



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

PRIMARY FOUR

Christian Religious Education

Syllabus



National Curriculum Development Centre

P. O. Box 7002

Kampala - Uganda

2009

PRIMARY FOUR

Christian Religious Education
Syllabus



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2009

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Term I

Acknowledgement

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.

Connie Kateeba

Director

National Curriculum Development Centre.

FOREWORD

The Curriculum for Primary Four

The Curriculum for lower primary (P1-3) which the learner in primary four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for primary four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.

Hon. Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS

Background

This is Primary Four Religious Education Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

Learners in Primary Four are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English as a medium of instruction. This will help learners to form correct concepts, relate and consolidate what was learnt in earlier classes.

The instructional process, content and learner's text will have to be kept simple since this is a transition class.

Rationale

One of the national aims of Education is to "inculcate moral ethical and spiritual, integrity, tolerance and human fellowship".

It is in fulfillment of this national "broad aim" that the Religious Education syllabus has been prepared. It forms an integral part of the Primary school curriculum and is designed to enable the teacher guide and assist the learner develop morally, and spiritually so as to grow into a balanced, responsible and mature person in community.

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

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
- (c) 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.

- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- (e) 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
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

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 instill 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 appreciation 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; and
11. To develop discipline and good manners.

Aims and Objectives of Christian Religious Education

The aims of the syllabus are to enable the learner to:

1. Develop awareness and knowledge of God's presence and purpose in the world as revealed a through His creation, the Bible, the Christian community, the life and teaching of Jesus Christ and the Holy Spirit living in us today.

2. Develop the Christian virtues of love, joy, peace, and build a personal Christian ideal to inspire her/his development and growth to maturity.
3. Live a committed Christian life following in the footsteps of Jesus Christ.
4. Acquire the practice of praying alone and in fellowship with other Christians.
5. Get knowledge of the teaching of the Bible.
6. Appreciate the common elements in traditional and other religions and Christian beliefs.
7. Develop the Christian moral values of honesty, concern for others sharing, tolerance and justice.
8. Develop personal qualities of leadership to serve others in the community.

General Methodology

The syllabus is life-centred and relevant to the Ugandan situation. Teachers will draw on the experiences of the learners and build the lessons progressing from the known to the unknown. The main instruction methods will be discussion and guided discovery.

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

The learners' text is activity based to emphasize the continuous learner centred approach. The teacher is expected to constantly help 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 knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the Religious Education syllabus. At Primary Four the topics introduced and basics covered should pave way for further study of the topics in upper classes. Primary Four class will be useful in preparing learners for effective participating in P5-7.

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Discover their own uniqueness and act accordingly with responsibility and dignity.
- Develop a positive attitude towards living with others in the community and learn to show respect and tolerance in the face of differences.
- Develop a positive attitude towards God's creation and learn to respect, conserve and develop it.
- Develop an awareness of God and knowledge of His presence in the world.
- Acknowledge God as the Creator and Almighty

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus.

Like in P1-3, assessment guidelines are provided to guide the teacher carry out, manage and keep records on each individual learner, class progress and end of topic and term performance. Religious Education will be assessed continuously throughout the course, by the teacher giving an 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 positive progress.

Christian Religious Education

Topic Outline

Term I

Theme: Christians with the Saviour

Topic 1: God's Continuing Love for His People

Sub-Topics:

- Revision Of The Sub-Theme On Creation Pg 53 Of P2 Curriculum
- The Fall of Human Being and the Consequences of Disobedience.
- Asking For Forgiveness
- The Coming Of Jesus
- Jesus Mission

Topic 2: God's People and the Law

Sub-Topics:

- God's Covenant With His People
- God Leads and Guides His People.
- The Ten Commandments and Their Applications in Day To Day Life.
- King Saul And David
- How People Fell Short Of God's Expectations.

Topic 3: Following Jesus as a Leader

Sub-Topics:

- Jesus As A Leader
- Confidence in Jesus' Authority in All Life Situations.
- Jesus' Instructions And Promise to His Disciples
- Confidence In Following Jesus
- Qualities Of A Good Leader

Topic 4: Jesus Christ Our Saviour

Sub-Topics:

- Jesus Suffering, Death and Resurrection
- Understanding Jesus as Peter Did
- Selfishness
- The Importance of the Unselfishness.
- Nature Of Jesus

Term II

Theme: Christians with the Saviour

Topic 5: The Christian Community

Sub-Topics:

- The Life of the Early Church
- Missionary Work from the 1st Century to Present Day Uganda.
- The Church And Its Denominations
- The Holy Spirit At Work In The Church

Topic 6: Jesus Our Example in Service

Sub-Topics:

- Ways Jesus Served Others
- Good Service In The Community (2)

Topic 7: Voluntary Service in Response to God's Love

Sub-Topics:

- Unpaid Service
- Cooperating In Voluntary Service (2)
- Voluntary Service Project

Term III

Theme: Christians with the Saviour

Topic 8: Making Our Decisions as Christians

Sub-Topics:

- Decision Making
- Decisions In The Bible
- Making Good Decisions

Topic 9: Peace

Sub-Topics:

- Peace
- Peace Initiative In African Tradition
- Peace In The Bible
- Communication And Reconciliation

Topic 10: The Birth of the Prince of Peace

Sub-Topics:

- Peace
- God's Plan for Peace in the World.

