

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 RELIGIOUS EDUCATION
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

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| TEACHER'S NAME | _____ |
| SCHOOL | _____ |
| GRADE | 10 |
| TERM | Term 2 |
| YEAR | 2026 |

REFERENCE MATERIALS

1. Religious Education Grade 10 Curriculum Design (KICD)
2. Approved RE Grade 10 Learner's Book (CRE/IRE/HRE)
3. Approved Teacher's Guide
4. MTP RE Grade 10

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

CBC Edu Kenya · cbcedukenya.com · Aligned with KICD Curriculum Designs

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 RELIGIOUS EDUCATION.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SACRED TEXTS** | Sub-Strand: **Critical Reading**

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| SCHOOL | _____ |
| LEARNING AREA | Religious Education |
| GRADE | 10 |
| TERM | 2 |
| WEEK / LESSON | Week 1 Lesson 1 |
| STRAND | SACRED TEXTS |
| SUB-STRAND | Critical Reading |
| SPECIFIC LEARNING OUTCOMES | By the end of the lesson, the learner should be able to: a) Read b) Interpret c) Apply |
| KEY INQUIRY QUESTION(S) | How read deeply? |
| CORE COMPETENCY | Communication; Critical Thinking; Learning to Learn |
| VALUES | Curiosity, Patience, Excellence |
| PERTINENT & CONTEMPORARY ISSUES (PCI) | Life Skills; Values Education; Reading Culture |
| LEARNING RESOURCES | Sacred text |

ORGANISATION OF LEARNING

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| INTRODUCTION | (5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Critical Reading by writing the key inquiry question on the board: "How read deeply?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to read. Display the resources for the lesson (Sacred text) so learners know what to expect. |
| STEP 1 | (7 min) Whole-class minds-on activity. Read. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Read". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts. |
| STEP 2 | (8 min) Direct teach with a worked example. Discuss. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How read deeply?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Interpret". Invite one or two volunteers to come up and try the next example |

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| | with you guiding — give immediate corrective feedback. |
| STEP 3 | (8 min) Guided practice in pairs or small groups. practise Critical Reading together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task. |
| STEP 4 | (7 min) Independent application and formative assessment. apply Critical Reading independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply". |
| CONCLUSION | (5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Critical Reading? (2) How would you answer "How read deeply?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson. |
| EXTENDED ACTIVITIES | Set a short, concrete task for home: ask learners to find one example of Critical Reading in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle. |
| REFLECTION ON THE LESSON | _____ |

LESSON PLAN — WEEK 1, LESSON 2

Strand: **SACRED TEXTS** | Sub-Strand: **Historical Context**

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| SCHOOL | _____ |
| LEARNING AREA | Religious Education |
| GRADE | 10 |
| TERM | 2 |
| WEEK / LESSON | Week 1 Lesson 2 |
| STRAND | SACRED TEXTS |
| SUB-STRAND | Historical Context |
| SPECIFIC LEARNING OUTCOMES | By the end of the lesson, the learner should be able to: a) Identify b) Apply c) Apply |
| KEY INQUIRY QUESTION(S) | When written? |
| CORE COMPETENCY | Citizenship; Self-Efficacy; Communication |
| VALUES | Faith, Reverence, Compassion |
| PERTINENT & CONTEMPORARY ISSUES (PCI) | Life Skills; Values Education; Religious Education |
| LEARNING RESOURCES | Articles |

ORGANISATION OF LEARNING

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| INTRODUCTION | (5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Historical Context by writing the key inquiry question on the board: "When written?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Articles) so learners know what to expect. |
| STEP 1 | (7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts. |
| STEP 2 | (8 min) Direct teach with a worked example. Case study. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "When written?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback. |
| STEP 3 | (8 min) Guided practice in pairs or small groups. practise Historical Context together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose |

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| | work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task. |
| STEP 4 | (7 min) Independent application and formative assessment. apply Historical Context independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply". |
| CONCLUSION | (5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Historical Context? (2) How would you answer "When written?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson. |
| EXTENDED ACTIVITIES | Set a short, concrete task for home: ask learners to find one example of Historical Context in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle. |
| REFLECTION ON THE LESSON | _____ |

