin 	<ul style="list-style-type: none"> - Hate and avoiding sin and its roots in the daily life - Respecting in humility - Following the commandments of God 	<ul style="list-style-type: none"> - Sins and its roots - Ways of avoiding sin - The consequences of sin - Ways of repenting of sin and asking for forgiveness. - The moral values of humility that overcomes the roots of Sin 	<ul style="list-style-type: none"> - Form groups and learners discuss in details on the causes of sin among people ,every root and the sin it causes and the measures of preventing them - Discussion in groups the different ways that can be used so that whoever does sin reconciles with God and those he has disappointed in order to promote unity. - Playing a game showing the moral values for asking forgiveness and also to forgive, and doing good to remove what is bad that has been committed against another and also reconciling to God
Link to other subjects: Social studies (avoiding sin)				
Assessment Criteria: A learner will be able do good, ask for forgiveness for every wrong he/she commits and also respect the moral values everywhere.				
Materials: Bible, pictures, (prodigal son), photos for giving penitence.				

TOPIC AREA :HOLY SCRIPTURE AND BELIEFS		SUB TOPIC AREA : SALVATION OF HUMANITY		
PRIMARY 3:RELIGIOUS STUDIES	Unit 3: Jesus the saviour of humanity		No of Periods :6	
Key Unit Competence: A learner will be able to explain the life of Jesus as a deliver and a savior.				
Learning Objectives				Learning Activities.
Knowledge and Understanding	Skills	Attitude and Values	Content	
<ul style="list-style-type: none"> - Mention in summary about the life of Jesus on earth - Know the story in the Bible learnt that are related to the salvation of humanity 	<ul style="list-style-type: none"> - Explain the birth of Jesus Christ - Explain some of the miracles done by Jesus - Explain the end times of the redemption of humanity 	<ul style="list-style-type: none"> - Helping and sacrificing for others in the daily life using Jesus' example. - Accepting Jesus and following as a savior. 	<ul style="list-style-type: none"> - The life of Jesus (examples of miracles what Jesus performed (raising Lazarus, raising Jairus' daughter, cursed out demons , he healed the sick and the blind....) - Jesus gave life to those that had dead (the story of Lazarus) - Suffering, death and resurrection of Jesus - The ascending to Heaven of Jesus 	<ul style="list-style-type: none"> - Discussion in groups about some of the important times that showed the life of Jesus as a deliver and a saviour for humanity where they teach lessons that are related to relationship between man and God , the great miracle that he performed , death and resurrection of Jesus - Form groups for sharing ideas on the miracles that Jesus performed and also the lessons learnt from them. - Role play showing the compassion of Jesus among people from his childhood to adulthood where he preached the gospel in the whole world, healing the sick and showing mercy to the suffering people.
Link to other subjects :				
Assessment criteria: A learner will be able to show the activities of sacrificing for the purpose of people's welfare.				
Materials: Bible, pictures that show people doing good to other , film of Jesus				

TOPIC AREA:CHRISTIAN VALUES			SUB TOPIC AREA: LIVING IN PEACE	
PRIMARY 3:RELIGIOUS EDUCATION		UNIT 4: Justice and Peace		No of Periods:10
Key Unit competence: A learner will be able to show activities of love and humility in building inner peace.				
Learning objectives				Learning activities
Knowledge and Understanding	Skills	Attitudes and Values	content	
<ul style="list-style-type: none"> - Mention what promotes peace in hearts of people - Research what can disrupt inner peace. 	<ul style="list-style-type: none"> - Show the consequences of the disruption of peace. - Show the importance of complete peace - Explain the relationship between justice and peace - Showing what builds peace 	<ul style="list-style-type: none"> - Doing activities that promote peace everywhere - Avoiding anything that may lead to the disruption of peace in the hearts of people - Participating in the groups that have the message about peace 	<ul style="list-style-type: none"> - Definition of Justice and peace - The different ways of solving conflicts, sustainable culture of peace, whether of the heart or among people - Moral values leading to peace and justice - The relationship between justice and peace 	<ul style="list-style-type: none"> - Learners with the help of their teacher will discuss in the groups about peace in their families and actions that portray peace and those where there is no peace and how peace was restored. - Role play to show the consequences of the activities that affect peace in the lives of people in either their families or in the country. - Sharing ideas for what has to be done in order to avoid conflicts and promoting peace in our Rwanda families
<i>Link to other subjects : social studies (justice and peace)</i>				
<i>Assessment Criteria : A learner will be able to show the actions of love, humility in peace building</i>				
<i>Materials : Bible, pictures ,films that are related to the activities of peace and Justice and also the environment</i>				