CHRISTIAN RELIGIOUS EDUCATION

PRIMARY 4

TERM 1

THEME 1: CHRISTIANS WITH THE SAVIOUR

TOPIC 1: GOD'S CONTINUING LOVE FOR HIS PEOPLE

General Rationale for the Topic

This topic is important because it reveals the creation story and builds on it to show the causes and consequences of “The Fall of Human Beings”. It presents forgiveness as God’s solution to sin and disobedience. This is important because people always fail to attain social or religious expectations and need to forgive or be forgiven.

The learner needs to know how disobedience is at the root of every sin in society. Disobedience leads to judgement and punishment. Jesus came to bring forgiveness to the world which had sinned against God. The coming of Jesus was foretold by Old Testament prophets like John the Baptist.

The topic relates with the next one on “God’s people and the Law” in that, the law was given to the Israelites as guidelines for harmonised community life. This involved a lot of physical sacrifices and ritualistic behaviour with “dos and don’ts”. The Israelites made major sacrifices annually. Christians on the other hand believe that Jesus’ death on the cross became a once and for all perfect sacrifice for the forgiveness of human beings’ sins. This is why Christians no longer sacrifice.

The teacher needs to be familiar with the creation story in Genesis 1 and 2 because they form the background to “the Fall of Human Beings and its consequences”. There is also need to analyse the Bible stories properly.

Methods to be used include; revising the creation story, reading and analysing scriptures, guided discovery as learners share experiences, group discussions and storytelling.

Many people make all sorts of interpretations of the creation stories especially about the forbidden tree or fruit. At P4 level these interpretations are not necessary. Emphasis should be put on the instructions God gave to human beings, disobedience of human beings, and consequences of disobedience.

There is a tendency to imagine that the sin Adam and Eve committed was sex. It should be made clear that if this is the original sin, its characteristics have to be reflected in every sin. Therefore the original sin was disobedience to God’s instructions. People still disobey today and all sins are not sexual; they are an outcome of disobedience.

Life skills/ value:

- Critical thinking
- Creative thinking
- Decision making

Values:

- Appreciation
- Sharing
- Respect
- Love
- Concern
- Care

Suggested Assessment Activities

1. Reading stories and scriptures
2. Making posters of creation of the world at different stages.
3. Creative writing

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

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Describes the order of creation as recorded in Genesis 1 • Explains different ways in which human beings should take care of what God has created. • Explains how human beings disobeyed God. • Identifies the 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Create • Creation • Creature • Universe • Human beings 	<ul style="list-style-type: none"> • Creation (Genesis 1:1-27) • Order of creation • Caring for God’s creation • The Fall of Human 	<ul style="list-style-type: none"> • Learners re-tell the story of creation. • Identifying things made by God • Identifying things made by man • Drawing and naming the things made by God. • Drawing and naming the things made by man. • Drawing of pictures reflecting the fall of man. • Listing the cases of disobedience at

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>consequences of disobedience.</p> <ul style="list-style-type: none"> • Identifies the causes of disobedience in the family, school and community. • Explains the, meaning and importance of repentance. • Explains the purpose of Jesus' coming. • Expresses gratitude to God for Jesus. • Explains the message of John the Baptist. • Explains verses from the Bible about Jesus' mission for forgiveness. • Mentions what they have learnt from Jesus' mission of forgiveness. 	<ul style="list-style-type: none"> • Likeness • Obey • Disobey • Disobedience • Wish • Punishment • Forgive • Forgiveness • Property • Prophet • Baptise • Confess • Sin • Heal • Evil spirits • Save • Consequences • Repentance. 	<p>Beings (Genesis 3:1-13)</p> <ul style="list-style-type: none"> • Consequences of disobedience (Genesis 3:14-23) • Asking forgiveness when we do wrong (Luke 15:11-32) • The message of John the Baptist and Jesus' coming. (Mathew 1:18-21, Mark 1:1-18, Matthew 3:1-6) • Jesus' mission "bringing forgiveness" (Mark 1:21-28) • Jesus and Zacheus (Luke 19: 1-10) 	<p>school, home and community.</p> <ul style="list-style-type: none"> • Telling what happens when he/she chooses to disobey at school, home and the community. • Sharing experience of when they disobeyed elders, parents and teachers. • Sharing experience of how the elders, parents and teachers responded to their disobedience. • Reading and studying of relevant Biblical materials. • Guided Group discussions on the value of Jesus' coming to the learners. • Singing of a song related to purpose Jesus' coming. • Answering questions about the given stories • Discussion • Exercises • Reading of stories • Sharing of experiences • Reading the story about Zaccheus • Group discussion about Zccheus

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC 2: GOD'S PEOPLE AND THE LAW

General Background to the Topic

God is so merciful that He showed love, kindness and patience to His people, through the covenant and promises He made with them. This topic is important because it shows how God created a good relationship with His people by establishing a written agreement between Him and his people for example the 10 commandments.