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 10 RELIGIOUS EDUCATION TERM 2

School: _____ Teacher: _____ Year: 2026

| WK | LSN | STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTION(S) | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT METHODS |
|----|-----|---------------|--------------------------|---|-------------------------|----------------------|--------------------|--------------------|
| 1 | 1 | Sacred Texts | Critical Reading | a) Read b) Interpret c) Apply | How read deeply? | Read; discuss | Sacred text | Oral, written |
| 1 | 2 | Sacred Texts | Historical Context | a) Identify b) Apply c) Apply | When written? | Discuss; case study | Articles | Oral, peer |
| 1 | 3 | Sacred Texts | Themes Across Traditions | a) Compare b) Synthesise c) Apply | How themes connect? | Discuss | Texts | Oral, peer |
| 2 | 1 | Theology | Concept of God | a) State teachings b) Compare c) Apply | Who is God? | Discuss; respectful | Texts | Oral, peer |
| 2 | 2 | Theology | Creation | a) State teaching b) Apply c) Build values | How creation? | Discuss | Texts | Oral, peer |
| 2 | 3 | Theology | Salvation | a) State teaching b) Apply c) Build understanding | How saved? | Discuss | Texts | Oral, peer |
| 3 | 1 | Ethics | Moral Decision-Making | a) Steps b) Apply c) Build values | How decide? | Case study | Cases | Oral, peer |
| 3 | 2 | Ethics | Conscience | a) Define b) Develop c) Apply | What is conscience? | Discuss | Articles | Oral, peer |
| 3 | 3 | Ethics | Virtue Ethics | a) Define b) Apply c) Build character | What virtues? | Discuss | Articles | Oral, peer |
| 4 | 1 | Bioethics | Beginning of Life | a) State teaching b) Apply c) Build values | When does life begin? | Discuss; case study | Articles | Oral, peer |
| 4 | 2 | Bioethics | End of Life | a) State teaching b) Apply c) Apply | How end of life? | Discuss; case study | Articles | Oral, peer |
| 4 | 3 | Bioethics | Health Care Ethics | a) Identify dilemmas b) Apply c) Build values | How decide ethically? | Case study | Cases | Oral, peer |
| 5 | 1 | Social Ethics | Justice | a) Define b) Apply c) Build values | What is justice? | Discuss; case study | Cases | Oral, peer |
| 5 | 2 | Social Ethics | Peace | a) Define b) Build c) Apply | How peace? | Discuss; case study | Articles | Oral, peer |
| 5 | 3 | Social Ethics | Human Dignity | a) Define b) Apply c) Build values | What is dignity? | Discuss | Articles | Oral, peer |
| 6 | 1 | Worship | Forms of Worship | a) Identify b) Compare c) Apply | How differ? | Discuss; visit | Pictures | Oral, peer |
| 6 | 2 | Worship | Sacraments/ Rituals | a) Identify b) Significance c) Apply | What significance? | Discuss | Pictures | Oral, peer |
| 6 | 3 | Worship | Liturgical | a) Identify seasons b) Apply c) Build | What seasons? | Discuss | Calendar | Oral, peer |

| | | | Year | understanding | | | | |
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| 7 | 1 | World Religions | Christianity | a) Beliefs b) Practices c) Apply | What core? | Discuss; visit | Articles | Oral, peer |
| 7 | 2 | World Religions | Islam | a) Beliefs b) Practices c) Apply | What core? | Discuss; visit | Articles | Oral, peer |
| 7 | 3 | World Religions | Hinduism | a) Beliefs b) Practices c) Apply | What core? | Discuss; visit | Articles | Oral, peer |
| 8 | 1 | World Religions | Judaism | a) Beliefs b) Practices c) Apply | What core? | Discuss; visit | Articles | Oral, peer |
| 8 | 2 | World Religions | Buddhism | a) Beliefs b) Practices c) Apply | What core? | Discuss | Articles | Oral, peer |
| 8 | 3 | World Religions | African Traditional Religion | a) Beliefs b) Practices c) Apply | What core? | Discuss; case study | Articles | Oral, peer |
| 9 | 1 | Interfaith | Dialogue | a) State purpose b) Apply c) Build tolerance | Why dialogue? | Discuss; case study | Articles | