



ACCELERATED EDUCATION PROGRAMME FOR UGANDA

RELIGIOUS EDUCATION LEVEL TWO

SYLLABUS







ACCELERATED EDUCATION PROGRAMME FOR UGANDA

RELIGIOUS EDUCATION LEVEL TWO

SYLLABUS

Supported by





A product of the National Curriculum Development Centre for the Ministry of Education and Sports

Published by

National Curriculum Development Centre

P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug

ISBN:

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copy holder

Supported by



TABLE OF CONTENTS

Foreword	v
Acknowledgement	vi
List Of Acronyms	vii
Introduction	ix
CHRISTIAN RELIGIOUS EDUCATION.....	1
TERM 1	2
THEME: Christians With The Saviour	2
Topic 1: God’s Continuing Love For His People	2
THEME: Christians With The Saviour	5
Topic 2: God’s People And The Law.....	5
THEME: Christians With The Saviour	8
Topic 3: Following Jesus As A Leader	8
THEME: Christianity And God’s Word	10
Topic 4: Faith.....	10
TERM 2	13
THEME: Christians With The Saviour	13
Topic 1: Jesus Our Example In Service.....	13
THEME: Christians With The Saviour	17
TOPIC 2: Peace	17
TERM 3	19
THEME: Christianity And God’s Word	19
TOPIC 1: We Are The New People Of God In The Spirit	19
THEME: Christianity And God’s Word	22
Topic 2: Hope	22
APPENDIX A: Sample Schemes Of Work And Lesson Plans.....	25
Theme: Christians With The Holy Spirit	27
Topic: We Are The New People In The Spirit	27

ISLAMIC RELIGIOUS EDUCATION	29
TERM 1	30
THEME 1: Reading From The Qur'an	30
Topic: Surat Al-Asr (Chapter 103)	30
THEME 2: Tawhid (Faith)	33
Topic: Prophets/Messengers	33
THEME 3: Fiqh (Practice)	36
TOPIC: Dress Code For Prayer (Hijab For Women, Loin/Tunic For Men)	36
Theme 4: Hadith(Prophet's Traditions)	39
TOPIC: Dress And Cleanliness	39
THEME 5: History Of Islam	43
TOPIC: Early Converts In Islam	43
Term Two	45
Theme 1: Reading From The Qur'An	45
TOPIC: Surat Al-Humaza (Chapter 104)	45
THEME 2: Tawhid (Faith)	49
TOPIC: The Unique Nature Of Muhammad's (PBUH) Messengership	49
THEME 3: Fiqh (PRACTICE)	52
TOPIC: Congregational Prayer (Salat Al-Jamá)	52
THEME 4: Hadith (Prophet's Traditions)	55
TOPIC: Iman And Forgiveness	55
THEME 5: HISTORY OF ISLAM	57
Topic 5: Prophet Muhammad (PBUH) At Medina	57
TERM THREE	60
THEME 1: Reading From The Qur'an (Chapter 99)	60
Topic 1: Surat Al-Zilzala	60
THEME 2: Tawhid (Faith)	63
Topic: Resurrection And Judgment	63
THEME 3: Fiqh (Practice)	65
Topic 3: Fasting	65
THEME 4: Hadith: Traditions Of The Prophet (PBUH)	68
Topic 4: Good Neighbourliness	68
THEME 5: History Of Islam	71
Topic 5: Last Days Of Prophet Muhammad (PBUH)	71
APPENDICES	73
BIBLIOGRAPHY	76

FOREWORD

Uganda has made important strides in promoting children's rights over the past 20 years. In order to fully understand the lives of children in the country today and the issues that continue to hamper the achievement of their full potential, it is important to take a systematic look at the situation of children and specifically the disadvantaged (refugees and out of school children).

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Currently, according to the UNESCO Institute for Statistics, there are approximately 263 million children and youth out of school globally. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risk to their protection as a result. Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education such as *"Accelerated Education"*.

Uganda has a big number of children and youth out of school. The most affected are; displaced children (internally and externally), combatants as well as girls and children with disabilities who usually find it difficult to access and complete their education. The enactment of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls have access to, and complete, free, equitable, and quality Primary education by 2030.

Over-age learners who enrol in formal education systems are found to be much more likely to drop out early because of; poor instructional strategies and methodologies, and stigmatization. Children who do not start school at the correct age would likely remain out of school, and those who enter when they are already over aged face multiple challenges including sharing classrooms and studying with much younger children (thus inferiority complex).

The accelerated education curriculum provides an opportunity for these over-aged out-of-school children to access education, catch up and transition back into the formal system, secondary education, vocational training and livelihoods.



Hon. Janet Museveni Kataaha
MINISTER OF EDUCATION AND SPORTS

Acknowledgement

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Curriculum. Our gratitude goes to the Special Needs Education department of the Ministry of Education and Sports for overseeing and taking timely decisions whenever necessary. Our thanks also go to partners in education (Norwegian Refugee Council (NRC)-as Consortium lead together with its consortium partner- Save the Children for coordinating this process. Education Cannot Wait (ECW) who made this work possible by providing the funding.



Grace K. Baguma

DIRECTOR

National Curriculum Development Centre

List of Acronyms

AEP	Accelerated Education Programme
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NRC	Norwegian Refugee Council
SEN	Special Educational Needs
SNE	Special Needs Education
IRE	Islamic Religious Education
CRE	Christian Religious Education

List of Contributors for AEP Curriculum Review

Reviewers

Onen Negriz
Grace K. Baguma
Sheilla Annette Siima Baitwabusa
Kemizano Rosert
Jeruth Tinka Ngonzi
Bernadette Nambi Karuhanga
Robert Pax Inziku
John Patrick Tukei
Joy Kabanganja
Willy Kasirye E. Ssekagya
Angela Akech Oboth
Hafisa Kabanganja
Daneil Kiiza Ssendagire
Yorokamu Byamukama
Moureen Nampeera
Patrick Nakwatse
Deborah Magera
Emmanuel Otim

Secretarial

Namuyaga Florence

Editors

Sarah Mirembe Kyankya
Hannah Halimah Nambusi
Sebastian Jalameso

Designer

Dickson Amanyanya

Introduction

Rationale

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Accelerated Education Programme (AEP) emphasises speeding up a curriculum, and allowing students to complete a certified, equivalent level of education in a shortened timeframe. This requires increased and more effective time on task, an emphasis on literacy and numeracy with a socio-emotional learning component and oftentimes, removal of non-core subjects. Programmes also often demonstrate flexibility to meet the unique needs of the learners they aim to serve – both in relation to timetabling and location of instruction. The intention of this flexibility is to enable students to study in a way and at a level appropriate to their ability, age and circumstance.

The AEP targets the over-aged learners who, in one way or another, were disadvantaged and dropped out of the normal Primary school cycle. The AEP intends to help learners of age group 10-18 years to catch up and accomplish the Primary level in a shorter time of three instead of seven years. It is structured in levels i.e. Level 1 (P1-P3) which is equivalent of the Thematic Section in Primary school. Level 2 combines P4 and P5 and Level 3 combines P6 and P7. Each level merges the curricula content in relevant classes which is to be completed in one year.

On completion of an AEP, the learners should be able to either reintegrate into the formal schooling system, or enter into skills-based technical and vocational education, or to enter directly into the workforce, but with core literacy and numeracy skills in place. There are varied structures of an AEP, and they vary in their pace of acceleration, the age range they target, and the approach to teaching and learning that they employ.

This AEP is a review of the curriculum for various non-formal education programmes which Uganda has been implementing since 2011 to address educational barriers of different communities.

Scope and Sequence

Each theme/topic of this curriculum is comprised of: Overview; learning outcome(s); subject competences; language competences; content; suggested teaching/ learning activities; life skills indicators and values; suggested competences for assessment and hints for the teacher.

The National Aims of Education

This programme is designed to address the National Aims of Education and the Aims and Objectives of Primary Curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims of education are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
2. To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
6. To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Objectives of Primary Education in Uganda

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health.
3. To instil the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life.
5. To inculcate an understanding of and appreciation for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.

7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop a preparation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations.
11. To develop discipline and good manners.

Definition of Terms

Learning outcome is a broad behavioural change of ability demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process. They are what the learner does and knows and is able to do. They are achieved through competences.

Competence is what one is able to do as a result of learning of what the learner does and knows and is able to do. Competences describe the specific abilities of the learner. It is what the learner can demonstrate, so what and do as a result of being exposed to the given situation. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasized to enhance literacy skills.

Assessment - Assessment is the processes of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

Values are the desired standards of behaviour acceptable in a given society. Values need to be developed during and after the teaching and learning process. Examples of values include; cooperation, saving, preparation, endurance, patience, responsibility, care, respect, trustworthiness, love, generosity, honesty, justice, privacy, independence and self-reliance. It is important to note that you need to observe the learners to see whether they are practicing what they learn.

Life skills are the abilities for adaptive and positive behaviour that enable learners to deal effectively with the demands and challenges of everyday life. Life skills are personal and social skills that enable young people to function confidently and competently with others. This curriculum emphasises the development of life skills and values across the themes. This will help in developing moral and ethical values. Life skills and values will help learners to;

- i) make informed decisions
- ii) practise healthy behaviours
- iii) avoid risky situations
- iv) change attitudes
- v) become good citizens
- vi) be active and constructive in life.
- vii) solve problems encountered in different situations
- viii) cope with stress and control their emotions
- ix) communicate effectively.

Life skill indicators are the observable abilities shown in a learner.

Methodology is an executable process or procedure with a specific task that someone can use to deliver content according to the work plan.

Technique is the final self-execution of a given point which can be seen to get a productive outcome.

Strategy is a mental model in order to understand and an end in mind that enables us to deliver lessons systematically in class.

Approach is a set of or combination of different methods.

Instructional strategies are the techniques the teacher uses to help learners become independent and focused.

Instructional material is any resource the teacher uses to teach learners.

Tools are items or implements used for a specific purpose, to perform different tasks.

Special educational need is an educational provision designed to address the needs of learners with barriers to learning. **Special needs education** is a programme that addresses barriers to learning.

Special education is an educational provision for learners with special educational needs.

Inclusive education is a term which wholesomely provides for optimum participation of all learners. Inclusion does not exclude any other categories.

SCOPE AND SEQUENCE

The curriculum has been sequenced follows:

1. Title for each topic/theme
2. Learning outcome(s) as per topic
3. Each topic/headline is laid out as follows;
 - Subject competences
 - Learning competences
 - Content
 - Suggested teaching and learning activities
 - Life skills indicators and values

Each topic has; suggested competences for assessment and hints for the teacher. **AEP LEVEL 2 &3 TIME TABLE**

DAY	8.30- 9.10	9.10- 9.50	9.50- 10.30	10.30- 11.00	11.00- 11.40	11.40- 12.20	12.20- 1.00	1.00- 2.00	2.10- 2.50	2.50- 3.30	3.30- 4.30
MON	ENG	MATH	SST	BREAK	SCI	RE	MATHS		ENG	SCI	
TUE	MATH	ENG	ENG		SST	SCI	RE		MATHS	CAPE ₁	
WED	MATH	SST	ENG		MATH	SCI	ENG		SCI	RE	
THU	SST	MATH	CAPE ₂		MATH	ENG	ENG		SCIE	SCIE	
FRI	ENG	ENG	MATH		MATH	SST	SST		CAPE ₃		

ANALYSIS

ENGLISH	10
MATHEMATICS	10
SCIENCE	7
SOCIAL STUDIES	6
RELIGIOUS EDUCATION	3
CAPE 1	1
CAPE 2	1
CAPE3	2
TOTAL	40 PERIODS

Background to CRE Syllabus

The rationale for each topic has been provided which gives the teacher an overview and insight into the topic.

One of the national aims of education is “to inculcate moral, ethical and spiritual values in the individual and to develop self-discipline”. It is in fulfilment of this aim that this syllabus is prepared. It forms an integral part of the primary school curriculum and is designed to enable the teacher guide and assist the learner grow morally and spiritually into a balanced and reasonable mature person in his / her community.

There are numerous opportunities to integrate Religious Education activities with other subjects such that moral and spiritual growth is well catered for in the effective, cognitive, and psychomotor elements. For instance, the content of a music lesson may include religious songs; models and pictures for Religious Education can be made during the Art and Craft lessons; stories from the Bible may feature in Social Studies; the nature table may provide specimens for learning about creation and, a science lesson on hygiene will relate well with the religious teachings on care of the body.

Organization of the Syllabus

This syllabus is organized around two themes divided in eight topics distributed in three terms. Each topic has been allocated a specific number of periods based on the amount of content, competencies to be developed and the suggested instructional activities.

Based on the study time, the intensity of the content and the needs of the learner CRE has been allocated three periods a week, and each period takes 40 minutes. It is estimated that each term will have at least 11 weeks, making an estimated total of 33 periods a term, which are distributed according to the demands of the topics.

Learning Outcomes

Learning outcomes have been stipulated for each topic. They define the overall direction of the teaching and learning process. They are what the learner understands, knows and is able to do. Learning outcomes are achieved through competences.

Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate how and do as a result of being exposed to the given RE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

Life skills

Life skills are personal and social skills that enable the learner to function confidently and competently with others. This curriculum emphasizes the development of life skills and values across the themes/topics. This will help mould moral and ethical values. Life skills and values will help the learner to

- make informed decisions
- practice healthy behaviours
- deal with risky situations
- change attitudes
- become good citizens
- be active and constructive in life
- solve problems encountered in different situations
- cope with stress and control their emotions
- communicate effectively

Values

These are the desired standards of behaviour acceptable in a given society. Values need to be developed during and after the teaching, and learning process. Examples of values include cooperation, sharing, appreciation, endurance, patience, responsibility, respect, trustworthiness, love, togetherness, joy, concern, privacy, independence, self-reliance. It is important to note that the teacher needs to observe the learner to see whether attitudes learnt are being practised.

Methodology, strategies and approaches

This syllabus is designed to teach life skills relevant to Uganda situation. The teacher is expected to draw on the experiences of the learner and build the lessons progressing from the known to the unknown. The main methods of instruction will be participatory including group discussion, role-play, experiential work, peer learning, learning, projects and guided discovery.

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching-learning process. The verbs used in stating competences are all directed to the learner. This implies that as a result of teaching-learning process, the learner should exhibit the competences.

The learner's tests should be activity-based to emphasize the learner-centered approach. The teacher is expected to constantly help the learner relate religious education to real life situations and experiences. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same needed concepts, skills, values and competences.

The methods the teacher chooses to use should be those which contribute towards the development of competences, learning outcomes and eventually lead to the achievement of aims and objectives of primary education. Such methods therefore, should cater for the spiritual nature of the religious education syllabus. At Level Two, the topics introduced and the basics covered should pave way for further study of the topics in Level Three.

Teaching and learning aids (Instructional Materials – Ims)

Instructional materials are very important in lesson delivery. Use instructional materials and get the learner involved in the teaching and learning process as this will help him / her to get more interested in his / her work. Use a wide range of instructional materials. The teacher should utilize the locally available resources from the environment to make learning real and interesting. Examples of instructional materials include textbooks, money, clock, pictures, charts, posters of major world religions, magazines, life skills manual, Young Talk (news paper), human rights documents and electoral commission.

Assessment

In principle, continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All forms of assessment of

learning outcomes shall be based on the learning competences given in this syllabus.

In Level One, assessment guidelines are provided to guide the teacher carry out, manage and keep records on each individual learner, class progress, end of topic and term performance. Religious Education will be assessed continuously throughout the course by the teacher giving the exercise after each lesson and unit, and by an examination at the end of term. The teacher is encouraged to record those innovative products of the learner that may not have been planned but indicate progress.

PART ONE – CHRISTIAN RELIGIOUS EDUCATION

The aims of the Christian Religious Education syllabus are to enable the learner to:

- i) develop awareness and knowledge of God's presence and purpose in the world as revealed through His creation, the Bible, the Christian community, the life and teaching of Jesus Christ and the Holy Spirit living in us today
- ii) develop the Christian virtues of love, joy, peace, and build a personal Christian ideal to inspire his/her development and growth to maturity
- iii) live a committed Christian life following in the footsteps of Jesus Christ
- iv) acquire the practice of praying alone and in fellowship with other Christians
- v) get knowledge of the teaching of the Bible
- vi) appreciate the common elements in traditional and other religions and Christian beliefs
- vii) develop the Christian moral values of honesty, concern for others, sharing, tolerance and justice
- viii) develop personal qualities of leadership to serve others in the community

Topic Outline

Term one	Christians with the Saviour	
	Topic	Periods
1.	God's continuing love for His people	06
2.	God's people and the law	08
3.	Following Jesus as a leader	05
4.	Faith	08
Term two	Christianity and God	
1.	Jesus our example in service	15
2.	Peace	15
Term three	Christianity and God's word	
1.	We are the new people of God in the Spirit	18
2.	Hope	12

TERM 1

THEME: CHRISTIANS WITH THE SAVIOUR

Topic 1: God’s Continuing Love for His People

Duration: 6 Periods

Overview

This topic reveals the creation story and shows the causes and consequences of the ‘Fall of Human beings’. It presents forgiveness as God’s solution to sin and disobedience. The learner needs to know that disobedience is at the root of every sin in society. Jesus came to bring forgiveness to the world which had sinned against God.

The topic relates to the next one on “God’s people and the law.” In this topic, the teacher needs to be familiar with the creation story in Genesis chapters 1 and 2 because they form the background for “The Fall of Human beings and its consequences.” Many people make all sorts of interpretation to the creation story especially about the forbidden fruit but emphasis at this level should be put on instructions God gave to human beings, on their disobedience and the consequences of that disobedience.

Learning Outcome

The learner understands and appreciates the special place of human beings in God’s plan as seen in Jesus’ coming.

Subject Contents	Language Contents	Content	Suggested Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> describes the order of creation as recorded in the book of Genesis takes care of 	<p>The learner pronounces/signs, reads uses tactile and writes/writes in Braille words and sentences</p>	<ul style="list-style-type: none"> Creation story Genesis 1:1-27 Order of creation Ways in which 	<ul style="list-style-type: none"> Retelling the story of creation Identifying things made by God Drawing and naming things 	<p>Critical thinking</p> <ul style="list-style-type: none"> Responding to questions <p>Discipline</p>

Subject Content	Language Content	Content	Suggested Learning/ Activities	Life Skills and Values
<p>God's creation</p> <ul style="list-style-type: none"> identifies how human beings disobeyed God identifies the consequences of man's disobedience identifies the causes of disobedience in the family explains the meaning and importance of repentance explains the purpose of Jesus' coming expresses gratitude to God for Jesus uses the message of John the Baptist in daily life forgets those who wrong them uses lessons learnt from Jesus' mission of forgiveness to others 	<p>related to God's continuing love which include create, creation, universe, human beings, likeness, obey, disobedience, punishment, forgiveness, robbery, baptize, confess, sin, heal, save, consequence, repent, repentance.</p>	<p>human beings should take care of God's creation</p> <ul style="list-style-type: none"> the fall of human beings (Genesis 3:1 - 13) Consequences of disobedience Genesis 3: 14- 23 Causes of disobedience in the family Repentance Asking for forgiveness Jesus' mission of bringing forgiveness Mark 1: 21 - 28 the message of John the Baptist and Jesus' coming Matthew 1:18 - 21 Mark 1: 1 - 8 Matthew 3: 1 - 6 Jesus and Zacchaeus Luke 19:1 - 10 	<p>made by God</p> <ul style="list-style-type: none"> Drawing pictures reflecting the fall of man Listing cases of disobedience in the home, at school and in the community Telling a story that happens when he/she disobeys elders, parents and teachers Reading various Biblical verses Singing a song related to Jesus' coming Answering questions about the gospels Reading the story about Zacchaeus Discussing Zacchaeus attitude towards Jesus 	<p>making</p> <ul style="list-style-type: none"> Selecting and evaluating information Analysing statements Logical reasoning Initiating ideas Acceptance Knowing consequences of one's decision <p>Values</p> <ul style="list-style-type: none"> Appreciation Sharing Respect Love Concern Obedience Forgiveness

Suggested Competences for Assessment

The learner:

- i) reads a story from the scriptures aloud
- ii) makes a poster reflecting the story of creation
- iii) writes a simple text related to the story of creation
- iv) compares a short reader related to a specific aspect of the topic
- v) retells a story read

Hints for the Teacher

- i) Guide the learner to appreciate God's love for human beings.
- ii) Pay special attention to the learner with special learning needs. Support them to fully participate in the lesson by using a variety of participatory methods and techniques.
- iii) Relate all lessons to the learner's experience
- iv) Teach this topic in 6 periods:
 - Creation story (2 periods)
 - Fall of human beings (1 period)
 - Asking for forgiveness (1 period)
 - The coming of Jesus (1 period)
 - Jesus' mission (1 period)
- v) Use the Bible, pictures showing the story of creation, Zaccaeus, John Baptist. Video clips related to the creation story

THEME: CHRISTIANS WITH THE SAVIOUR

Topic 2: God's People and the Law

Duration: 8 Periods

Overview

God is so merciful that He showed love, kindness and patience to His people. This is shown through the covenant and promises He made to His people. This topic shows how God established a written agreement with His people through the Ten Commandments and how He worked through His faithful and obedient people as Noah, Abraham and Jacob.

This topic is intended to emphasize that if one is faithful, obedient and honest one can learn to lead a life as Jesus did. The teacher should emphasize God's promise through Noah, Abraham, Jacob, Moses and Amos.

Learning Outcome

The learner should be able to appreciate and explore the relationship between God and His people through the covenant and the law.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> • explain how Noah, Abraham and Jacob were faithful to God. • explain God's promises to Noah, Abraham and Jacob. • explain how Moses led the 	<p>The learner pronounces/signs, reads/uses tactile and writes/writes in Braille words related to God's people and the Law which include covenant, save, prophet, commandment, Ark, anoint,</p>	<p>God's covenant with His people</p> <ul style="list-style-type: none"> • God's covenant with Noah Genesis 6 and 7 • God's promises to Abraham Genesis 12:1-3. • God guides His people • the call of 	<ul style="list-style-type: none"> • Naming animals in the ark • singing a song about the ark • Reading and studying the scripture and picturing out the promises God made to Noah • Discussing how Noah and his family were saved • Role playing 	<p>Interpersonal relationships</p> <ul style="list-style-type: none"> • interacting freely with others. • Caring for others <p>Self-awareness</p> <ul style="list-style-type: none"> • Self-appreciation <p>Values</p> <ul style="list-style-type: none"> • caring • Appreciation

<p>Israelites out of Egypt .</p> <ul style="list-style-type: none"> explains how Moses received the Ten Commandments. mentions how the Ten Commandments apply to life at home, school and the community . identifies the two greatest commandments Jesus taught . responds to God's love by obeying His commandments and loving others. explains how Saul became a king and discusses reasons why he was rejected. identifies how Israelites fell short of God's expectations. 	<p>steal, slave, shepherd, ownership, Israel, Israelites, sacrifice, creature, reject</p>	<p>Moses and his role Exodus 3.</p> <ul style="list-style-type: none"> the Ten Commandments and their application in day-to-day life <p>The two greatest commandments</p> <ul style="list-style-type: none"> Jesus' teaching (John 15: 9 – 12; Matthew 7: 12; 5: 43 – 44) Examples of Christians who loved others without discrimination <p>King Saul and David</p> <ul style="list-style-type: none"> How Saul became a king and why he was rejected (1 Samuel 8: 4 – 5; 10: 17 – 24; 15: 10 – 25) David and Goliath How David defeated Goliath (1 Samuel 17:41 – 58) How people fell short of God's expectations, Amos and his message to the people (Amos 1:1 – 3; 8:6; 2 Kings 23:1 – 27) 	<p>Moses leading the Israelites out of Egypt</p> <ul style="list-style-type: none"> Telling how Moses received the Ten Commandments Discussing how the Ten Commandments apply to life Mentioning the Ten Commandments Memorizing how the great Commandments Jesus taught Dramatizing how they can show God's love to others Reading the story about Saul Narrating how Saul became a king Reading David and Goliath Composing a song about David and Goliath Reading and discussing Biblical texts Reading and studying relevant biblical materials and telling how the Israelites failed to follow God's expectations 	
---	---	--	---	--

Suggested Competences for Assessment

The learner:

- i reads correctly the quoted scriptures.
- ii writes a paragraph describing what has been read about.
- iii summarises lessons learnt from the scriptures.
- iv draws a simple picture to depict the core message read.
- v role-plays Moses receiving the ten commandments.

Hints for the Teacher

- i Suggest the learner not only to memorize the Ten Commandments but also to discuss how these commandments apply to the learner's daily lives.
- ii Support the learner who has learning difficulties by grouping them through peer to peer teaching.
- iii Interactive methods will help the learner engage meaningfully in the lessons.
- iv Suggested guide to teach this topic:
 - God's covenant with His people
 - God's promises to Abraham
 - God leads His people
 - Commandments and their application
 - King Saul and David
 - David and Goliath
 - God's people fell short of His expectations
 - Greatest commandment.
- v Use the Bible pictures of Moses, Abraham, Jacob, David, Goliath and Saul; video clips and a chart of the Ten Commandments.

THEME: CHRISTIANS WITH THE SAVIOUR

Topic 3: Following Jesus as a Leader

Duration: 5 Periods

Overview

Jesus' leadership and authority is shown in His love, kindness and universal authority over creation. The learner is expected to appreciate qualities of Jesus and how He served different people without discrimination, and to emulate His example.