The learner gets knowledge about how to be faithful and obedient through the stories of Noah, Abraham, Jacob and Amos. If people are faithful to God and obey Him, He will save them from danger and fulfill His promises. The learner gets guidance as to how to behave with the help of the Ten Commandments. It also teaches the learner not to mistreat and cheat the poor.

This topic can lead learners to the next topic which is "Following Jesus as a leader". If one is faithful, obedient and honest, among other qualities, He/she learns to lead as Jesus did. The teacher should emphasise on God's Covenant with his people. (Noah, Abraham, Jacob, Moses and Amos' messages.)

While teaching this topic, teacher should use story telling, Bible scriptures, songs, role play to make lessons effective.

Life skills

- Interpersonal relationship
- Self awareness
- Negotiation
- Decision making

Values

- Trust
- Obedience
- Respect
- Endurance

Assessment Activities

- Role playing Moses receiving the Ten commandments
- Bible reading and discussion
- Writing exercises.

Learning Outcome

The learner appreciates and explores the relationship between God and His people through the covenant and the law.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
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SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains how Noah, Abraham and Jacob were faithful to God. • Explains God’s promises to Noah, Abraham and Jacob. • Explains how Moses led the Israelites out of Egypt. • Explains how Moses received the Ten Commandments. • Mentions the Ten Commandments. • Mentions ways the Ten Commandments apply to life today at home, school and the community. • Explains how Saul became a King and reasons why he was rejected. 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Covenant • Save • Prophet • Commandment • Ark • Anoint • Steal • Slave • Shepherd • Worship • Israel • Israelite • Sacrifice • Creature • reject 	<p>God’s covenant with his people</p> <ul style="list-style-type: none"> • Noah’s faithfulness to God. [Gen 6 and 7] • God’s promises to Abraham. <p>God guides His people</p> <ul style="list-style-type: none"> • The call of Moses and his role in the Exodus story (Ex. 3). • The Ten Commandments and their application in day to day life. (Ex. 20). <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) 	<ul style="list-style-type: none"> • Naming animals in the ark • Singing a song about Noah. • Reading and studying relevant Bible materials to pick out God’s promises to Noah • Discussion on why Noah and his family were saved. • Sharing experiences of when they made promises or were promised things and how they were fulfilled. • Play acting e.g. Noah and Ark • Reading and answering questions of given texts • Role playing Moses leading the Israelites out of Egypt. • Telling how Moses received the Ten Commandments. • Mentioning the Ten Commandments. • Memorising the Ten Commandments. • Discussion about ways through which Ten Commandments apply to life today at home and school. • Reading the story about Saul • Discuss about why Saul was

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> Identifies ways the Israelites fell short of God's expectations. 		<p>David and Goliath</p> <ul style="list-style-type: none"> How David defeated Goliath (1 Samuel 17:41-58) <p>How people fell short of God's expectations.</p> <ul style="list-style-type: none"> Amos and his message to the people. (Amos 1:1-3, 8:4-6, 2 Kings 22, 23: 1-27) 	<p>rejected as King of Israel.</p> <ul style="list-style-type: none"> Narrating how Saul became a King and why he was rejected. Reading and studying relevant Biblical materials to tell how David killed Goliath. Drawing David and Goliath Singing a song about David and Goliath Dramatising David killing Goliath. Reading and studying relevant biblical materials and telling how the Israelites failed to follow God's expectations. Discussion of the Biblical texts read.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC 3: FOLLOWING JESUS AS A LEADER

General Background to the Topic

Jesus' leadership and authority is shown in His lifestyle. He showed love, kindness and full authority over creation, sickness, sin and death. The examples given above show that Jesus had authority over all life situations. He still has the authority to forgive sins up-to-date.

Jesus Christ is not only the Son of God but also God. Therefore He was confident and used his authority to do miracles. As followers of Jesus, there is need to take Him as a living example to the human race. This is because He had all the qualities that we need as His followers.

The learner is expected to develop understanding of the qualities Jesus had and how He served different people without discrimination. The learner further has to apply them in his/her life style.

The topic relates to the next one "Jesus Christ our Saviour" in a way that Jesus decided to be a sacrifice for the human race through suffering and death.

The methodology to be employed includes explanation, Bible reading, writing, story telling, Group discussions, drawing, dramatisation and sharing experiences.

The teacher needs to understand the topic and relevant verses so as to help the learners get the right information.

Life skills

- Effective communication (listening)
- Self awareness
- Friendship formation

Values

- Responsibility
- Respect
- Patience
- Confidence

Suggested Assessment Activities

- Making series of pictures
- Dramatisation of Bible story

LEARNING OUTCOME: The learners will develop confidence and discover Jesus’ role as a leader of God’s people.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains the meaning of leadership and authority using local examples. • Describes the qualities of leadership and authority Jesus used. <p>• Identifies how Jesus used</p>	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Lead • Leader • Leadership • Follow • Problem 	<p>Jesus as a leader</p> <ul style="list-style-type: none"> • Meaning of leadership and authority • Qualities of a good civil leader • Qualities of Jesus as a good leader. • Jesus’ authority in different situations (Mark 9:14-29), (Luke 8:22-25) 	<ul style="list-style-type: none"> • Listening to explanations. • Writing in short sentences the meaning of “authority and “leadership”. • Telling in simple sentences the qualities of leadership Jesus used. • Listing ways Jesus used His authority in different situations. • Sharing experiences of the times they have benefited from good use of leadership at

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>His authority in different situations.</p> <ul style="list-style-type: none"> • Describes ways leadership and authority can be used for the good of the family, school and community. <p>The learner :</p> <ul style="list-style-type: none"> • Explains from the scripture passages how Christians faced problems. • Mentions problems Christians face today in different situations. • Describes how problems are caused and how they can be solved. • Talks in simple ways about Jesus' instructions and promise to his disciples. • Acts how Jesus sent out 	<ul style="list-style-type: none"> • Solve • Disciple • Apostle • Confidence • Quality 	<ul style="list-style-type: none"> • Confidence in Jesus' authority in all life situations. • Difficulties faced by Christians • Jesus' instructions and Promise to his disciples. • Confidence in following Jesus 	<p>family, school and community levels.</p> <ul style="list-style-type: none"> • Telling how he/she appreciates good use of leadership and authority. • Reading scriptures with each learner reading a small section. • Listing problems they go through and relating them to what is in the Bible. • Sharing experience of how they get into solving problems. • Memorising Jesus' promise to his disciples. • Role play • Drawing and dramatising how Jesus' sent out His twelve disciples. • Discussing qualities of leadership that Jesus' followers should have. • Mentioning qualities of a good leader.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
His disciples.			

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC 4: JESUS CHRIST OUR SAVIOUR

General Background to the Topic

Jesus Christ offers His life to us through His suffering and this is shown in His unselfishness life. Jesus decided to be punished for us through suffering and death. That is why He is called our Saviour. Jesus Christ is able to give us power to overcome selfishness.

As followers of Jesus we need to take Him as our living example.

The events and meaning of the Death and Resurrection of Jesus fulfilled the purpose of the saviour. Mark 14:27-72, 15:1-47.

The topic relates to the next one “The Christian Community” as the life of the Early Church is based on the Life of Jesus Christ. Learners have to be familiar with Christ’s life to lay the foundation to the life of the early church.

The teacher is required to emphasise to learners qualities of a good leader in the present society, in reference to the Bible.

The Methodology to be employed includes; studying the picture of Jesus in the Garden of Gethsemane, role playing the resurrection of Jesus as well as guiding learners to discuss the benefits of unselfishness.

This being the last topic in the term the teacher is required to review and consolidate the topic by revisiting the various aspects of the topic using the discussion method.

Life skills

- Interpersonal relationship
- Friendship formation

Values

- Cooperation
- Caring
- Sharing

Suggested Assessment Activities

- Role play of selfish/unselfish actions
- Writing in short sentences prayers
- Writing exercises.

Learning Outcome

The learner appreciates the new life Jesus offered us through His suffering and explores how unselfishness can create happiness and overcome suffering in the world.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains the story of Jesus' suffering, death and resurrection. • Describes what Jesus did in the garden of Gethsemane. • Explains Peter's life with Jesus and his testimony. <p>The learner :</p> <ul style="list-style-type: none"> • Explains the meaning, causes and consequences 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Suffer • Saviour • Die • Death • Resurrect • Trial • Last supper • Gethsemane • Apostle 	<p>Jesus' suffering, death and resurrection.</p> <ul style="list-style-type: none"> • The Garden of Gethsemane (Mk 14: 36), (Mk.14: 27-72), (15: 1-47) • Arrest, trial and death of Jesus. • Resurrection of Jesus (John 20: 1- 20) <p>Understanding Jesus as Peter did.</p> <ul style="list-style-type: none"> • The life of the Apostle Peter (Mk 14: 66-72), (Acts 3: 1-8; 12: 5-11), (Mat 4: 18-22) • The testimony of St. Peter. (1 Pet 1: 3-5) • The call of Peter to discipleship • Peter denies Jesus and regrets • The healing of the 	<ul style="list-style-type: none"> • Re-telling the story of Jesus' suffering, death and resurrection. • Studying the picture of Jesus in the garden of Gethsemane. • Dramatise the trial and death of Jesus. • Roles play the resurrection Jesus. • Singing a song about faith based on Acts 3:1-8 . • Memorising the testimony of Peter. (Acts 2: 22 - 24) • Group discussions about the testimony • Bible reading of texts concerning Peter

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> of selfishness. Explains the benefits of unselfishness. Composes a poem on the fun in helping (unselfishness). Explains how Jesus' feeding of the five thousand people was an action of unselfishness. 	<ul style="list-style-type: none"> Selfish Unselfish 	<ul style="list-style-type: none"> cripple at the temple The angel releasing Peter from prison Selfishness John 6:5-11 Definition of selfishness. Causes of selfishness Consequences of selfishness Benefits of unselfishness Poem on sharing with others. 	<ul style="list-style-type: none"> Mentioning what they understand by selfishness. Telling the causes and consequences of selfishness. Writing in short sentences the benefits of unselfishness. Writing poems about sharing Reviewing selected activities from the topic.

PRIMARY 4 - TERM 2

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: THE CHRISTIAN COMMUNITY

General Background to the Topic

A Christian community is a group of Christians working together and sharing what they have. The early church Christians shared what they had. This practice brought God's blessings, created togetherness, unity among other advantages.

There are different groups of Christian communities which believe in Jesus Christ as a saviour. The different groups of Christian believers can be compared to the human body. The teacher should allow learners to freely discuss different Christian denominations.

The church has the duty to bring people to God. Therefore, one needs to appreciate the differences in worship, customs, names and the practices of early church which brings God’s blessings.

The topic relates to “Jesus our example in service” in a way that Jesus spent his life serving others. He wanted to be a living example.

The methodology to be used will include dramatisation, discussion, storytelling, role play, reading scriptures

Life skills

- Self awareness
- Decision making
- Interpersonal relationship

Values

- Honesty
- Love
- Joy
- Patience
- Endurance

Assessment Activities

- Individual writing on work in the church community
- Discussing and researching on local history

Learning Outcome

The learner values her/his place as a member of the community of Christian believers and traces some of the events in the growth of the Church from the Day of Pentecost to present day in Uganda.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Describes the events and activities of the early church. • Mentions events and activities of the church today. • Explains the role of missionaries in 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Community • Church 	<p>The beginning of the Church</p> <ul style="list-style-type: none"> • Meaning of the church • Events of the early church. (Acts 2: 1-6) • Activities of the early church (Acts 4: 32-35). 	<ul style="list-style-type: none"> • Listing activities done as members of the church. • Writing in simple sentences events and activities of the church today. • Studying pictures on activities in the church • Talking in simple ways about the events and activities of the early church.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>spreading the Gospel in the Early Church</p> <ul style="list-style-type: none"> Summarises the history of the church in Uganda. Mentions the effects of Uganda Martyrs on the growth of the church. <p>The learner :</p> <ul style="list-style-type: none"> Explains the meaning of the church and its membership. Guides learners to study 1 Corinthians 12:12 and compares Christ with the human body. Explains the meaning of denomination. Mentions different denominations as part of the Body of Christ. Identifies the coming and the work of the Holy Spirit in the church. Memorises Romans 12: 9-10. 	<ul style="list-style-type: none"> Missionary Martyrs Denomination Disciples Apostles Holy spirit Pentecost Wisdom 	<p>Missionary work in the First Century</p> <ul style="list-style-type: none"> The role of missionaries in spreading the Gospel (Acts 8: 26 - 30, 9: 1 - 22, 18: 9 - 11) <p>Missionary work in Uganda</p> <ul style="list-style-type: none"> History of the church in Uganda. Effects of the Uganda Martyrs on the growth of the church. <p>The church and its denominations</p> <ul style="list-style-type: none"> Membership of the church as the Body of Christ. (1 Corinthians 12:12) <p>Definition of the word denomination (Colossians 1:18, Acts 15:3-4)</p>	<ul style="list-style-type: none"> Reading Acts 4: 32-35 Sharing experiences and activities they do as members of the church Draw pictures of Saul's conversion. Dramatise the conversion of Saul (Acts 9: 1 - 18) Reading a text about missionaries in Uganda Writes in short sentences about the role of missionaries in spreading the gospel in the Early Church. Writing the history of the church in Uganda. Studying of the pictures of the Uganda martyrs Talking in simple ways about the effects of the Uganda Martyrs on the growth of the church. Dramatising the story of the Uganda Martyrs. Reading 1 Corinthians 12:12 Reading the text Listening to explanations Writing in short sentences the meaning of denominations. Listing the different denominations in their

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> Identifies different leaders and talents that strengthen the church. 		<ul style="list-style-type: none"> Examples of denominations as part of the body of Christ. <p>The Holy spirit at work in the church</p> <ul style="list-style-type: none"> The coming of the Holy Spirit. (Acts 2: 1-13) The work of the Holy Spirit in the church (John 16:5-15). People are given different gifts by the Holy Spirit to serve the church. Romans 12:3-9, 1Cor 12: 3-11. 	<p>locality.</p> <ul style="list-style-type: none"> Identifying the work of the Holy Spirit in the church today. Tells about the coming and the work of the Holy Spirit in the church. Reading Romans 12: 9-16.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: JESUS OUR EXAMPLE IN SERVICE

General Background to the Topic

Jesus spent His life serving others in many ways. Jesus wanted to be a living example of service to others. The way Jesus served, teaches people to be servants.