SECTION 2: ISLAMIC RELIGIOUS STUDIES

5.4 Islamic Religious studies P1

5.4.1 Key unit competences

- Memorize and cite the fundamental pillars of Islamic faith
- Recite correctly simple prayer(chapters) of the holly Qur'an;
- Memorize and cite the regulation of fiq'hi;
- Narrate and learn from the history of life of prophet Muhammad before the massage and live harmoniously with others by his example
- show love for the people and care for the environment

Topic area : Religious Doctrines and beliefs		Subtopic area: Tawhiid (monotheism)		
Religious studies P1	Unit 1: Pillars of faith in Islam		No of periods:8	
Key unit competence: At the end of this unit, the pupil will be able to state without reading three first pillars of Islamic faith, respect them and live well with others				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - explain the oneness of Allah - mention the reason why Allah created the jinn and human beings - mention the origin of all creatures - State some names the prophets of Allah - Mention some works of prophets of Allah 	<ul style="list-style-type: none"> - mention things done by only Allah - Explain the reason why Allah created jinn and human beings - explain how God Created whatever exist - Explain briefly the message of prophets 	<ul style="list-style-type: none"> - To love Allah and respect his creatures - Follow the teachings of the prophets 	<ul style="list-style-type: none"> - Oneness of Allah - Allah, the creator of heavens and earths and whatever exists in them - Prophets of Allah and their life characters - Worshipping only Allah and badness of worshipping any other thing like idols etc... (Shirk) 	<ul style="list-style-type: none"> - In groups, the teacher takes learners outside to take a look at various creatures - In groups, pupils exchange ideas on the nature and origin of all creatures - exchange ideas on the findings on the nature and origin of creatures - Role play the life of some prophets of Allah - The teachers shows on the pictures or the flip charts other things that people worship and consequences
Link with other subjects: Brief history of Islam, Social studies (complementarily of all creatures)				
Assessment criteria: The pupil will be able to order the pillars of Islamic faith, respect them and follow the teachings of the prophets				
Teaching materials: Qur'an, Object in the environment, pictures , other necessary materials for role playing the prophets values and teachings				

Topic area : Holy Scriptures and beliefs		Subtopic area: Qur'an		
P1 :Religious studies	Unit 2: Reading Qur'an		No of periods: 8	
Key unit competence: A pupil will be able to read Arabic vowels and consonants as language the holly Qur'an				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - Explain the pronunciation of Arabic vowels and consonants - Arrange and read vowels and consonants of Arabic - Imitate the reading of vowels and consonants from the model given 	<ul style="list-style-type: none"> - Differentiate how to read Arabic vowels and consonants from English vowels and consonants - Distinguish between Arabic vowels and consonants from the English vowels and consonants - Link Arabic consonants and identify some verses where these consonants can be founds 	<ul style="list-style-type: none"> - To appreciate the Arabic language as language of the Qur'an - To have the habit of practicing the pronunciation of Arabic vowels and consonants 	<ul style="list-style-type: none"> - Vowels and consonants of Arabic language 	<ul style="list-style-type: none"> - The teacher reads aloud and pupils repeat after him sounds of vowels and consonants written clearly on board. - Pupils try to read alone all Arabic consonants and vowels. - Pupils pick at random vowels and consonants and then read them aloud. The teacher correct them and emphasize the right pronunciation
Link with other subjects :				
Assessment criteria: <i>The pupil will be able to read well the Arabic letters in which Qur'an is written</i>				
Learning materials: <i>Qur'an, Pencils, Drawing papers, flip charts of Arabic letters , the book of Yassarnal-Qur'an</i>				