Learning outcome

The learner should be able to follow and appreciate Jesus' role as the leader of God's people.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> explains the meaning of leadership and authority using local examples. identifies how Jesus used his authority in different situations. uses leadership and authority 	The learner: <ul style="list-style-type: none"> pronounces/sings, reads uses tactile and writes/writes in Braille words related to following Jesus as a leader which include lead, leadership, follow, problem, 	Leadership and Authority <ul style="list-style-type: none"> -Meaning of leadership -Meaning of authority -Qualities of a good leader -Qualities of Jesus as a leader -Jesus' authority in different situations (Mark 9:14-29) 	Writing sentences on the meaning of: <ul style="list-style-type: none"> authority leadership discussing qualities of a good leader Listing ways how Jesus used his authority sharing own experiences on leadership 	Effective communication <ul style="list-style-type: none"> Clarity Fluency Audibility Self-awareness <ul style="list-style-type: none"> Self-identification Talking about one's culture Knowing one's responsibility / position

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>in the community</p> <ul style="list-style-type: none"> explains problems faced by Christians in the scriptures. discusses how problems they face can be solved. talks in simple ways about Jesus' instructions and promises. 	<p>sole, confidence, quality</p>	<p>Luke 8: 22-25)</p> <ul style="list-style-type: none"> Difficulties faced by Christians Ways of overcoming problems Jesus' instructions and promise to His disciples 	<ul style="list-style-type: none"> Reading scriptures related to leadership Listing problems they go through related to those in the Bible Discussing how problems can be overcome Drawing how Jesus sent out His twelve disciples 	<p>Self-esteem</p> <ul style="list-style-type: none"> Expressing likes and dislikes Talking about oneself <p>Values</p> <ul style="list-style-type: none"> Respect Love Care Responsibility

Suggested Competences for Assessment

The learner:

- discusses the meaning of leadership and authority.
- gives three qualities of a good leader.
- draws a picture sequence to show how Jesus sent out his twelve disciples.
- draws a Bible story on leadership.

Hints for the Teacher

- Support the learner to understand the message of the readings by helping him/her to relate it with local examples.
- encourage peer-to-peer teaching and group work in support of the learner.
- Suggested guide to teach this topic:
 - Jesus as a leader
 - Acknowledgement of Jesus' authority
 - Jesus' instructions and promise to his disciples
 - Qualities of Jesus as a good leader
- Use the Bible, picture stories, video clips, pictures of a village meeting and a chart showing qualities of a good leader.

THEME: Christianity and God's Word

Topic 4: Faith

Duration: 8 Periods

Overview

This topic presents the concept of a faith which is exemplified by biblical personalities such as Abraham, Moses and Daniel. It also gives examples of famous Christians who emulated the examples of some of the Bible characters to live faithful lives. The life of faith has challenges but they can be overcome by perseverance. This topic will help the learner to understand that we also need faith in areas of authority like the constitution, the electoral Commission and the electoral process.

Learning outcome

The learner should be able to understand and appreciate that faith is important in his/her life.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> explains the concept of a faith and its values. reads the Bible and identifies characters that express a faith. explains how some famous Christians expressed their faith. describes how we can express a faith in authority. 	<p>The learner pronounces/sings, reads/uses tactile and writes/reads in Braille words related to a faith which include a faith character, values, martyr saints, constitution, electoral commission</p>	<p>Meaning of faith and its values</p> <ul style="list-style-type: none"> Bible characters Abraham-Genesis 12:1-5, 17:5; Moses-Eodus 1:15-22; Daniel 6:1-28) Saints and Martyrs (see phen-Acts 7:54-81; 9:1-31 St Perpetual, Mbaaa Tuzinde) 	<ul style="list-style-type: none"> Reading the Bible texts sharing experiences about faith Dramatizing the Bible characters like Daniel in the den of lions Answering questions about the text Discussing in groups how some famous Christians expressed their faith Identifying 	<p>Self-esteem</p> <ul style="list-style-type: none"> Expressing likes and dislikes Self-identification Self-appreciation <p>Self-awareness</p> <ul style="list-style-type: none"> Knowing one's position and responsibility Making choices <p>Critical thinking</p> <ul style="list-style-type: none"> Giving reasons

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> identifies different types of authority. answers questions about authority. shares experiences on how one grows in faith. reads and studies the Bible text. tells others how one can grow in faith. expresses faith in daily life. 		<p>Faith in authority</p> <ul style="list-style-type: none"> Constitution as an authority Electoral commission Electoral process <p>Faith and perseverance</p> <ul style="list-style-type: none"> Relating a lie of faith to a race in which perseverance is needed in order to win (1 Timothy 6:12-2 Timothy 2:9-10) Herod (10:23) <p>Arduous to face losses</p> <ul style="list-style-type: none"> David (Ezekiel 6:10-16) (Psalm 91:1-6) Poverty (30:5) Loss of values people need to have Personal Family 	<p>different types of authority</p> <ul style="list-style-type: none"> Explaining how having faith in authority benefits the community. Sharing experiences on how one grows in faith Reading and studying the Bible texts Answering questions about the Bible text Discussing different types of values 	<p>actions taken</p> <ul style="list-style-type: none"> Taking decisions Making the best use of available information <p>Values</p> <ul style="list-style-type: none"> Respect Trust Endurance Obedience

Suggested Competences for Assessment

Teacher:

- i) respond to Bible text correctly.
- ii) answers questions about the texts.
- iii) Role-plays Bible characters convincingly.
- iv) writes/ writes in Braille a short description about the faith of one Bible character.

Hints for the Teacher

- i) Help the learner to appreciate that life of faith has challenges
- ii) invite the learner in a discussion on the values and importance of faith in his/her day-to-day life experiences
- iii) Model role-play of the Bible texts, then the learner and let each/see each individually.
- iv) Lead the learner to discuss kinds of authority in his/her community and highlight the importance.
- v) Encourage the learner to write/ write in Braille about the importance of faith.
- vi) Use posters on educational process; the Bible, sentence cards for verses, pictures of St Perpetual and Mbaaga Tuzinde and other Uganda martyrs; the Uganda constitution voter education manual and PIASCY materials.

TERM 2

THEME: Christians with the Saviour

Topic 1: Jesus our Example in Service

Duration: 15 Periods

Overview

Jesus spent His life serving others in many ways. He intended to be a living example of service to others. The way He served teaches people to be servants. Teachers should emphasise good service with specific examples from the lesson's environment. The learner is expected to mention ways in which Jesus served His parents and the community. The topic relates to "Voluntary Service" and therefore the teacher should use specific examples of good service in the community which include home and school. He/she should also use examples of relevant parables Jesus used that are related to good service.

Learning Outcomes

The Learner

- i) identifies different forms of service in the community.
- ii) demonstrates understanding of the characteristics of Christian service following Jesus' example.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> describes ways in which Jesus served His parents and other people. explains why Jesus washed His disciples' feet. explains the lessons we learn from the parable of the Good Samaritan. points out different ways of good service at home, school, 	<p>The learner pronounces/signs, reads uses tactile, writes/writes in Braille words related to service which include: serve, service, servant leader, obedience, parallel, unselfish, saviour voluntary, volunteer, cooperate, co-operation</p>	<p>Ways Jesus served others</p> <ul style="list-style-type: none"> Serving His parents and others. (Luke 2:51, 4:40) Washing His disciples' feet (John 13: 4-17). <p>Why Jesus washed his disciples' feet.</p> <ul style="list-style-type: none"> Ways of serving others (Galatians 6:2; Romans 16:12-13) <p>Lessons from the parable of the Good Samaritan</p> <ul style="list-style-type: none"> Good service in the community. Examples of good service (Luke 10:30-37; Matthew 8:5-13) <p>Unpaid (voluntary)</p>	<ul style="list-style-type: none"> Reading the scriptures Listing ways the learner can serve at home, school and nation Talking about how Jesus served His parents and other people. Role playing the washing of the disciples' feet Writing reasons why Jesus washed His disciples' feet. Composing a thanksgiving 	<p>Friendship formation</p> <ul style="list-style-type: none"> Playing with others Working in groups <p>Problem-solving</p> <ul style="list-style-type: none"> Taking decisions <p>Assertiveness</p> <ul style="list-style-type: none"> Listening to and valuing what others say Volunteering <p>Values</p> <ul style="list-style-type: none"> Love Caring Respect Concern Empathy Co-operation

Subject Cognitive	Language Cognitive	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>community and the nation.</p> <ul style="list-style-type: none"> • volunteers to do some work in different settings. • explain the meaning of the word 'voluntary'. • mention different examples of voluntary service in the Bible, church and the community. • speak about the importance of voluntary service. • write about the importance of voluntary service. 		<p>Service</p> <p>Meaning of the word 'voluntary' service</p> <ul style="list-style-type: none"> • Examples of voluntary service from: <ul style="list-style-type: none"> - Bible (John 4:1-12; Luke 10: 25-36). - Church - Community • Importance of voluntary service 	<p>Prayer</p> <ul style="list-style-type: none"> • Singing a song related to service • Reading texts about service and answering questions • Dramatizing an event of the Good Samaritan • Drawing pictures of good service • Discussing the meaning of 'voluntary service' • Discussing examples of voluntary service in the community • Identifying the importance of voluntary service in the community • Illustrating to do some work • Writing texts about voluntary services 	

Suggested Competencies for Assessment

The learner:

- i gives an example of a service they carry out in the community.
- ii draws/writes Braille a story sequence about a service.
- iii compares and sings/signs a song on a given service.
- iv compares a learner on a given service.
- v answers questions on a text about a given service.
- vi) carries out a voluntary service in the community.

Hints for the Teacher

- i encourage the learner to work in small groups and discuss different ways of serving others.
- ii encourage the learner to read scriptures and discuss how they relate to their day-to-day life.
- iii Use multiple practical methods like role-play dramatization and drawing/acting to help the learner to appreciate the concept of service.
- iv encourage every individual learner to carry out a voluntary activity which you must observe and assess.
- v Use the lessons, pictures/video clips of a Good Samaritan and last sinner and Perkin's Braille.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC 2: Peace

Duration: 15 Periods

Overview

Peace is God-given and kept by praying, observing God's commandments as well as keeping the laws in the society. This topic emphasises additional ways of making, keeping and restoring peace. The teacher should guide the learner to respect, to listen to others, to communicate effectively⁹ and to discuss ways of keeping peace. The learner should use peaceful means to solve misunderstandings at home, school and in the community. This topic is meant to emphasise means of peace-making but to discourage fighting, abusing, bullying and quarrelling among learners.

Learning Outcome

Learner should be able to articulate and exercise different ways of making and maintaining peace with others by applying the relevant concepts of peace from African additional beliefs and the Bible.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner;</p> <ul style="list-style-type: none"> compares ways of restoring and keeping in the African traditional beliefs with those in the Bible. identifies ways of keeping peace in the Bible according to scriptures. explains the meaning and 		<ul style="list-style-type: none"> Ways of restoring peace in African societies Comparison of ways of restoring and keeping peace in African tradition with those in the Bible (Rom. 12:17-21; Matt. 25: 16-25) <p>Peace in the Bible</p> <ul style="list-style-type: none"> Ways of keeping and restoring peace in the Bible (Leviticus 26:3-13, 	<ul style="list-style-type: none"> Listing ways of keeping peace in the Bible Sharing experiences on how learners have kept peace at home, school and community Conducting a talk show on how the learner has kept peace at home, school and in the community. Discussing the meaning and importance of effective 	<p>Non-violent conflict resolution</p> <ul style="list-style-type: none"> Resolving issues peacefully Recognition <p>Critical thinking</p> <ul style="list-style-type: none"> Taking decisions <p>Values</p> <ul style="list-style-type: none"> Patience Appreciation Tolerance Honesty Respect

Suject Cp p etec es	Language Cp p etec e s	Conte t	Suggested Teachi g/ Le rning tt ii ties	Life Sill s and Vale s
need or e fective commn icati on. <ul style="list-style-type: none"> • speaks about te need o r reconciliation • lives well with ote rs. • writes about peace. 		Matte w 5:38- 48; 1 Corintia ns 13:4-13, Isaiah 42:1-2, 49:13, Matte w 5:9) Commuic ation <ul style="list-style-type: none"> • The need for e fective commn ication (Genesis 45:1- 25) Reconciliati n <ul style="list-style-type: none"> • ee need o r reconciliation (Romans 5:1, Genesis 32: 1 - 21) 	commn ication <ul style="list-style-type: none"> • ss cs sing meaning of reconciliation and o w it is important • Drawing pictr es rel ecting t e restoration o peace • Narrating stories on peace making or restoration. • Role-playing ep eriences of reconciliation 	<ul style="list-style-type: none"> • Love • Care

Suggested Copet eces for Assess et

The learner:

- narrates a real life experience on peacemaking and bi lding.
- draws a story se e nce related to peace making and reconciliation.
- reads a te t on peacemaking and reconciliation.
- answers qe stions abo t peace making and reconciliation.

Hi ts f r the Teache

- Use multiple practical activities to enable the learner nder stand t e abstract concept of peace.
- Gi de t e learner to use i s / e r day-to-day life experiences in relation to peace making and restoration.
- Emp asise the crrent peace-related isse s in and aro nd t e commni ty.
- gg age reso rce persons like local leaders, elders, police, religio s leaders and commni ty-based organisations to talk about peace.
- Use t e Bible and traditional stories related to peace, and video clips on peace making.

TERM 3

THEME: CHRISTIANITY AND GOD'S WORD

TOPIC 1: We are the New People of God in the Spirit

Duration: 18 Periods

Overview

This topic presents the coming of the Holy Spirit on the day of 'Pentecost' as promised by Christ after his resurrection. The topic is meant to acquaint the learner with the work of the Holy Spirit, the gifts and the fruits that are bestowed on the followers of Christ. Since the Holy Spirit is abstract, help the learner to understand that symbols are used to represent the Holy Spirit. It is also important to make the learner aware that since the founding of the church was established by Christ, the Holy Spirit has been actively at work. It is this same spirit that helped all the Apostles to serve God.