The teacher should emphasise good service with specific examples from the learners’ environment. The learner is expected to mention ways in which Jesus served His parents and others in the community.

The topic relates to “Voluntary Service” in the ways Jesus offered good service in the community. The teacher should use specific examples of good service in the community (home and school).

The teacher should give relevant examples on the parables Jesus used. The scriptures, role play and demonstration should be utilised. Emphasise to learners the ways in which they can help members of their families, school, community and nation.

Life skills

- Friendship formation
- Empathy
- Interpersonal relationship

Values

- Love
- Caring
- Respect
- Concern

Assessment Activities

- creative writing
- writing letters to people who serve
- participating in community activities

Learning Outcome

Learners identify different forms of service and the characteristics of Christian service following Jesus' example.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Describes ways in which Jesus served His parents and other people. • Describes ways learners can serve at home, school community and nation. • Explains how and why Jesus washed His disciples' feet. • Explains the messages we get from the parable of the Good Samaritan. • Points out ways of good service at home, school, 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Service • Serve • Servant • Leader • Obey • Obedient 	<p>Ways Jesus served others.</p> <ul style="list-style-type: none"> • Jesus showing true example of service. • Serving His parents and others. (Luke 2:51, 4:40) • Washing His disciples' feet, etc. (John 13: 4-17). 	<ul style="list-style-type: none"> • Reading the scriptures (Luke 2:51, 4:40) • Listing ways learners can serve at home, school and nation. • Talking in simple ways about how Jesus served His parents and other people. • Role playing the washing of the disciples' feet. • Writes in simple sentences who and why Jesus washed His disciples' feet. • Composing a thanksgiving prayer • Singing a song about Jesus washing of His disciple's feet

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
community and nation.	<ul style="list-style-type: none"> • Parable • Selfish • Unselfish • Saviour 	<p>Good service in the community.</p> <ul style="list-style-type: none"> • Examples of good service (Luke 10:25-37, Matthew 8:5-13) • Ways of serving others. (Galatians 6:2, Romans 16:12-13) 	<ul style="list-style-type: none"> • Reading and answering questions • Dramatising event of the good Samaritan • Telling how the Samaritan gave good service. • Drawing the event of the good Samaritan • Demonstrating ways of good service.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: VOLUNTARY SERVICE IN RESPONSE TO GOD'S LOVE

General Background to the Topic

This topic is vital to society because it has some roles and duties that are fulfilled on a voluntary level.

The learner is expected to know different examples of Bible characters and society/national members who offer voluntary service and the beneficiaries of such.

The topic relates to the next one namely “Making decisions as Christians” in that voluntary service is a decision one takes. It involves denying oneself of the pay, benefits or rewards that would have come out of such an exercise or service.

Volunteering is an attitude of the heart that one possesses and reflects through voluntary service. This enables society to receive services it cannot afford in terms of time and money. It is a choice one has to make because it involves sacrifice or foregoing benefits.

Methodology for teaching includes storytelling, Bible reading, demonstration, identification, observation, project planning, implementation and evaluation.

The teacher needs to be knowledgeable on the skills of planning, implementing and evaluating project. He/she also needs to have a positive attitude towards voluntary service.

Life skills

- Effective communication
- Empathy
- Friendship formation
- Interpersonal relationship
- Problem solving
- Negotiation

Values

- Cooperation
- Sharing
- Free interaction
- Caring

- Responsibility

Suggested Assessment Activity

- Doing voluntary service in the school and community.