Topic area: Holy Scriptures and beliefs		Subtopic area: jurisprudence: Fiq'hi		
P1 : Religious studies	Unit 3:the basic Islamic law of worshipping activities		No of periods: 7	
Key unit competence : The pupil will be able to perform full ablution according to its regulations and basic regulations of prayer (prayer)				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - State the regulations of entering into the toilet - Identify the regulations of ablution before performing Prayer - Mention the obligatory prayers (Prayer) and the time to perform them - Mention the additional prayer and the time of performing them. - recite the supplications of praising Allah (Adh'kar) during and after prayer 	<ul style="list-style-type: none"> - Show how to perform oblation before performing Prayer - Show how to perform Prayer - Differentiate between the obligatory prayers (prayer) and additional prayers - Explain the necessity and the importance of Prayer in Islam 	<ul style="list-style-type: none"> - Respect regulations of ablution before performing prayer - Respect times for prayers. - Strive for the reward that God has prepared for those who perform prayers (Prayer) and preventing from his punishments as recommended in the holy Quran - Praise Allah during and after prayer (Prayer). 	<ul style="list-style-type: none"> - Hygiene before performing the Prayer - Five obligatory prayers (Prayer) - Additional(sunnat) prayers (Prayer) - Supplications ((Adh'kar) of Praising Allah during and after prayer 	<ul style="list-style-type: none"> - The teacher helps pupils to do discuss of ablution done by Muslim before performing prayer Prayer(wudhu). - Pupils do exercise of doing 5 obligatory and additional Muslim prayers. - Pupils repeat after the teacher supplications of praise (Adh'kar) done during and after performing Prayer - The teacher prepares a short video on how to perform the ablution before performing Prayer, and students watch the video
Link with other subject : Social studies				
Assessment criteria: Pupils will be able to perfectly perform the ablution before performing prayer (Prayer) and respect time of performing prayer				
Learning materials : Qur'an, water, water containet, Muslim praying mat sandals, audio visual devices				

Topic area: Beliefs and History of Religions		Subtopic area: History of Islam (Taarekh)		
P1: Religious studies		Unit 4: Life of the prophet Muhammad peace be upon him		No of periods :5
Key unit competence : student will be able to portray the values and love to others as example taken from characters of the prophet Muhammad				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Narrate briefly brief history of early life of prophet Muhammad - list some values of prophet Muhammad in his early life 	<ul style="list-style-type: none"> - Explain the life of prophet Muhammad before and after the revelation - Differentiate the values of Muhammad as the prophet of Allah from other people's behaviors 	<ul style="list-style-type: none"> - Imitate values learnt from the life of Prophet Muhammad. - putting in practice the teachings of the prophet - love the prophet Muhammad and always pray to Allah that he grants him peace, mercy and blessings. 	<ul style="list-style-type: none"> - The ancestors of prophet Muhammad peace be upon him - The history of early life of prophet Muhammad - The traditions and values of prophet Muhammad peace be upon him 	<ul style="list-style-type: none"> - In groups, pupils share ideas about the life of Muhammad before and after revelation - Learners exchange ideas on the values that marked the life of Muhammad (Truth, faith, generosity, mercy in delivering the message received from Angel Gabriel) - Pupils watch a movie on the life of Muhammad - The teacher helps pupils to summarize the key information to retrain from the life of Muhammad and from the discussion held.
Link with other subject : Social studies				
Assessment criteria: The pupil will be able to live well with others and it was done by Allah's prophet Muhammad				
Learning materials: Qur'an, textbooks, reference books on the life of Muhammad, audio visual devices, movie on the life of Muhammad.				