Learning Outcome

The learner should be able to appreciate and narrate the work of the Holy Spirit in the church.

Subject Competencies	Language Competencies	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> explains the promise of the Holy Spirit. describes the fulfilment of the promise of the Holy Spirit. identifies the gifts of the Holy Spirit. 	<p>The learner pronounces/signs, reads/uses tactile and writes/writes in Braille words and sentences related to the Holy Spirit which include; Holy, Spirit, symbol, gift, fruits</p>	<p>Coming of the Holy Spirit</p> <ul style="list-style-type: none"> Promise for the Holy Spirit (John 16:5-15 Acts 1:8) Fulfilment (Acts 2:1-13; John 1:1) 	<ul style="list-style-type: none"> Reading the scriptures loudly Discussing what Jesus promised the disciples Discussing the events that took place on the day of Pentecost. Discussing 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Responding to questions appropriately Analysing statements <p>Problem Solving</p> <ul style="list-style-type: none"> Making choices Evaluating facts Finding different strategies

Subject Cognitive	Language Cognitive	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> names the gifts of the Holy Spirit. explains some symbols of the Holy Spirit. identifies work of the Holy Spirit in lives of some individuals in the early church. describes aspects of the work of the Holy. Spirit in the Church today. 		<p>– 3)</p> <p>The work of the Holy Spirit</p> <ul style="list-style-type: none"> Seven gifts of the Holy Spirit. (1 Cor. 12:4-11) Fruits of the Holy Spirit (Gal 5: 22-23) <p>Symbols of the Holy Spirit</p> <ul style="list-style-type: none"> Dove (Jon 1:32) Wind (John 3:7-8) Fire (Acts 2:3-4) <p>The Holy Spirit in the Church</p> <ul style="list-style-type: none"> Stephen (Acts 6:8-15) Philip (Acts 8:26-40) Peter and John (Acts 3: 1 -10) 	<p>the meaning of symbols of the Holy Spirit</p> <ul style="list-style-type: none"> Drawing the symbols of the Holy Spirit Role-playing situations when one may be unable to do a task and needs help Studying stories of Stephen, Philip, Peter and John and identifying how they were changed by the Holy Spirit singing songs and reciting poems related to the Holy Spirit 	<p>Decision making</p> <ul style="list-style-type: none"> Giving reasons for action taken <p>Values</p> <ul style="list-style-type: none"> Faith Voluntarism Co-operation Helping Empathy Love Care Respect innocence

Suggested Competencies for Assessment

The learner:

- i) narrates a real life event related to the fruit of the Holy Spirit.
- ii) gives three gifts of the Holy Spirit.
- iii) draws two pictures showing the symbols of the Holy Spirit.
- iv) composes a simple prayer for the Holy Spirit.

Hints for the Teacher

- i) Encourage the learner to read the Bible quotations both aloud and silently.
- ii) Guide the learner to relate Bible messages to his / her daily life.
- iii) Do not indoctrinate but develop moral lessons in the learner.
- iv) Encourage the learner to work in groups and share in plenary.
- v) Use the Bible, and pictures showing the Pentecost day and video clips.

THEME: CHRISTIANITY AND GOD’S WORD

Topic 2: Hope

Duration: 12 Periods

Overview

This topic aims at equipping the learner with knowledge and skills that will encourage him / her never to give up. It explains to the learner how people waited for a Saviour right from the Old Testament time. The learner will be introduced to the messages of hope in Psalms, Jeremiah and Isaiah. Hope will be applied in the learner’s daily lives.

Learning Outcomes

The learner:

- i) appreciates the fact that God is the source of hope in all circumstances.
- ii) develops skills that enable one to endure difficult circumstances.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • reads Psalms about hope as reflected in the Bible. • explains the Old Testament teaching about the hope that God gives. • describes how people were prepared for the coming of 	The learner: <ul style="list-style-type: none"> pronounce/sign, reads/uses tactile and writes/writes in Braille words and sentences related to hope which include; hope, psalms, protection, strength, trouble, messiah, wise men, eternal life 	Psalms for people <ul style="list-style-type: none"> • God gives strength (31:24) • God gives protection (23:1-6; 33:20). • God listens (34:17-18; 42:5). • God is with us (71:5-7) • Old Testament teaching about people <ul style="list-style-type: none"> • Hope in trouble 	<ul style="list-style-type: none"> • Reading/scriptures about hope • Discussing the message in the scriptures. • Writing a prayer asking God to give them hope in difficulties. • Role playing how to cope with 	Coping with setbacks <ul style="list-style-type: none"> • Being sensitive to other people’s feeling • Making critical decisions for different emotions Decision making <ul style="list-style-type: none"> • Refusal • Acceptance • Knowing the consequences of one’s decisions

Suject Cppetec es	Language Cppetec es	Conte t	Suggested Teachi g/ Le rning tt ities	Life Sills and Vale s
ee Mess ah. • ell ains how Go gives hope for e e nal lee.		(Jeremiah23:5-6; 31:31-34) • pe for Messiah (Isaiah: 11:1-10) Coming f the Messiah • Zechariah ss nn (Luke 1:5-13), • Prep raon Luke (1:25-38) • ee Messiah is bo n Luke (1:39-45) • Wee men welco e the Messiah. (Maee w: 2:1-11) Christian hpe • pe of eternal lee. (1ee ss 4:13-14; 1Peter 1:3-4)	teenage challenges. • Discussing ways of giving pp e to oh ers. • Drawing/w riting in Braille pictures showing people p aying to Go • nn ging/sig nin a son about the birth of ee Mess ah. • Role playing the wise men going to see ee Messiah	Vale s • pe • Cae • Loe • Faith • Responsibility • Loa lty • Appreciaon • Epa thy

Suggested Copet eces for Assess et

The lener :

- i) orally narrates an even when hope was help l.
- ii) inn tif es two pop hets who talked about hope.
- iii) draws a picture sequence to ill strate the co ing of the Messiah.

Hi ts f r the Teache

- i) Guide the lener to rel te the scrip ee s to their dail life.
- ii) Guide the lenner to come up with situations ee re they or oe rs almost lost hope and how such situations were overco e.

- iii) Encourage free discussion about challenges and how these challenges can be overcome.
- iv) Use participatory methods like role-play, singing and peer teaching/learning to enable the learner to develop full understanding of the concept of hope.
- v) Use the Bible, Braille sledge and the chalkboard.

APPENDIX A: SAMPLE SCHEMES OF WORK AND LESSON PLANS

RE Sample Scheme of Work for Level 12 Term 3

WK	PERIOD	Theme	Topic	Subject Competences	Language Competences	Content	Teaching/Learning Activities	Assessment Strategies	Instructional Materials	Life Skills (SIL) Indicators and Values	References	Remark
1	1	Christians with the Holy Spirit	We are the new people in the Spirit.	The theme : Explains the promise of the Holy Spirit. Describes the gift of the Holy Spirit.	The theme : Reads and writes words and sentences related to the Holy Spirit which include Holy Spirit, promise, symbol, sign	<p>Our theme</p> <p>A story of children hopping or the tune of the r parents from a long journey.</p> <p>Gods' Message John 16:5-15; Acts 2:1-13</p> <p>Our Response - Lessons derived from the scriptures</p>	<ul style="list-style-type: none"> • Guided Bible reading • Sharing of experience • Discussing • Sin in • Working in group • Creative writing • Story-telling • Role-play in ways of helping the needy 	<ul style="list-style-type: none"> • Brain storming • Bible reading • Discussion • Explanation • Role play 	<p>Bible</p> <p>Charts showing God's creation</p> <p>Books on adolescent development</p>	<ul style="list-style-type: none"> • Self-awareness - Knowing one's position and responsibility • Decision-making - Making choices • Creative thinking - Coming up with new ways of doing things • Friendship formation - Teamwork - Working effectively with others - Volunteering • Use of polite language 	<p>The Bible</p> <p>AEP Curriculum level 2</p> <p>CRE Text Books</p>	

SNE TIPS	REFERECES
Use the below to facilitate learners with special educational needs; <ul style="list-style-type: none"> • Signs Finger spells (deaf) • Writes in Braille (blind) • Large print (low vision) • Tactile (blind and deaf /blind) • Total communication for deaf • Use real objects • Variety of colours 	<ul style="list-style-type: none"> • Bible • Level 2 CRE syllabus page 48

C.R.E. SAMPLE LESSON PLAN FOR LEVEL II

SUBJECT	DATE	TIME	LEVEL	NO. OF LEARNERS
CRE	20 th July 2018	11:00 o 11:40	Two	MALE: FEMALE: TOTAL

Theme: Christians with the Holy Spirit

Topic: We are the New People in the Spirit

Content: The coming of the Holy Spirit

Competence

Subject:

The learner:

- explains the promise of the Holy Spirit
- describes the events on the day of the Pentecost

Language:

The learner:

- pronounces/signs, reads/uses tactile and writes/writes in Braille orally, sign, Pentecost correctly.
- reads scriptures with fluency.

Methods: story telling, dramatizing, group discussion model role playing

References: CRE level two syllabus page 48; Acts 2:1-13; John 16:5-15

Instructional Materials: the Bible, pictures of the Pentecost day.

Indicators of Learning Outcomes and Values: responding to questions analysing statements, making decisions faith, patience, hope

LESSON DEVELOPMENT

PHASE	DURATION	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES
Our experience	6 mins	- Tells a story of the outpouring of the Holy Spirit - Asks the learner to say when he/she was outpouring	- Listens to the story - Tells an incident when he/she was outpouring
God's message	10 mins	- invites the learner to read John 16: 5-15 and Acts 2:1-13	- Individually and in groups read the scriptures both silently and aloud
Our response	15 mins	- invites the learner to discuss what lessons he/she gets from the scriptures.	- Mentions lessons from the scripture - identifies what is heard within his/her heart

HA SE	RATI N	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES
		<ul style="list-style-type: none"> - Asks the learner to identify what he/she has read with his/her hopes - Asks the learner to study the pictures of the Pentecost day and role-play 	<ul style="list-style-type: none"> - Studies the pictures and role-plays the characters and events on the Pentecost day
Evaluation	8 mins	<ul style="list-style-type: none"> - Guides the learner to draw a picture of the Pentecost day - Moves around guiding individual learner 	<ul style="list-style-type: none"> - Draws a picture of the day of the Pentecost

SELF EVALUATION
Strengths:
Weaknesses:
Way forward:

ISLAMIC RELIGIOUS EDUCATION

Aims and objectives of Islamic Religious Education

The aim of the Islamic Religious Education syllabus is to enable the learner

- i) experience and live as a practising Muslim at school and at home thus enabling him/her to appreciate God's relationship with him/her and his/her relationship with others in different situations
- ii) enrich his/her life and develop the whole personality
- iii) foster the relationship between Islam and the cultural values of the individual learner, for happiness, stability in character, peace in an individual, in the home, community and the nation at large
- iv) acquaint himself/herself with the teaching of the Qur'an
- v) appreciate and internalize the values and practise the teachings of Islam, as taught in the Qur'an and practised by the Prophet (PBUH) to develop a sense of morality
- vi) grasp basic concepts of Islamic theology so that she/he can recognize where Islamic and Christianity overlap and where they differ
- vii) study the principles and the life of Prophet Muhammad (PBUH)
- viii) trace the origin and development of Islamic historical events to the spread and development of Islam
- ix) live an integrated life in harmony with others

Content organisation

The content in this syllabus has been organized under five themes that appear in each term. Each theme has only one topic. These themes are

Theme One: Reading from the Qur'an

Theme Two: Tawhid

Theme Three: Fiqh

Theme Four: Hadith

Theme Five: History of Islam

TERM 1

THEME 1: READING FROM THE QUR'AN

Topic: Surat Al-Asr (Chapter 103)

Duration: 6 Periods

Overview

This Surah was revealed in the early Meccan period. It was revealed at the time when Muslims were still very few. It derives its name from an Arabic word "Al-Asr" meaning the 'evening time'.

The Surah is important because it is reported that the companions of Prophet Muhammad (PBUH) would not leave without reciting it. It was meant to strengthen their brotherhood and team spirit. This Surah is recommended to be recited when the learner has finished a day's work and is going back home.

Learning Outcome

The learner should be able to appreciate the message carried by Surat Al-Asr so as to be able to relate to Allah and His creation.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> recites Surat AL-ASR. interprets the meaning of the Surah. relates the message in the Surah to his/her daily life. identifies activities 	The learner pronounces/sings, reads uses tactile and writes/writes in Braille words and sentences related to Surat Al-Asr correctly which include Surah ayah, Al-	<ul style="list-style-type: none"> Recitation of the Surah 103:1-3 Memorization of the Surah Meaning of the Surah Understanding the content in Tawhid form (without changing meaning) Relating the message of the	<ul style="list-style-type: none"> Reciting the Surah Telling the meaning of the Surah Discussing the meaning of the Surah Identifying the message and lessons from the Surah. Discussing situations 	Effective communication <ul style="list-style-type: none"> Audibility Confidence Fluency Interpersonal relationship <ul style="list-style-type: none"> Interacting freely with others Caring for others Working with others

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>and situations that are relevant to the Qur'an.</p> <ul style="list-style-type: none"> identifies situations that can make one a failure in life. 	<p>Asr, deeds, aqeedah, revealed.</p>	<p>Struggle to real life</p> <ul style="list-style-type: none"> One should value time if he/she is to succeed in life Those who have faith in Alla will always succeed. Integrity, respect and aqeedah are great virtues in Islam Upholding the Sunnah is not only a right but also every Muslim's responsibility Being good requires being truthful to oneself, others and environment Knowing the value of time, having faith in Alla and obedience to His commands being honest and obedient, respect for the values of Islam and Muslim practice Situations that can make one a failure in life 	<p>that can make one a failure in life.</p>	<ul style="list-style-type: none"> Peer resistance <p>Values</p> <ul style="list-style-type: none"> Responsibility Love Care Respect Time management

Suggested Competences for Assessment

The learner:

- i) recites/signs the Surah accurately.
- ii) understands the meaning of the Surah.
- iii) understands lessons learnt from the Surah.
- iv) writes/writes in Braille words/signs derived from the Surah.