Learning Outcome

Learners appreciate the contribution of voluntary workers and discover how she/he can give voluntary service.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains the meaning of the word voluntary. • Mentions different examples of unpaid services in the Bible, church and the community. • Identifies ways in which cooperation was/is important at different tasks in the Bible days and now. • Mentions some voluntary organisations. <p>The learner :</p> <ul style="list-style-type: none"> • Discusses the aims, work and benefits of voluntary organisation services. • Sensitises learners and staff on the project. 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Volunteer • Voluntary • Love • Community • Cooperate • Cooperation 	<p>Unpaid service</p> <ul style="list-style-type: none"> • Meaning of the word 'voluntary'. • Examples of unpaid service from: <ol style="list-style-type: none"> Bible (John 4:1-12, Luke 10: 25-36). Church Community <p>Co-operating in voluntary service (Nehemiah 3, 2 Corinthian 8:1-7).</p> <ul style="list-style-type: none"> • Ways in which cooperation was important in the Bible • Some voluntary organisations • Aims of voluntary organisations • Work of voluntary organisations • Benefits to voluntary services. <p>Voluntary Service Project</p> <ul style="list-style-type: none"> • Planning • Preparations 	<ul style="list-style-type: none"> • Re-telling in simple words the meaning of voluntary. • Listing examples of unpaid service in the Bible, church and community. • Demonstrating exchange of gifts with classmates. • Listing some voluntary organisation. • Listening to the discussions about the aims, work and benefits of voluntary organisation services. • Dressing properly • Using the right clothing.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Communicates to interested parties of the identified area. • Coordinates with other teachers and school administration. • Mobilises contributions from learners. • Shows what has not been contributed. • Prepares learners for the activity. • Supervises learners as they do the project • Evaluates with the learners and then gives the reports. 		<ul style="list-style-type: none"> • Implementation of the project • Evaluation of the project 	<ul style="list-style-type: none"> • Observing safety measures • Contributing items for the project. • Seeking qualifications on instructions for the project. • Participating in the project • Contributing to the evaluation • Reviewing selected activities from the term.

TERM 3

HEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: MAKING OUR DECISIONS AS CHRISTIANS

General Background to the Topic

God gave Human Beings the ability to make their own decisions. When human beings make right decisions God blesses them. The learner should always seek assistance in order to make the right decisions. Before deciding on what to do, the learners must consider the effects of their decisions. Once the learners have made difficult decisions God helps them to fulfill these. He knows that they do not have all the strength they need to stick to the decisions they make.

The teacher should guide the learners to avoid making bad and wrong decisions, like those of Judas Iscariot and King Herod in the Bible. They should also avoid decisions which are selfish like Ananias and Sapphira in the Bible. They need to think first before making decisions.

This topic relates to the next one on “Peace” in the fact that one chooses to be or not to be peaceful and peace loving. It shows the various decisions people made and their effect on themselves, others and the wider community/world.

While teaching the teacher should use the Bible scriptures, storytelling, role play and dramatisation.

Life skills

- Decision making
- Self awareness
- Critical thinking
- Problem solving
- Peer resistance

Values:

- Obedience
- Appreciation
- Honesty

Suggested Assessment activities

- Role Playing
- Dramatising of situations of decision making.

Learning Outcome: Learners acquire thinking skills, and use them to develop principles and desire to make wise decisions with God’s help.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains meaning of decision making, importance and consequences. • Identifies the good and bad decisions. 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Decide 	<p>Decision Making</p> <ul style="list-style-type: none"> • Differentiate between good and bad decisions (Genesis 3:1-7) • Examples of good and bad decisions. • Importance of making right decisions. • Consequences of our decisions. 	<ul style="list-style-type: none"> • Listing good and bad decisions. • Sharing the experiences about the decision they make. • Telling examples of good and bad decisions. • Telling why it is good to making right decisions. • Mentioning what comes out of

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Outlines the need of making right decisions. • Mentions the consequences • Identifies key messages from the given passages. • Mentions ways decisions influence direction of one's life. • Identifies ways Jesus made decisions on His own. • Mentions how Jesus' decisions were unselfish. • Identifies unselfish decisions in societies. • Explains ways of keeping good decisions with God's help. • Identifies ways God can help one to keep decisions. 	<ul style="list-style-type: none"> • Decision • Consequences • Selfish • Unselfishness 	<p>Decisions in the Bible</p> <ul style="list-style-type: none"> • Examples of people in the Bible who made decisions 1 Kings 3:3-13, (Solomon) Luke 1:26-39 (Mary) (Genesis 12:1-5, 22:1-18, Exodus 3:4-14, 4:1-18, Matthew 9:9-13). • How decisions change one's direction in life. <p>Making Good Decisions (Luke 22:39-42)</p> <ul style="list-style-type: none"> • How to make a good decision. • Unselfish decisions • Keeping good decision with God's help. 	<p>good and bad decisions.</p> <ul style="list-style-type: none"> • Listening to the scriptures read by other people. • Sharing experiences of decisions they have made and how this influenced their lives. • Telling how Jesus made decisions on His own. • Sharing experiences of unselfish decisions. • Writing creatively on how they have kept good decisions.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: PEACE

General Background to the Topic

Peace is God given (John 14:27). It is beyond human understanding. Peace is valuable and kept by praying, observing God's commandments as well as keeping national laws. Emphasis should be put on the traditional ways of keeping and restoring peace.

The teacher should guide the learners to respect, listen to others, communicate effectively and discuss ways of keeping peace. They should use peaceful means to solve misunderstandings at home, school and community. They should be peaceful and promote peace. The teacher should emphasise means of peacemaking to include discouraging of fighting, abusing, and quarrelling among others. The teacher will guide learners to discuss ways of making peace in the Bible and in society. Learners will be guided to discover various ways peace is being pursued in different areas of conflict.