Topic area: Belief and values		Topic area: Values		
P1 Religious studies		Unit 5: Integrity and living well with others		No of periods:8
Key unit competence: The learner will be able to perform good actions of love among his/her fellows and care for the environment				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - List good actions of love among people - Identify behaviours that Islam prescribed in various situations - Identify Islamic values geared to make a better world - State activities of caring for environment as God's creatures 	<ul style="list-style-type: none"> - Differentiate between the love that God recommends us to have and normal friendship or love - Explain the importance of environment 	<ul style="list-style-type: none"> - Respect and helping others without any discrimination based on religion, race, region, ... - Prevent any things that destroy environment and taking positive actions in protecting it - Have good behaviors as recommended by Islam in various situations of everyday life 	<ul style="list-style-type: none"> - Love God and neighbor as himself or herself - Required behaviors in various situations of life (eat, drink, sleep, wake up, going to the toilet, wearing, respect elders, having sympathy for children. - Respect God's creature and environment by protecting, take care of them and strive for their wellbeing 	<ul style="list-style-type: none"> - In groups, the pupils discuss values that characterize a Muslim and write them down on the papers. They will pin these papers on the wall and move around the class reading them facilitated by the teacher. - Pupils discuss the meaning of Muslim greeting and prayers in various times and required behaviours - Role play good actions towards the need as required. - Discuss activities that they can perform to care for and protect the environment
Link with other subject : Social studies				
Assessment criteria: the pupils will be able to manifest positive values of love among his or her fellows, to love God through the protection of environment and manifest required behaviours for Muslims				
Learning materials: Qur'an, Audio visual devices, books of Hadith , flash charts, markers.				

5.5 Islamic Religious studies: P2

5.5.1 Key unit competences

- To know and respect God as the Creator of the universe ;
- Memorize and recite some chapters of the holly Quran
- Read well and Memorize Arabic letters
- Narrate the most important part if Islamic history;
- Show good behavior in his life and living well with others.

Topic area: Holy Scriptures and beliefs			Subtopic: monotheism (tawheed)	
P2 Religious studies	Unit 1: Pillars of Islamic Faith (Part two)			No of periods:7
Key Unit competence: The pupil will be able to explain why Allah is the only God to be worshipped, receive his message and to work for paradise and prevent him or herself from punishments hellfire in his or her daily activities				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - List all six pillars of Islamic faith - Explain the reason why Allah is the only God to be worshipped 	<ul style="list-style-type: none"> - Show the relationship between pillars of faith and activities of worshipping - Explain the role of pillars of faith in everyday life of a Muslim - Differentiate between worship to God from and other idolatry activities - Explain the three parts of faith - Explain the relationship between Angels and Human being 	<ul style="list-style-type: none"> - Being humble in worship activities. - Avoid idolatry activities - Respect Holy Scriptures. - Respect and worship the only one God and respecting his prophets - Fear Allah the almighty by putting in practice the teachings of the holly Quran - Accept the teaching on predestination 	<ul style="list-style-type: none"> - Six pillars of Islamic faith - Oneness and uniqueness of God (Allah) - Angels of God and their responsibilities (Djibril, Michael, Israfil, Izrail, Malik, Malakul...) - Holy Scriptures - God's Apostles and Prophets - Last day (everlasting life, resurrection, , heaven and hell) - Predestination 	<ul style="list-style-type: none"> - In groups, pupils discuss the responsibilities of Angels of God - in groups Pupils discuss how God uses people to spread good news (his message in the world) - Using papers, pupils identify activities and practices that can help people to earn paradise - The teacher will facilitate the pupils to retrain key content and information from the presentations
Link with other subjects: History, social studies.				
Assessment criteria: The pupil will be able to show that God (Allah) is the only one to be worshipped, be faithful to his message, work for heaven and avoid hell punishment.				
Learning materials: Qur'an, Hadiths of Muhammad, religious textbooks.				

Topic area:		Subtopic area: Qur'an		
P2 : Religious studies	Unit 2: Qur'an recitation		No of periods :10	
Key unit competence: The Pupil will be able to read and memorize short Chapters in the Qur'an				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - Proper reading of eleven short chapters in the holly Qur'an - Recall and recite without reading short chapters that previously learned 	<ul style="list-style-type: none"> - Differentiate between the recitation of Qur'an and reading the normal Arabic book - Differentiate the recitation of the Qur'an from singing the normal songs 	<ul style="list-style-type: none"> - Appreciate the value of Qur'an in prayers - Appreciate the values of Some chapters of Qur'an in regulating daily behaviour 	<ul style="list-style-type: none"> - Reading: surat Al.-Fat'ha, Al'fil Qurayshi Al'Mauna Al'Kawthar Al'kafiruna Annasw'ru Al'Masad Al-Ikh'laswi, Al'Falaq. Annasi 	<p>The teacher helps pupils to listen to the recorded reading of Quran chapters and capture the sounds before they start reading themselves</p> <ul style="list-style-type: none"> - Open the Qur'an and try to read themselves short chapters. - After listening to the reading of Chapters(chapters), pupils repeat imitating the sounds they heard one by one, in groups or all at time
Link with other subject:				
Assessment criteria: students will memorize by heart and perfectly recite the eleven short chapters of the holly Qur'an				
Learning materials: Qur'an, booklets of yassarnal-Qur'an audio visual devices.				

Topic area: Holy Scriptures and beliefs		Subtopic area: jurisprudence: Fiq'hi		
P2:Religious studies		Unit 3 : Prayer (prayer)		No of Periods:8
Key unit competences: Pupil will be able to explain how Muslim perform prayers				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - State the rules of performing Prayer. - Identify parts of Prayer - List things that nullify Prayer 	<ul style="list-style-type: none"> - Explain the requirement for Prayer to be obligatory - Explain the obligatory and non obligatory practices on performing prayer - Explain the rewards that God has prepared for people who perform their prayers - Explain the consequences of ignoring prayers (Prayer) 	<ul style="list-style-type: none"> - Have a habit of performing Prayer as expected - Avoid things that can nullify prayer Prayer - Harmonizing with Allah and his people - Prevent from sins 	<ul style="list-style-type: none"> - Five Obligatory prayers (Prayer) - Requirement for a prayer to become obligatory - Performance of prayer - Importance of performing prayer - Punishment for Muslim who ignore prayers 	<ul style="list-style-type: none"> - In groups, pupils discuss the importance of performing Prayer, reward and punishment regarding Prayer - Each group will present the finds on the importance of performing Prayer - Teacher will prepare a movie or pictures of performing Prayer and show them to pupils - Pupils will exercise themselves on how to perform Prayer
Link to the other subjects: social studies, Arabic, sports (in practicing prayers)				
Assessment criteria: Pupil will be able to perform prayers (Prayer) and being good to people Allah and people				
Learning materials: Qur'an, other religious books, praying mat, pictures, the board to display the pictures				