Hints for the Teacher

- i) Emphasise to the learner that the Surah strengthens his/her ability to have faith in Allah and obedience to His commands, being honest and patient and respect the values of Islam and Muslim practice.
- ii) Divide the class into groups depending on the learner's level of Qur'an reading.
- iii) Invite a mufti or school sheikh to assist the learner recite the Surat in tajwid form.
- iv) Support the learner as they recite and memorise the Surah.
- v) May teach this topic as follows:
 - Recitation (2 period)
 - Memorisation (2 periods)
 - Discussing the meaning (1 period)
 - Discussing situations related to the Surah (1 period)
- vi) Use Juzzu Ama, Yasaluna, learners' text book and a chart of Surat Al-Asr.

THEME 2: TAWHID (FAITH)

Topic: Prophets/Messengers

Duration: 6 Periods

Overview

Some prophets are messengers of Allah. It is through the prophets that revelation reached mankind from Allah. Most prophets received revelations and passed them on to others. They are called messengers because they delivered Allah's message without changing meaning or giving the wrong versions. Belief in messengers is one of the six pillars of faith (Iman).

This topic is intended to help the learner to tell the roles and qualities of prophets as messengers. The learner already knows the role of those instructions and commands should be followed. They include prophets, teachers, referees and local leaders. Therefore, the learner's knowledge should be enhanced by the authority of prophets/messengers from Allah. Muslims are encouraged to emulate the behavior and traditions of the prophets/messengers.

Learning Outcome

The learner should be able to understand the concept of being a prophet and a messenger.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> tells the relationship between a prophet and a messenger. identifies the duties of a prophet and a messenger. 	The learner pronounces/sounds, reads uses tactile and Braille words related to the prophet correctly. He/she includes; prophet, belief, rasul, risalah, iman, faith, trustworthiness,	Definition of prophet and messenger. (Qur'an 28) <ul style="list-style-type: none"> A prophet is a person who received revelation from Allah but was not told to communicate to people. A messenger is a person who 	<ul style="list-style-type: none"> Discussing the meaning of a prophet and a messenger. Discussing the difference between a prophet and a 	Effective communication <ul style="list-style-type: none"> Accuracy Audibility Articulation Verbal expression Negotiation <ul style="list-style-type: none"> Using persuasive language Responding appropriately

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> outlines the qualities of a prophet. 	<p>different.</p>	<p>received revelation from Allah and was ordered to communicate it to people</p> <p>The relationship between being a prophet and a messenger</p> <ul style="list-style-type: none"> ties of a Prophet Delivering God's message Providing leadership Being a role model to all generations <p>Qualities of the prophet.</p> <ul style="list-style-type: none"> Kindness Patience Trustworthiness <p>Prophet as a model of a good leader</p> <ul style="list-style-type: none"> Good leadership Relationship between earthly leaders and prophets/messengers 	<p>messenger with emphasis on Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> Reading texts about prophets and messengers Identifying the duties of a prophet and a messenger Discussing the qualities of a prophet. Role-playing qualities of a good leader like parents, teachers, head teachers, referees and community leaders 	<p>Values</p> <ul style="list-style-type: none"> innocence Respect Love Patience Responsible Appreciation Trustworthiness

Suggested Competences for Assessment

The learner should be able to:

- i) write a definition of a prophet and a messenger.
- ii) list two duties of a prophet.
- iii) list two qualities of a good leader.
- iv) test the definition of a prophet and a messenger.

Hints for the Teacher

- i) Read more about being a prophet and a messenger from 'The Great Tidings' by Ayatullah M.M.; Islamic Call Society collection.
- ii) Read the Qur'an chapter 28
- iii) Use other relevant books available and resources like Sheikhs, Imams and Mullahs.
- iv) Use the Islamic website, translation of Qur'an, Islamic CDs, the commentary of Gods attributes; a chart showing qualities of a good leader and a chart showing all the 25 prophets.

THEME 3: FIQH (PRACTICE)

TOPIC: Dress Code for Prayer (hijab for women, loin/tunic for men)

Duration: 6 Periods

Overview

Proper dressing is one of the conditions for a prayer (salat) to be valid (accepted). Islam requires a particular type of dressing when going for salat (prayer). Islam protects a woman by encouraging her to wear *Hijab* so that she fully covers herself. It is therefore important for the learner to understand early how to dress and prepare himself for salat. Teachers and parents have a responsibility to ensure appropriate dress code for prayers. The schools should also encourage the learner to dress decently. The topic is intended to help the learner show respect for Allah's symbols. The teacher should highlight other symbols that define Islam like the mosque, the Kaaba and the Qur'an.

Learning Outcome

The learner understands and discovers his/her uniqueness and acts accordingly with responsibility and dignity.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> describes the male dress for prayer describes the female dress for prayer tells the importance of the Muslim dress for prayer 	The learner pronounces/signs, reads/uses tactile and writes/writes in Braille words related to Islamic dress correctly which include dress, male, female, cover, proper,	Acceptable male dress for prayer <ul style="list-style-type: none"> The dress should cover the umbilical cord and should be below the knee for ordinarily men. Whether men or women the clothing should not be transparent Acceptable female dress for prayer	<ul style="list-style-type: none"> Describing the male dress for prayer Describing the female dress for prayer Drawing pictures of male and female dresses for prayer Discussing 	Self esteem <ul style="list-style-type: none"> Self-appreciation Self-confidence Assertiveness <ul style="list-style-type: none"> Expressing one's point of view standing up for one's rights Giving reasons for actions taken

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	prayer, hia b, salat	<ul style="list-style-type: none"> The <i>Jilbaab</i> is the outer sheet or cloak. At the time of the noble Prophet (PBUH) this sheet a s coe ring the hol e woman’s body. In the era of the ll y Prophet (PBUH) ladies used to e ar the <i>Jilbaab</i> in such a a y that the cloak coe red their entire body from head to toe including the face Currently Muslim women wear <i>Hijab</i>- a dress coe ring their bodies <p>Ip ortance of a Muslim dress for prayer</p> <ul style="list-style-type: none"> Decency Respect Readiness to perform any religious duty. It is part of faith in Allah 	the importance of the Muslim dresses for prayer	<p>Self-awareness</p> <ul style="list-style-type: none"> Self-identification Talking about one’s culture Caring for one’s self <p>V lues</p> <ul style="list-style-type: none"> Appreciation Respect Loe Responsibility

Suggested Competences for Assessment

The learner:

- i) describes the male dress for prayer.
- ii) describes the female dress for prayer.
- iii) writes three values of the ss lim dress for prayer.

Hints for the Teacher

- i) Guide the learner to describe and demonstrate the Islamic dressing for prayer.
- ii) Use the real dresses and pictures and people wearing the dress.
- iii) Read Qur'an (24 Surat Nuu and 33 Surat Ahzab).
- iv) Use resource persons within the area.
- v) encourage the female learner to dress in Hijaabs that are not tight or transparent.
- vi) Use learners' textbook, pictures showing Islamic female and male dress for prayer, real dresses for male and female and the Qur'an.

Theme 4: Hadith(Prophet’s Traditions)

TOPIC: Dress and cleanliness

Duration: 6 Periods

Overview

Decent dressing for prayer and cleanliness are emphasised in the teachings of Islam. Similarly, cleanliness is highly recommended on all occasions. This is aimed at ensuring purity before Allah to promote morality, decency and hygiene in society. This topic is intended to help the learner understand the importance of being decent and clean.

Learning Outcome

The learner should be able to appreciate and practise decent dressing and cleanliness as a sign of purity before Allah and in society.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> narrates one Hadith concerning a Muslim dress. narrates one Hadith concerning cleanliness interprets the two prophetic traditions related to dress and cleanliness. tells the lessons learnt from the Hadith. 	<p>The learner pronounces/signs, reads uses tactile and writes/writes in Braille words related to the hadith of dress and cleanliness correctly which include; hia b, curse, purity, knee, palm, nae l, manners, ornament, wig, suit, necklace,</p>	<p>Hadith concerning dress</p> <ul style="list-style-type: none"> Ibn Abbas (RA) said: “The Prophet (PBUH) cursed those men who copy the manners of women and those women who emulate the manners of men. And he said throw them out of your houses” <p>Hadith concerning cleanliness</p> <ul style="list-style-type: none"> Abdullah bin aar reported that the Prophet 	<ul style="list-style-type: none"> Narrating the Hadith concerning the Muslim dress Role-playing the hadiths concerning dress Narrating the Hadith concerning cleanliness Role-playing the hadith concerning cleanliness. Giin g the meaning of the Hadiths aa ring with peers the 	<p>Self-awareness</p> <ul style="list-style-type: none"> Self-identification Talking about one’s religion <p>Effective communication</p> <ul style="list-style-type: none"> Audibility Confidence Fluency Articulation <p>Peer resistance</p> <ul style="list-style-type: none"> aa nding for ones’ values and beliefs aa nding by one’s

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	<p>sa rt, proud r ide</p>	<p>(PBUH) said: “Allah does not accept prayer that was not e ror e d il e in a state o purity...”</p> <p>It erpretation of the Hadiths</p> <ul style="list-style-type: none"> • Islam describes a rti ular way of dress o r woe n • A a n us t cover his a rts of the bod r om the navel to the knees. A woa n covers her entire bod excet her a ls and a ce • The above Hadith states that a woa n should not dress the way a man dresses nor should the man dress as a woa n • A e rson who dresses in a way that was or bidden should be disowned r o the so iet <p>Lessons learnt from H dith No. 1</p> <ul style="list-style-type: none"> • Behaving in a way peol e do not exe ct uts uu in danger 	<p>meanin the hadith</p> <ul style="list-style-type: none"> • Deo nstrati ng how a Muslim should dress • Draa tin g cleanliness and Muslim wear within the Muslim coun it 	<p>r incil es</p> <p>V lues</p> <ul style="list-style-type: none"> • Care • Reson sibilit • Con ern • Appreciation • Dee ncy • Cleanliness

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
		<ul style="list-style-type: none"> • Women should dress properly because dressing badly may lead to rape or defilement • Dressing badly is punished by isolating the person who does it <p>Lessons learnt from Hadith No. 2</p> <ul style="list-style-type: none"> • Modesty is one of the conditions for a prayer to be valid (accepted) • Modesty is an issue of concern in all aspects of a person's life • Modesty leads to improved personal hygiene • Some causes of rape and defilement are associated with indecency in dressing • Cleanliness improves personal hygiene 		

Suggested Competences for Assessment

The learner:

- i narrates one hadith concerning dressing and one concerning cleanliness.
- ii interprets two prophetic traditions.

- iii) gives two lessons learnt from the Hadith.
- iv) draws a picture of a properly dressed Muslim.

Hints for the Teacher

- i) Emphasise the acceptable eating and cleanliness habits according to Islamic traditions.
- ii) Use demonstrations and role-play to consolidate concepts.
- iii) Encourage peer teaching and learning, and where possible, initiate a resource person.
- iv) Where possible guide the learner to further read related hadiths.
- v) Encourage the learner to practise good personal hygiene and appropriate dressing.
- vi) Use 'New Beginning IRE Book 4-8'; Qur'an and pictures of Muslims and their acceptable dresses.

THEME 5: HISTORY OF ISLAM

TOPIC: Early Converts in Islam

Duration: 6 Periods

Rationale

Prophet Muhammad (PBUH) was a merchant from the Hashimite branch of the Quraysh tribe in the Arabian town of Mecca. He began to preach the first of a series of revelations that Muslims believe were granted to him by Allah through the Angel Gabriel. He stressed the belief in one Creator and denounced the practice of believing in many gods by his fellow Meccans. This attracted some Meccans who later accepted Islam. Early converts are people who accepted the mission of Prophet Muhammad (PBUH) in the early days of Islam and became Muslims. These included; Hadiza (R.A), Ali (R.A), Abubakar (R.A), Zaid bin Thabit, Bilal and Sumayyah.