Life skills

- Negotiation
- Decision making
- Critical thinking
- Reconciliation

Values:

- Patience
- Appreciation
- Tolerance
- Honesty
- Respect

Suggested Assessment Activities

- Compiling good rules of peace making
- Comparing of local traditions
- Role playing

LEARNING OUTCOME: Learner seeks for, makes and maintains peace with others by applying the relevant concepts of peace from African traditional beliefs and those from the Bible.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Explains the meaning of peace. • Describes how peace is created (basing on the available scripture). • Identifies ways of keeping peace in African societies (compare with Romans 12:17-21) • Mentions ways of restoring peace in African societies (compare with 1 Samuel 25:16-35) • Identifies ways of keeping peace in the Bible according to scriptures. • Mentions ways he/she has kept peace at home, school and community. • Explains the meaning and need for effective communication. • Discusses the meaning and need for reconciliation. 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Peace • Reconciliation • Apologise • Promise • Agree • Disagree • Hope • Anger • Communication • Taboo 	<p>Peace</p> <ul style="list-style-type: none"> • Meaning of peace. • How to create peace Genesis 13: 1 - 18, John 14: 27 <p>Peace in African Tradition</p> <ul style="list-style-type: none"> • Ways of keeping peace in African societies. • Ways of restoring peace in African societies. <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, Matthew 5:38-48, 1 Corinthians 13:4-13, Isaiah 42:1-2, 49:13, Matthew 5:9. <p>Communication and reconciliation</p> <ul style="list-style-type: none"> • The need for effective communication (Genesis 45:1-25. • The need of reconciliation (Romans 5:1, Genesis 32: 1 – 21) 	<ul style="list-style-type: none"> • Discussing the meaning of peace • Listing ways peace is created. • Discussing ways of keeping peace in African societies and the Bible. • Comparing ways of restoring peace in African societies with those in the Bible. • Listing ways of keeping peace in the Bible. • Sharing experiences on how learners have kept peace at home, school and community. • Discussing the meaning and importance of effective communication. • Discussing meaning of reconciliation and how it is important. • Sharing of experiences of how they have used appropriate words to

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Describes how effective communication aides reconciliation. 			bring reconciliation.

THEME: CHRISTIANS WITH THE SAVIOUR

TOPIC: THE BIRTH OF THE PRINCE OF PEACE

General Background to the Topic

Peace is an importance aspect of society because peaceful individuals create harmony. The Birth of Jesus brings joy to the world. He is welcome into people’s lives to bring peace to human kind. The prince of peace bridges the gap between human beings and God. He fulfils God’s perfect plan of bringing salvation to His human beings. God promised to bring total peace to the world through the Messiah who is Jesus Christ the “Prince of Peace”.

The teacher will guide learners to discuss how Jesus brings glory to God through promoting peace. Dramatisation and role play of the birth of Jesus Christ will be the methods appropriate for the topic.

Life skills

- Self awareness
- Negotiation
- Decision making
- Non-Violent Conflict Resolution
- Problem solving

Values:

- Appreciation
- Peace making
- Peace loving

Suggested Assessment Activities

Learning Outcome

A learner appreciates Jesus’ peace and shares it with others and discovers how Jesus brings peace on earth.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner :</p> <ul style="list-style-type: none"> • Reviews the meaning of peace. • Identifies hindrances to peace basing on the selected scriptures. • Describes God’s promise of peace to the world (Isaiah 11:1-9) • Identifies ways in which peace comes to the world (Isaiah 9:6-7) • Narrates events of the birth of Jesus (according to St. Luke). • Discusses the message of Simon about the Prince of Peace (Luke 2:29-32). • Identifies examples of peace for himself/ herself and for the world. 	<p>The learner:</p> <p>Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Prince • Harmony • Peaceful 	<p>Peace</p> <ul style="list-style-type: none"> • Hindrances to peace. Exodus 3:7 2 Kings 6:8-23 1 Samuel 1:1-9 Luke 12: 22-23. <p>God’s plan for peace in the world</p> <ul style="list-style-type: none"> • God’s plan for peace in the world. • God promised peace to the world. • Means by which peace comes to the world (Isaiah 11:1-9; 9:6-7) <p>The birth of Jesus – Prince of Peace</p> <ul style="list-style-type: none"> • Events of the birth of Jesus. (According to St. Luke) • Simon’s message of the Prince of Peace (Luke 2:29-32) • Examples of peace which Jesus brings for self and the world. 	<ul style="list-style-type: none"> • Writing in short sentences the meaning of peace. • Reading the scriptures and discussing what hindered peace in the texts. • Re-telling ways the promise of peace that God made. • Writing in short sentences how peace comes to the world. • Discussing situations that keep peace in our community. • Writing in short sentences on the events about the birth of Jesus. • Writing in simple ways Simon’s message about “The Prince of Peace”. • Sharing experiences on peace they enjoy.