Topic area : Belief and History (Taarekh)			Topic area: History of Islam	
P2 :Religious studies		Unit 4: Brief History of Islam		No of periods: 5
Key Unit competence : The pupil will be able evaluate values that were portrayed by the companions of prophet Muhammad and be a exemplary in daily life				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - Explain the life of Arabs before the message of prophet Muhammad - Explain briefly the beginning of Islam - Describe the life of the first Muslims. - List the names of first people to embrace Islam in the time of prophet Muhammad 	<ul style="list-style-type: none"> - Explain characteristics of arabs' life before Muhammad marked by shadows of delusion - Describe how Angel Djibril appeared to the Prophet Muhammad - Differentiate Muslim calendar from Christian calendar - Compare the life of first Muslims and the Muslims of today 	<ul style="list-style-type: none"> - Appreciate the teachings of Muhammad in changing positively the lives of the people - Accept and follow the teaching of Prophets in everyday life. - Appreciate the teaching the f Companions of prophet Muhammad - Be a faithful Muslim and strive for its development 	<ul style="list-style-type: none"> - Life of Arabs before Muhammad - Revelation of Muhammad (wah'yi) - The beginning of Islam - Life of the some first Companions of prophet Muhammad to embrace Islam 	<ul style="list-style-type: none"> - In groups, the pupils share ideas on the life of Arabs before the prophet Muhammad, on the beginning of Islam and life of first Muslim - In Groups, the pupils identify the values of first Muslim that must be upheld today and share the findings in panel.
Link to the other subject: History (On Religion).				
Assessment criteria: Pupil will be able to manifest values and courage as portrayed by the the first Muslims, and living well with others				
Learning Materials: Qur'an, Flip charts, Islam maps of Madina and Mecca.				

Topic Area: Beliefs and values		Subtopic: Values		
P2 : Religious studies		Unit 5 : Relationship between Muslim and Non Muslim		No of Periods: 6
Key unit competence: student will be able to observe respect to everybody without discrimination and avoid doing to others anything that he dislikes for himself				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Identify the discrimination attitudes and actions that people must avoid. - Show the consequences of discrimination and exclusion in the society - List values that show mutual respect in the society 	<ul style="list-style-type: none"> - Analyze Qur'an showing the reasons why Allah created people with differences - Explain some Qur'an verses and teachings of Muhammad which show the consequences of discrimination and importance of unit and inclusion - Differentiate values from vices or bad behaviours 	<ul style="list-style-type: none"> - Live well with others without discrimination - Avoid bad behaviours that can put other people in trouble - Respect all people (young, elders and fellows) 	<ul style="list-style-type: none"> - God Created different to complement one another - Loving others as yourself - Respect all people in all situations. 	<ul style="list-style-type: none"> - Role-play the consequences of discrimination and exclusion in the society - Role-play the possible consequences if all people were the same - Watch a movie showing values and respect of others in various situation
Link with other subject: Social studies				
Assessment criteria: The pupil is able to respect others without discrimination, build peace and respecting golden rule.				
Learning materials: Qur'an, hadiths of the prophet Muhammad, Audio visual devices				

5.6 Islamic Religious studies P3

5.6.1 Key Unit competences

- State and explain names attributes of God which show his power
- Memorize, explain some chapters of Quran and write Arabic letters
- Memorize and explain Islamic regulations of worship ;
- Explain briefly life of some prophets before Muhammad.
- Manifest good attitudes and values among other people and environment in general

Topic area:		Subtopic area: Tawhiid		
P3 : Religious studies		Unit 1: The names and Attributes of Allah that characterizes his power		No of periods :6
Key Unit competences : The pupil will be able to respect, pray and praise Allah faithfully				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - List five Pillars of Islam - State examples of God's attributes which show his Holiness, might and goodness - List God's actions that are beyond human understanding 	<ul style="list-style-type: none"> - Explain and differentiate two testimonies of the first pillar of Islam - (shahadat an laa ilaha ila llah wa Ana Muhamada rasuulullah) - Believing in Allah and his prophet peace be upon him - Show that God's power surpasses human power 	<ul style="list-style-type: none"> - Live perfectly and faithfully according to the teachings about oneness of Allah - Avoid all idolatry activities in his life (shirki) - Confess the Oneness and Unity of Allah basing on human conscience - avoiding infidelity basing on conscience 	<ul style="list-style-type: none"> - Five Pillars of Islam (2 Testimonies, 5 prayers per day, giving charity, fasting the month of Ramadan, pilgrimage) - Allah must be worshipped He is the creator of all seen and unseen creatures - Angels of God. - All attribute is due to Allah the almighty, the most powerful than any other creature 	<ul style="list-style-type: none"> - Outside the classroom, in groups , pupils observe in the environment various creatures of God (People, sun, plants and animals) - Sharing ideas on the origin of all whatever they have seen in the environment - Discuss the importance of believing in Allah's angels - The teachers helps pupils to summarize the key message and information from the completed activities
Link to the other subject: Social studies				
Assessment criteria: The pupil will be able to obey, pray and praise One God as required and avoid other idolatry practices				
Learning activities: Qur'an, Hadiths books, books of Tawhiid				