Learning Outcome

The learner should be able to understand and appreciate the difficulties Prophet Muhammad (PBUH) and early converts went through.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> describes the suffering of Prophet Muhammad (PBUH) and the early converts. tells the lessons learnt from this suffering. relates the suffering of the early converts to 	<p>The learner</p> <p>pronounces/speaks, reads/writes/uses a title and writes/ writes in Braille words early converts correctly which include convert, slave, suffer, endure, martyr, martyrdom, perseverance, braver, firm.</p>	<p>The suffering of Prophet Muhammad (PBUH) and the early converts to Islam (Great Things by Aund MM)</p> <p>Stories of suffering of the Prophet</p> <ul style="list-style-type: none"> Early converts like Bilal and Sumayyah 	<ul style="list-style-type: none"> Pronouncing the shahada the symbol of conversion to Islam Narrating the suffering of the prophet and early converts Role playing the suffering the early converts went through Writing the lessons learnt from suffering of the prophet and early 	<p>Empathy</p> <ul style="list-style-type: none"> Supporting others Caring for others Using appropriate language <p>Coping with emotions</p> <ul style="list-style-type: none"> Being sensitive to other people's feelings Making critical decisions for different

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
the day-to-day life.		<p>The lessons learnt from the suffering of the prophet and early converts</p> <ul style="list-style-type: none"> perseverance bravery martyrdom courage <p>Relationship of the above mentioned suffering to the day-to-day happenings</p> <ul style="list-style-type: none"> surviving in the daily life 	<p>converts</p> <ul style="list-style-type: none"> Dramatizing historical (RA) suffered Deconstructing the relationship they would like to have with fellow learners of different religions 	<p>connections</p> <p>Interpersonal relationship</p> <ul style="list-style-type: none"> Forgiving others Interacting freely Caring for others <p>Values</p> <ul style="list-style-type: none"> Perseverance Resilience Honesty Love Care Respect

Suggested Competences for Assessment

The learner:

- describes the suffering of Prophet Muhammad (PBUH) and the Early Converts.
- gives two examples of the Early Converts.
- gives two ways the early converts to Islam suffered.
- tell two lessons learnt from those suffering.

Hints for the Teacher

- Guide the learner to clearly understand the concept of converts by relating it to the real life experiences. Relate the concept to the Martyrs' execution at Namugongo.
- Read related texts on personalities that were persecuted.
- Encourage group activities where the learner shares the importance of unity in diversity.
- Guide the learner to relate the sufferings seen with the day-to-day life.
- Use commentary on the Holy Qur'an, 'New beginning IRE Book 4-8' and a chart showing the shahada, the symbol of conversion to Islam.

Term Two

Theme 1: Reading from the Qur'an

TOPIC: Surat Al-Humaza (Chapter 104)

Duration: 6 Periods

Overview

Surat Al-humaza takes its name from the word *humaza*. It is one of the earliest Surahs to be revealed in Mecca. This Surah is a result of what was prevailing in Mecca at the time. People were interested in material things, rumourmongering and evil characters. In order to avoid social vices like selfishness, corruption and plundering of resources, the learner needs to be taught the values that he/she needs to uphold at an earliest stage.

Surat Al-humaza teaches the value of honesty, and caring for others and Allah's reward to those who are honest. It is also part of a faith in Allah to whom we pray in time of suffering and a grievance. It spells out some of the qualities of faith (iman) which include gratefulness, generosity and sacrifice.

Learning Outcome

The learner should be able to articulate the message carried by Surat Al-Humaza so as to ably relate to Allah and humanity

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> recites Surat Al-Humaza tells the meaning of the Surah explains the message in Surat Al-Humaza 	<p>The learner</p> <ul style="list-style-type: none"> pronounces/signs, reads uses tactile and writes/ writes in Braille words Surat Al-Humaza correctly which include Al-Humaza, a radise, 	<p>Recitation of the Surat Al-Humaza</p> <p>Meaning of the Surah</p> <ul style="list-style-type: none"> Verse 1. Woe to every (kind of) scandal-monger and backbiter Verse 2. Who 	<ul style="list-style-type: none"> Reciting the Surah in tawid or m Discussing the message from the Surah Brainstorming lessons learnt from the Surah 	<p>Empathy</p> <ul style="list-style-type: none"> Supporting others Caring for others Using appropriate language. <p>Effective communication</p>

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> relates the message of the surah to real-life 	sacrifice, insult, ia , thank, thankful, kind, possessed, possessed	<p>il eth up wealth and lays it by</p> <ul style="list-style-type: none"> Verse 3. in king that his e alth o uld a ke him last forever! Verse 4: By no means, he will be sure to be thrown into that hic h breaks to pieces Verse 5AAnd ha ti ll ell ain to thee that hic h breaks to ie ces? Verse 6 : It is the fire of the r ath of God kindled ablaze Verse 7 : To hic h doth oun t right to the hearts: Verse 8: it shall be a de into a volt over them Verse 9: In columns outstretched <p>Ip ortance of Sr at A -H maza</p> <ul style="list-style-type: none"> Relevance of the Surah to real-life 	<ul style="list-style-type: none"> Telling the e aning of the rr ah Role-l aying the e ssage fro the rr ah ss cussing the effects of the evils cited 	<ul style="list-style-type: none"> Clarity Articulation Fluency Audi ility <p>V lues</p> <ul style="list-style-type: none"> Appreciation nn esty Love

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
		<p>experiences</p> <ul style="list-style-type: none"> • Lessons learnt from the Surah: • Allah loves those who behave well • Muslims should obey Allah whenever they get troubles • Those who hate and backbite one another are to be punished • A person is punished for doing bad things • Allah is rewarding and promises comfort in the hereafter to those who behave well 		

Suggested Competences for Assessment

The learner:

- i) recites the Surah accurately.
- ii) gives the meaning of the Surah.
- iii) tells a message of the Surah.
- iv) gives one practical example of the message of the Surah to an individual.
- v) mentions the importance of the Surah.
- vi) tells lessons learnt from the Surah.

Hints for the Teacher

- i) invite a resource Mullah/school sheik to assist in the recitation of the Surah.
- ii) encourage peer teaching and learning.

- iii Suort the individual learner as he/she recites and memorises the Surah.
- iv Encourage further reading Qur'an 99 (Zilzal) and other Surahs like Kauthar
- v Emh asise the negative effects of rumour ongering, backbiting and other evil practices cited in Surat Al-Hu aza.
- vi) Use learners' textbooks; 'New beginning IRE Book 4-8'; the Qur'an and a chart showing the Surat.

THEME 2: TAWHID (FAITH)

TOPIC: The Unique Nature of Muhammad's (PBUH) Messengership

Duration: 6 Periods

Overview

Allah sent many messengers to reach His word to certain groups of people. Among those sent was the Prophet Mohammed (PBUH). He was the only one sent to all nations and He is the last prophet and messenger. His role as a messenger is unique. This topic is intended to help the learner to recognise the uniqueness of the Prophet Muhammad's (PBUH) message and its universality. The learner will be introduced to the various prophets and some aspects of the Prophet Muhammad's (PBUH) mission. The learner is expected to appreciate the Prophet Muhammad's (PBUH) unique way of performing prayer (salat) as compared to the way it was performed by previous prophets.

Learning Outcome

The learner should be able to comprehend knowledge and concept of the uniqueness of Muhammad (PBUH) as a prophet and a messenger.

Subject Competences	Language Competences	Content	Thinking/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • names the 25 prophets in the Islamic faith • describes the nature of the Prophet Muhammad's (PBUH) message as a messenger • outlines aspects that define the Prophet 	The learner recognises/signs, reads and writes/writes in Braille words related to the Prophet Muhammad as a messenger correctly which include	Prophets in the Islamic faith <ul style="list-style-type: none"> • Adam (first person to be created, first prophet of Allah) • Abraham (his father was Azar; his wife was Sarah) • Musa (delivered his message from Egypt; Allah gave him many miracles) • Isa (his mother was Mariam. Allah bestowed him with many miracles) 	<ul style="list-style-type: none"> • Identifying prophets in the Islamic faith • Describing the nature of the Prophet Muhammad's (PBUH) message as messenger • Mentioning social issues related to the nature of 	Critical thinking <ul style="list-style-type: none"> • Responding to questions • Selecting and evaluating information • Analysing statements Problem solving <ul style="list-style-type: none"> • Taking decisions • Making choices • Evaluating

Subject Competences	Language Competences	Content	Teaching/Learning Activities	Life Skills and Values
<p>Muhammad's (PBUH) message unique</p>	<p>unique, messenger, nature, universal, revelation, literate, illiterate, revelation, corruption, miracle</p>	<ul style="list-style-type: none"> Nuhu (built an Ark; Allah saved him from floods which killed many people) Muhammad (his messenger was Amn a and his messenger was Abdulah h was born in Mecca) <p>Nature of Prophet Muhammad's (PBUH) message as a messenger</p> <ul style="list-style-type: none"> It is a universal message It is the seal of heavenly revelations Hence we expect no message from Allah after it The bearer of this message was illiterate The message will last up to the end of the world It was miraculous <p>Aspects that made prophet Muhammad's message unique</p> <ul style="list-style-type: none"> It was: universal, revealed to an illiterate person, revealed at intervals, protected from corruption, revealed in pieces, reacting to situations, relevant to all aspects of life 	<p>being a prophet</p> <ul style="list-style-type: none"> Explaining what made Prophet Muhammad's message unique (PBUH). Dramatizing prophet 	<p>actions</p> <p>Assertiveness</p> <ul style="list-style-type: none"> Being open Listening to and valuing others say <p>Endurance</p> <ul style="list-style-type: none"> Coping with emotions <p>Values</p> <ul style="list-style-type: none"> Appreciation aring Love care Responsibility Endurance

Suggested Competees for Assessment

The learner:

- i) lists three aspects that make Prophet Mohammed's (PBUH) message unique.
- ii) names four prophets in the Islamic faith.
- iii) tells the nature of Prophet Mohammed's (PBUH) message.

Hints for the Teacher

- i) Guide the learner to name the prophets and let him/her compare the names in his/her local language and English.
- ii) Guide the learner to explain the uniqueness of Prophet Muhammad (PBUH) in relation to other prophets.
- iii) Encourage further reading from other related textbooks.
- iv) Use the Qur'an, learners' textbook 'New beginning IRE Book 4-8' and a chart showing prophets in the 25 Islamic faith.

THEME 3: FIQH (PRACTICE)

TOPIC: Congregational Prayer (Salat Al-Jamá)

Duration: 6 Periods

Overview

Jamá'at prayers are prayers offered by more than one person in a congregation (group). One of the worshippers acts as the Imam (leader of the prayer) and the others follow him. One person with the Imam would make a congregation even if the other person is a child or a woman. The congregational prayer promotes Islamic brotherhood and unity. This topic will help the learner to know the importance of teamwork and the need for solidarity. The learner also discovers that people with similar character, identify with each other and are given the same label like the prophets. It is also important for the learner to note that preparation for prayer is very necessary.

Learning Outcome

The learner demonstrates knowledge and skills in performing Salat (prayer).

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> demonstrates proper preparation for a prayer outside the mosque. describes a congregational prayer. gives examples of congregational prayers. explains how to prepare for a prayer 	The learner pronounces/signs, reads uses tactile and writes/writes in Braille words related to congregational prayers correctly which include <i>uma</i> , <i>ama</i> , offer, movement, reward, teamwork,	Preparation for prayer outside the mosque <ul style="list-style-type: none"> Making ablution (washing the body parts) Performance of congregational prayer <ul style="list-style-type: none"> Qur'an: 62: 9-11 A congregational prayer is offered by more than one 	<ul style="list-style-type: none"> discussing the steps taken to prepare for prayer outside the mosque demonstrating preparation before a congregational prayer outside the mosque Explaining how a congregational prayer is performed demonstrating the 	Self-awareness <ul style="list-style-type: none"> Self-identification Knowing one's position and responsibility Effective communication <ul style="list-style-type: none"> Confidence Articulation Audibility

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills and Values
<p>inside the mosque</p> <ul style="list-style-type: none"> tells the importance of a congregational prayer 	<p>leadership, authority, cooperation, communication, teamwork</p>	<p>person in a group. One of the worshippers acts as an imam and leads the prayers.</p> <p>Prayer types</p> <ul style="list-style-type: none"> salat Jumu'ah two Iqdas Tarawii prayers (Subh, Thuhr, Asr, Magrib, Isa') of the day can be prayed in congregation. Salat Janaiz (prayer for the dead) <p>Organization of a congregational prayer inside the mosque or outside space</p> <ul style="list-style-type: none"> Determine the Kibla Imam's position Congregational position (male and female) Conduct after a congregational prayer 	<p>romance of a congregational prayer</p> <ul style="list-style-type: none"> Participating in congregational prayers Discussing types of congregational prayers Describing the reason for a prayer inside the mosque Role playing between callers in a congregational prayer inside the mosque Discussing the importance of congregational prayers 	<p>Interpersonal relationship</p> <ul style="list-style-type: none"> Interacting freely Caring for others Working together <p>Peer relationship</p> <ul style="list-style-type: none"> Accepting responsibility for one's actions and behavior <p>Values</p> <ul style="list-style-type: none"> Appreciation Tolerance Responsible

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills and Values
		<p>Importance of a congregational prayer</p> <ul style="list-style-type: none"> • Gender equality and special needs. • People of different background: rich, poor, able or lame stand together without discrimination and get equal rewards. • Pronees see royalty to see Creator (Allah) 		

Suggested Competences for Assessment

The learner:

- i) gives a definition of congregational prayer.
- ii) names the elements of congregational prayer.
- iii) demonstrates how a congregational prayer is performed.
- iv) gives relevant reasons why the congregational prayers are important in the Islamic faith.