Topic area: Holy Scriptures and beliefs				Topic: Qur'an
P3: Religious studies		Unit 2 : Memorize and explain some short chapters of Quran		No of periods:8
Key Unit competence: The pupil will be able to explain 16 Prayer without reading				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Reciting the holly Qur'an, observing the Quran recitation rules - Reciting from memory some short chapters of the holly Qur'an 	<ul style="list-style-type: none"> - Analyze the importance of reciting, reading and memorizing the holy Qur'an - memorize and explain some short chapters of the holly Quran 	<ul style="list-style-type: none"> - Have a habit of reading frequently Qur'an and having courage to memorize it - Trust God all the time - Respect God's commandments as written in the holly Qur'an 	<ul style="list-style-type: none"> - Recite and explain; <ul style="list-style-type: none"> Al'humazat Al'as'ri Attakathur Al'qariat Al'adiyati 	<ul style="list-style-type: none"> - Pupils listen to recorded recitation of some Quran chapters - Pupils repeat the recitation of some Qur'an chapters without reading one by one or all at ago. - Pupils to exercise of explaining some Quran chapters one by one others complementing or commenting - Students correct each other's mistakes in explanation of Qur'an chapters.
Link to the other subjects: Arabic language				
Assessment criteria: Pupils will be able to explain and recite some prayer perfectly and live well with others				
Learning materials: Qur'an, Explanation of Qur'a , Audio visual devices				

Topic area: Holy Scriptures and beliefs		Topic : History of Religion : Fiq'hi		
P3: Religious studies		Unit 3: Guidelines of the prophet on how to perform Prayer		No of periods:6
Key Unit competence: The pupil will be able to the model and encourage others to prepare themselves before prayer				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Recall basic rules of prayer - State the additional rules of Prayer - Recall things that nullify the Prayer and their consequences n the life of Muslim - State the Prayer of Friday (Idjuma) and requirements for it to be obligatory 	<ul style="list-style-type: none"> - Explain the basic rules of prayer - Differentiate the basic and additional rules of Prayer - Show the importance of performing prayers in the life of a Muslim - Explain the rules of Friday prayer 	<ul style="list-style-type: none"> - Appreciate the rules of prayerin Islamic Religion - Encourage others to perform prayers 	<ul style="list-style-type: none"> - Basic Sunnat before performing obligatory prayer - Adhaana, the first call for obligatory prayer - Iqaamat the second call for obligatory prayer - Punishment of Allah to the people who ignore to perform the prayer (Prayer) - The Friday prayer and its rules - The role of parents in encouraging children to participate in prayer 	<ul style="list-style-type: none"> - In classroom pupils do exercise of Adhaana (calling others to come for prayers) - Pupils show the sign which shows that the prayer has started - Watch a movie on how to prepare for and perform the prayer - In geoups, the pupil discuss the reward and punishment regarding prayers
Link with other subject: Social studies				
Assessment criteria: the pupil will be able to explain clearly rules of performing Prayer, respect them while performing prayer as required.				
Learning materials: Qur'an, hadiths, mat of prayer, audio visual devices				

Topic area: Holy Scriptures and beliefs			Subtopic area: History of Islam (Taarekh)	
P3: Religious studies		Unit 4 : Values of Prophets before prophet Muhammad		No of period: 8
Key unit competence: The pupil will be able to respect values and good behaviour inherited from the prophets that preceded Muhammad				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> – list names and narrate briefly the history of prophets who preceded Muhammad – List good deeds of the prophets that preceded Muhammad – identify challenges and obstacles in serving God encountered in by prophets that preceded Muhammad 	<ul style="list-style-type: none"> – Compare and contrast The Prophecy of Muhammad and prophecies of other prophets – Explain the resilience and endurance of Prophets who preceded Muhammad in serving God and delivering his message – Suggest advice on how the Muslim of today can be faithful and trustworthy in the society 	<ul style="list-style-type: none"> – Manifest values of Prophet Muhammad – The trustworthy and faithful as well as overcoming obstacle in his or her faith and in everyday life – Live well with God and others 	<ul style="list-style-type: none"> – History of Messenger Abraham – History of Messenger Noah – Good deeds of Moses – Good deeds of Ismael and Jesus 	<ul style="list-style-type: none"> – In groups, pupils share ideas on the life and good deeds of prophets who preceded Muhammad – Share ideas on things that can help a Muslim to always persevere on his road to Heaven. – the teacher facilitates pupils to put together what they have discussed and summarizes what is essential related to the topic about the life prophets that preceded Muhammad and their good deeds
Link to the other subjects : History				
Assessment Criteria: The pupil will be faithful to others, witness his or her faith and respect teachings of the prophets who preceded Muhammad				
Learning Materials: Qur'an, hadiths, mat of prayer, audio visual devices.				

Topic area: Islam and its values			Subtopic area: Right conduct (Adaabu).	
P3 Religious studies	Unit 5: Self respect and living well with others		No of periods: 8	
Key Unit competence: The pupil will be able to respect others, have right conduct in various situations of everyday life				
Learning objectives				Learning activities
Knowledge and understanding	Skills	Attitudes and values	Content	
<ul style="list-style-type: none"> - List rules of conducts regarding eating, greeting, going to bed, waling up, visiting others, respecting the Mosque, welcoming visitors... - State the important activities in welcoming visitors - State the rules of respecting to the Mosque - Show the different classes of people and how they should be respected 	<ul style="list-style-type: none"> - Explain the prayer before and after meals and other rules of Muslim in various situations of life - Explain the difference between A Mosque and other houses - Explain the necessity of respect for one another 	<ul style="list-style-type: none"> - Pray God in various situations of everyday life - Have the right conduct in the Mosque - Welcome well visitors and live well with others 	<ul style="list-style-type: none"> - Rules of conduct in various situations of everyday life - Self respect, respect for the young, fellows and elders (parents, teachers leaders, religious leaders) 	<ul style="list-style-type: none"> - In classroom, the pupils role play the right conduct in the time of welcoming and entertaining visitors - Watch a move on the right conduct before, during and after meals - Watch a movie on the teaching right conduct in various situations of everyday life. - Outside the classroom, the teacher and pupil do a field visit to the Mosque, seeing its major parts and doing exercise of showing respect to it
Link to the other subjects: Social studies				
Assessment criteria: The pupil will be able to respect everyone, have right conduct in various situations, live well with others				
Learning materials: Qur'an, Hadiths books, Books on Apostles and prophets, audio-visual devices.				

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ANNEXES

Subjects and weekly time allocation for lower primary (P1 to 3)

Subjects in Primary 1 – 3	Weight(%)	Number of periods (1 period = 40 min.)		
		P ₁	P ₂	P ₃
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7
3. Mathematics	20	6	6	6
4. Social and Religious Studies	13	4	4	4
5. Sciences and elementary Technologies	7	2	2	2
6. Creative Arts: Music, Fine Art and Craft	7	2	2	2
7. Physical Education	3	1	1	1
Total (number of periods per week)	100	(30)	(30)	(30)
Total number of contact hours per week		20	20	20
Total number of contact hours per year (39 weeks)		780		