Hints for the Teacher

- i) Take the learner to a school or nearest mosque to participate in congregational prayers.
- ii) Invite a mullah to guide the learner on congregational prayers.
- iii) Further reading is Qur'an 62: 9-11.
- iv) Use learners' prototype 'New beginning IRE Book 4-8'.

THEME 4: HADITH (PROPHET’S TRADITIONS)

TOPIC: Iman and Forgiveness

Duration: 6 Periods

Overview

This topic is intended to develop the learner’s awareness of the value of faith and forgiveness. One time, Angel Jibril appeared to the Prophet (PBUH in the image of a man. The Angel said, “Tell me about ‘Iman’,” and the Prophet (PBUH) replied, “Iman is to believe in Allah, in His angles, in His books, in His messengers and in the Day of Judgment; and, to believe in the divine decree whether good or bad”. The Angel said, “You have told me the truth”.

Learning Outcome

The learner should be able to explore the various hadiths by which to live.

Subject Competencies	Language Competencies	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> narrates one Hadith concerning Iman. narrates one Hadith concerning forgiveness. interprets the two prophetic traditions. tells the lessons learnt from the Hadiths. 	<p>The learner pronounces/signs, reads/uses tactile and writes/writes in Braille words related to Iman and forgiveness correctly which include Angels, prophets, Apostles, Divine decree, Qadar, Consistency, PBHU (Peace</p>	<p>Hadith on Forgiveness</p> <ul style="list-style-type: none"> Narrated by Abu Huraira (RA: The Prophet (PBUH) said, “Faith consists of more than sixty components (parts) and self-respect is a component of faith. The recital beginning with “Amantu billah...” <p>Hadith</p>	<ul style="list-style-type: none"> Reciting one Hadith concerning Iman Reciting one Hadith concerning forgiveness Interpreting Hadiths Identifying situations that require forgiveness. 	<p>Effective Communication</p> <ul style="list-style-type: none"> Fluency Audibility Articulation Confidence <p>Interpersonal Relations</p> <ul style="list-style-type: none"> Forgiving others Interacting freely with others <p>Non-violent Resolution</p> <ul style="list-style-type: none"> Negotiating Resolving issues without fighting <p>Values</p>

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills and Values
	Be Upon Him), Iman, respect, Radhi Llahu Aniha (RA	on e rning o rgiveness. <ul style="list-style-type: none"> “He who shows no mercy shall receive no mercy Have mercy for those on earth and Allah will have mercy for you” (Abu Dawood and Tirmidhi Interpretation of the meaning of the Hadiths 	<ul style="list-style-type: none"> Role-playing the hadiths aa ring lessons learnt from the Hadiths. 	<ul style="list-style-type: none"> faith love forgiveness empath

Suggested Competees for Assessmet

The learner:

- narrates one Hadith concerning Iman.
- narrates one Hadith concerning forgiveness.
- interprets the two prophetic traditions.
- gives two lessons learnt from each of the two Hadiths.

Hints o r the Teacher

- co urage the learner to narrate the hadiths with actions.
- ui de the learner to share lessons learnt from the hadiths.
- Use the lessons from hadiths in real life situations.
- Emphasise the virtues of treating others fairl . Let the learner n ow that ‘... what is good for you is good for others ...’
- Further reading is encouraged from Surat An-Nisa 149; Surat Al-Ha j 60; Surat Al-A’raf 157; Surat Al-Baqarah 285).
- Use the learners’ ‘New Beginning IRE Book 4-8’.

THEME 5: HISTORY OF ISLAM

Topic 5: Prophet Muhammad (PBUH) at Medina

Duration: 6 Periods

Overview

This topic is intended to enable the learner relate with the life of the prophet and evaluate his example. Prophet Muhammad (PBUH) migrated from Mecca to Medina (Hejira) in the year 622 A.D. It was an order from God due to increased persecution in Mecca. In addition, the prophet Muhammad (PBUH) was invited by the people of Medina to help them resolve conflicts that existed there, and to spread Islam.

Learning Outcome

The learner understands and articulates the behaviour of the prophet Muhammad (PBUH) at Medina and should be able to apply them in his/her day-to-day life

Subject Competencies	Language Competencies	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> describes prophet Muhammad's (PBUH) leadership style in Medina. identifies problems that were in Medina before prophet Muhammad (PBUH) migrated there. identifies prophet 	<p>The learner:</p> <ul style="list-style-type: none"> pronounces/signs, reads/uses tactically and writes/writes in Braille words related to prophet Muhammad's (PBUH) stay at Medina which include tribal wars, constitution, laws leadership, roles, teaching, 	<p>Prophet Muhammad (PBUH) at Medina</p> <ul style="list-style-type: none"> His life as a leader: influenced the people under one leadership stopped tribal wars in Medina <p>Problems in Medina before Prophet Muhammad's (PBUH) migration</p> <ul style="list-style-type: none"> No unifying leader Tribal wars No laws governing the 	<ul style="list-style-type: none"> Describing prophet Muhammad's (PBUH) leadership style. Identifying problems that were in Medina before prophet Muhammad's (PBUH) migration Discussing the 	<p>Interpersonal relations</p> <ul style="list-style-type: none"> Forgiving others Interacting freely with others <p>Assertiveness</p> <ul style="list-style-type: none"> Advocating for one's rights <p>Effective communication</p> <ul style="list-style-type: none"> Audibility Fluency

Subject Competences	Language Competences	Content	Suggested Learning/Teaching Activities	Life Skills and Values
<p>Mohammad's (PBUH) contribution in Medina.</p> <ul style="list-style-type: none"> explains how Prophet Muhammad (PBUH) managed to spread the new religion of Islam in Medina. identifies battles which Prophet Muhammad (PBUH) participated in. 	<p>envoy, battle, Badr, Uhud, Hudaibiya</p>	<p>city of Medina, Muhammad's (PBUH) contribution to Medina</p> <ul style="list-style-type: none"> Introduced the Medina constitution Built a mosque Tahrik and preached the religion of Allah <p>How Prophet Muhammad (PBUH) managed to spread Islam</p> <ul style="list-style-type: none"> Sent his companions outside Medina He sent envoys to various kings and tribal leaders asking them to join the religion of Islam <p>Prophet Muhammad as a commander in</p> <ul style="list-style-type: none"> The battle of Badr The battle of Uhud The battle of Hudaibiya 	<p>importance of a constitution.</p> <ul style="list-style-type: none"> Telling various activities of Prophet Muhammad (PBUH) at Medina. -Drawing the Mosque of Medina -Naming the battles Prophet Muhammad (PBUH) fought. Discussing lessons learnt from Prophet Muhammad (PBUH) at Medina 	<ul style="list-style-type: none"> Logical presentation of ideas Articulation <p>Values</p> <ul style="list-style-type: none"> Care Appreciation Respect Emathy

Suggested Competences for Assessment

The learner:

- names two activities Prophet Mohammed (PBUH) carried in Medina.

- ii) identifies two aspects that Prophet Mohammed (PBUH) fought.
- iii) provides two uses of the constitution.
- iv) explains how Prophet Mohammed (PBUH) managed to spread Islam.

Hints for the Teacher

- i) Guide the learner to write a story about Prophet Mohammad's (PBUH) mission to Mдина.
- ii) Relate Uganda's constitution to the Qur'an (Moslem constitution).
- iii) Provide the learner with only basic information on the battles Prophet Mohammad fought.
- iv) Help the learner to realise the need for co-existence with other religions.
- v) Use the Holy Qur'an and Constitution of Uganda.

TERM THREE

THEME 1: READING FROM THE QUR'AN (CHAPTER 99)

Topic 1: Surat Al-Zilzala

Duration: 6 Periods

Rationale Surat Al-zilzala is the thirtieth chapter in the Qur'an. It shows that any deed seen in the most secret will be brought to full light of the day. The Surah was intended to guide people to do good and abandon evil. Hence this topic will help the learner to realise that there is life after death, and that good and bad deeds are accounted for both here and in the hereafter. The learner is therefore expected to develop and choose appropriate values.

Learning Outcomes

The learner should be able to understand and appreciate the content of the Surah, adopt and practise values advanced by the Surah and demonstrate life skills for maintaining peace in society.

Subject Competencies	Linguistic Competencies	Content	Suggested Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> recites Surat Al-Zilzala memorises Surat Al-Zilzala. interprets the meaning of the Surah relates the message in the Surah to his/her daily life discusses 	The learner <ul style="list-style-type: none"> pronounces/signs, reads uses tactile and writes/rites in Braille words and sentences related to Surat Al-Zilzala correctly which include Surat, Surah, Al-Zilzala, evil, deeds life-after-death values. 	Recitation of Surat <ul style="list-style-type: none"> Al-Zilzala Chapter 99. Meaning of the Surah <p>Relating the message of the Surah to real life.</p> <ul style="list-style-type: none"> Life after death Deeds, even the most 	<ul style="list-style-type: none"> Reciting the Surah correctly. Memorising the Surah. Explaining the meaning of the Surah. Discussing the factors that influence a value 	Effective communication <ul style="list-style-type: none"> Accuracy Audibility Articulation Fluency Decision making <ul style="list-style-type: none"> Acceptance Refusal Making choices Knowing the consequences of one's

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
factors that influence the development of values		<p>secret will be brought to the full light of day</p> <ul style="list-style-type: none"> • Do good and abandon evil • What mankind owes whether good or bad, shall be accounted for • Proper choice and development of values honesty respect for self and others, justice, peacefulness, cleanliness <p>Factors that influence the development of values (family peers, environment)</p>	<p>development</p> <ul style="list-style-type: none"> • relating the importance of values • learning lessons from the Qur'an 	<p>decisions</p> <p>Creative thinking</p> <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> • Respect • Faith • Royalty • honesty • peace

Suggested Competencies for Assessment

The learner:

- recites the Surah accurately.
- gives the meaning of the Surah.
- gives two situations in real life where the Surah is useful.

Hints for the Teacher

- Encourage the learner to recite and memorise the Surah while supervising.

- ii Engage a Muah /School Sheik to assist the learner in the recitation of the Surah.
- iii Emphasise to the learner that he/she needs to say good without minding who is watching. Remind the learner about the two angels in charge of writing the good and bad things one does every time.
- iv) For further reading refer to the Qur'an Surah 99.
- v) See the Qur'an, resource persons and a chart showing the names of the ten Angels and their utilities.

THEME 2: TAWHID (FAITH)

Topic: Resurrection and Judgment

Duration: 6 Periods

Overview

This topic is intended to introduce the learner to the belief of the Day of Judgment as the fifth Pillar of Iman. It is a very important belief because it controls the actions of a believer. It involves the belief in the Day of Judgment and everything related to that date i.e. death, after death and resurrection. After the second blowing of the trumpet, people will be resurrected. They will be gathered in one place where judgment will take place.

Learning Outcomes

The learner should be able to:

- i understand and appreciate the events of resurrection and those that will lead to the Day of Judgment.
- ii demonstrate skills of living a harmonious life in society.

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • gives the meaning of resurrection and judgment. • tells the relationship between resurrection and judgment. • outlines the significance of resurrection 	The learner pronounces/ signs, reads uses tactile and writes/ writes in Braille words and sentences related resurrection and judgment correct which include resurrection, judgment, creativeness, accountability,	Meaning of resurrection and judgment <ul style="list-style-type: none"> • Blowing the trumpet • Resurrection. • Gathering of all people • Receiving books of records • Accountability Significance of resurrection and judgment	<ul style="list-style-type: none"> • Giving the meaning of resurrection and judgment • Naming the events that will take place on the day of resurrection and judgment • Dramatizing the resurrection 	Decision making <ul style="list-style-type: none"> • Acceptance • Refusal • Telling the consequences of the decisions made Critical thinking <ul style="list-style-type: none"> • Analysing statements • Giving reasons for actions taken Creative thinking <ul style="list-style-type: none"> • Logical

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
and judgement.	gathering, trumpet, books of records	<ul style="list-style-type: none"> • people in an individual. • Live well in society • An individual lives consciously • To carefully choose what we do <p>The relationship between Judgement day and resurrection</p>	<ul style="list-style-type: none"> • Reasoning and judgement • Outlining the significance of the day of judgement • Explaining the relationship between resurrection and judgement day 	<p>reasoning</p> <ul style="list-style-type: none"> • Honesty <p>Values</p> <ul style="list-style-type: none"> • People • Faith • Respect • Appreciation • Honesty • Trustworthiness

Suggested Competences for Assessment

The learner:

- defines the terms resurrection and judgement.
- names three events on the day of judgement.
- gives two ways of the significance of resurrection and judgement.
- states the relationship between resurrection and judgement day.

Hints for the Teacher

- Review Surat Al-Zilzal 99.
- Invite the learner in the discussion and dramatization of the events on the day of judgement.
- Invite the learner to share lessons learnt in the readings.
- Emphasise to the learner that judgement is all about accountability of one's needs.
- Refer to the Qur'an for further reading.
- Use learners' tools, trumpets and files.

THEME 3: FIQH (PRACTICE)

Topic 3: Fasting

Duration: 6 Periods

Overview

Fasting in Islam, refers to abstaining from eating, drinking, sexual intercourse and all evil deeds, but promoting good with the intention of fulfilling Allah's commands. This topic is intended to enable the learner to appreciate the value of fasting, develop and practise appropriate values like patience and endurance.

Learning Outcomes

The learner should be able to:

- i understand and appreciate the importance of fasting.
- ii practise moral values that link him/her to the Creator.

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
<p>The learner</p> <ul style="list-style-type: none"> • tells the meaning of fasting. • explains reasons for fasting. • names people who should fast and those who are exempted. • explains things that prohibit fasting. 	<p>The learner</p> <ul style="list-style-type: none"> • pronounces/signs, reads uses tactile and writes/writes in Braille words related to fasting correctly which include fasting, abstinence, Ramadan, dawn, sunset, exempted 	<p>Meaning of fasting Abstaining from eating, drinking, sexual intercourse and all evil deeds as well as promoting good in the month of Ramadhan and after</p> <p>Reasons for a fast</p> <ul style="list-style-type: none"> • To thank God • Remembering • It is a pillar of Islam • To get rewards 	<ul style="list-style-type: none"> • Telling the meaning of fasting • Brainstorming the importance of fasting • Identifying people who should fast • Describing those exempted from fasting • Discussing things that prohibit fasting 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Standing for one's rights • Expressing one's point of view <p>Self-awareness</p> <ul style="list-style-type: none"> • Self-identification • Talking about one's religion <p>Interpersonal relationship</p> <ul style="list-style-type: none"> • Interacting freely with others • Caring for others

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
		<p>People who should fast</p> <ul style="list-style-type: none"> • Mature Muslims • Sane Muslims • Healthy Muslims <p>People exempted from fasting</p> <ul style="list-style-type: none"> • Young learners • Menstruating women • Breast feeding mothers • Sick people • The insane. • Travellers • Very old people <p>Things that spoil fasting</p> <ul style="list-style-type: none"> • Menstruation • Eating and drinking • Playing sex during the day • Mm mting 		<p>Values</p> <ul style="list-style-type: none"> • Patience • Endurance • Appreciation

Suggested Competences for Assessment

The learner:

- i) gives the definition of fasting.
- ii) writes three values of fasting.
- iii) names two people exempted from fasting.
- iv) identifies two things that can spoil fasting.
- v) states three evil deeds and three good deeds.
- vi) tells the importance of fasting.
- vii) practises fasting.

Hints for the Teacher

- i Fasting is a common practice especially among Muslim communities, so guide the learner in a brainstorming session to discuss the importance of fasting.
- ii Help the learner to understand the evil deeds that should be avoided and the good ones that should be promoted.
- iii Use the Qur'an, pictures of people fasting, video clips and pictures of people breaking the fast.

THEME 4: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 4: Good Neighbourliness

Duration: 6 Periods

Overview

Good neighbourliness is one of the values an individual is required to promote. It creates a strong, responsible and caring society. In a society, everybody is expected to enjoy care and protection which are a result of the good relationship. One of the social misdeeds a Muslim can ever commit is to be unkind to a neighbour. This topic will help the learner to develop life skills and values for living harmoniously in society.

Learning Outcomes

The learner should be able to appreciate the need for good neighbourliness, show Islamic social values and demonstrate love and care for others in the community.

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> narrates two prophetic traditions concerning good neighbourliness. interprets the prophetic traditions. relates the information in the Hadith to daily life experience. 	The learner pronounces/signs, reads uses tactile and writes/writes in Braille words and sentences related to neighbourliness correctly which include neighbour safe, infidel, believer, obligations.	Hadith concerning good neighbourliness <ul style="list-style-type: none"> Prophet Muhammad (PBUH) said, "A man whose neighbour is not safe from his side is not a believer in Islam" Prophet Muhammad (PBUH) said, "Let the believer in 	<ul style="list-style-type: none"> Narrating the hadith on neighbourliness Reading and writing the Hadith correctly Ellaborating the prophetic traditions on neighbourliness Analysing reasons why a neighbour should be 	Effective communication <ul style="list-style-type: none"> Articulation Audibility Confidence Friendship formation <ul style="list-style-type: none"> Working in groups Use of polite language

Subject Competencs	La gua e Competencs	Content	Suggst d aa h ing/ La rning Activities	Life Skills and Values
		<p>Allah and the Day of judgement honour his neighbour” (Muslim and Bukhar)</p> <ul style="list-style-type: none"> • LadAis ha (RA) conir med that the P hh et (PBUH) said, “Jibril advised me so repeated y, to care for my neighbour that I th hh t my neighbour is my inheritor” (Bukhar and Muslim) <p>The m aning of the prhh etic traditions -Even i one d es all he r reliis oblia ti ns but de s not t eat his/her neighbours well, he/she may go to he l</p> <p>How information in h e Hadih relates to daily life</p> <ul style="list-style-type: none"> • s lam e courages pris i n of good relati ns 	<p>treated we l</p> <ul style="list-style-type: none"> • Dramatin g a good and a a d neighbour • Writing down less ns learnt from the hadith of good neighbourli ess 	<p>Interpersonal relationships</p> <ul style="list-style-type: none"> • Forgiving he rs • Sharing with others <p>Values</p> <ul style="list-style-type: none"> • Patience • Respe t • Lee • Care • Co- ee rati

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
		through the following <ul style="list-style-type: none"> • visiting neighbours especially on occasions of deaths, sickness, birth and weddings • Avoiding doing any ill to a neighbour • Talking well of the neighbours. • Being generous. • Giving help to neighbours 		

Suggested Competencies for Assessment

The learner:

- i writes one hadith on good neighbourliness.
- ii writes two lessons learnt from the hadith on good neighbourliness.
- iii gives meaning of the Prophetic traditions.
- iv demonstrates good neighbourliness.

Hints for the Teacher

- i ii guide the learner to read and write the hadith on neighbourliness correctly.
- ii Let the learner work in groups to share the importance of having good neighbourliness.
- iii Lead a discussion on the importance of good neighbourliness.
- iv Use the Qur'an, text books and pictures of both good and bad neighbours.
- v Let the learner know that a neighbour is not just a person who stands next to one.

THEME 5: HISTORY OF ISLAM

Topic 5: Last Days of Prophet Muhammad (PBUH)

Duration: 6 Periods

Rationale

Prophet Muhammad (PBUH) lived for 63 years which were full of lessons for us to learn. His life ended shortly after he had conquered the city of Mecca, a place where he was respected and later on chased out. One of the major historical events was the farewell pilgrimage. This topic is intended to provide the learner with the value of sacrifice for the sake of Allah and humanity as provided for in clauses of the last Prophetic sermon on the Pilgrimage.

Learning Outcomes

The learner should be able to appreciate and demonstrate lessons from the content of the last message of Prophet Muhammad (PBUH).

Subject Competencies	Language Competencies	Content	Suggested Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> describes the farewell pilgrimage identifies the essence of Prophet Muhammad's (PBUH) last speech describes the sickness and death of the Prophet 	The learner recognises/sounds, reads uses tactfully and writes/reads in Braille words and sentences related to the last days of Prophet Muhammad's (PBUH) last days correctly which include articles, a relative,	<ul style="list-style-type: none"> the farewell pilgrimage Prophet Muhammad's (PBUH) last speech Lessons learnt from Prophet Muhammad's (PBUH) life Conflict resolution Establishment of a democratic Islamic state Need for 	<ul style="list-style-type: none"> Outlining the content of Prophet Muhammad's (PBUH) last speech Giving the lessons learnt from the last speech Role playing the sickness, death and burial of Prophet Muhammad (PBUH) Dramatizing 	<ul style="list-style-type: none"> Creative thinking Logical thinking Logical reasoning Initiating new ideas Critical thinking Analysing statements, selecting and evaluating information Values Appreciation, Love, Confidence

Subject Competences	Language Competences	Content	Suggested Learning/Learning Activities	Life Skills and Values
PBUH) • names Prophet Muhammad's (PBUH) messages	pilgrimage, sickness burial, conflict, resolution, democracy, citizen	democracy • Role of citizens in democracy • Processes of elections • Types of elections • Trustworthiness • Kindness • Patience Messages performed by Prophet Muhammad (PBUH) • The Qur'an • The M'iraj Escape during migration • The dust he threw during the battle of Badr – The story of Thalaba	The quality of being trustworthy and a • Name of the messages performed by Prophet Muhammad (PBUH)	

Suggested Competences for Assessment

The learner:

- i) outlines three points from Prophet Muhammad's (PBUH) last speech.
- ii) gives two lessons learnt from that speech.
- iii) lists two messages performed by Prophet Muhammad (PBUH).

Hints for the Teacher

- i) Guide the learner to demonstrate and practise solving conflicts without fighting.
- ii) Read to the learner a summary of Prophet Muhammad's (PBUH) last speech and guide him/her to note the key points.
- iii) Encourage the learner to use his/her experience when discussing lessons from Prophet Muhammad's (PBUH) life.
- iv) Use the Constitution of Uganda, a chart showing different types of people voting and Ballot slates.

APPENDIX A: SAMPLE SCHEMES OF WORK AND LESSON PLANS

QUR'AN SAMPLE SCHEME OF WORK FOR LEVEL 2 TERM 3

W K	P E R I O D	THEME	TOPIC	CONTENT	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	INSTR. MAT./STRATEGIES	LEARNING ACTIVITIES	INSTR MATERIALS	LIFESKILLS (SKILL INDICATORS AND VALUES	REFERENCES	REMR KS
1	1	Reading from the Quran	Surat Al-Zilzal	Recitation of surat Al-Zilzal Meaning of the surat	The learner Recites surat correctly Memorizes the surat Explains the meaning of the surat	The learner pronounces/signs/spells reads/rites in Braille and uses the following words related to the surat which include surat, uat. Al-Zilzal, eil	<ul style="list-style-type: none"> Question and answer Story telling Rote method Repetition I do, you do Total communication 	<ul style="list-style-type: none"> Reading the surat Brainstorming on the meaning of the surat Memorizing the surat <p>SNE TIPS in group fine r spelling the surat it e in Braille the surat</p>	<ul style="list-style-type: none"> Quran Charts/picture showing small birds Clay soil IRE Text books+ 	<ul style="list-style-type: none"> Critical thinking Analyzing statements Taking decisions Effective communication Empathy Putting yourself in one's shoes 	<ul style="list-style-type: none"> The Quran Textbooks, 	

IRE SAMPLE LESSON PLAN FOR LEVEL 2

SUBJECT	DATE	TIME	LEVEL	NO. OF LEARNERS
IRE	20 th July 2018	11:00 to 11:40	2	MALE: 34 FEMALE: 46 TOTAL 80

THEME: Reading from the Qur'an
TOPIC: Surat Al-Zilzal
CONTENT: Recitation of the Surah
 Meaning of the Surah

COMPETENCES

Subject:

The learner:

- recites Surat Al-Zilzala
- gives the meaning of the Surah

Language :

The learner:

- pronounces/signs, reads/uses tactile and writes/writes in Braille Surah, Suart, Al-Zilzala.
- reads the scriptures with fluency.

Methods : storytelling, dramatizing, group discussion, model reading

References : IRE Level Two syllabus page 91; Qur'an Surat Ala-Zilzal 99

Instructional Materials the Qur'an, a chart showing names of the 10 Angels.

Additional Life Skills

Values : accuracy, audibility, acceptance, respect, faith, royalty

LESSON DEVELOPMENT

PHASE	DURATION	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES
Our experience	6 mins	- Tells a story of two people who died and later saw what	- Listens to the story - Tells an incident when he/she did something

HA SE	RATI N	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES
		they had done in secrecy revealed to them.	thinking there was nody watching but later it was knon dd how he/she felt.
God's mess ge	10 mins	- Gi d s the learner to read Suart Al-Zilzal 99	- Individually dd in go ups read the scriptures loudly
Our reson se	15 mins	- Gi d s the learner to d scuss what ss sons he/she gets from the scriptures. - Gi d s the learner to realise that the Surah means judgement after death. - Sho s the learner the picture showing the 10 Angss with their roe s.	- Mentio s ss son learnt from the scripture - Sdd ies the charts and d scusses the d fferent oss of the 10 Angss .
Evaluation	8 mins	- Gi d s the learner to draw the chart of the Angss . - Moves aro nd guiding the ind vidual learner	- Draws a chart showing the 10 Angels with their specific roe s

SELF EVALUATIN**Strengths****Weaknesses****Way forward**

BIBLIOGRAPHY

Good Nss Bible

NCDC (2009). *Primary Four Religious Education Syllabus*. Kyambo o NCDC

NCDC (2010). *Primary 5 Curriculum Set One: English, Integrated Science, Mathematics, Social Studies, Religious Education*. Kyambogo. NCDC

NCDC (2011). *Primary 6 Curriculum Set One: English, Integrated Science, Mathematics, Social Studies, Religious Education*. Kyambo o NCDC

NCDC (2012). *Primary 7 Curriculum Set One: English, Integrated Science, Mathematics, Social Studies, Religious Education*. Kyambo o NCDC

The Holy Qur'an

Ugdd a Jo nt Christian Council () *Christians and the Holy Spirit*. Book 7





National Curriculum
Development Centre ,
P.O. Box 7002,
Kampala.
www.ncdc.go.ug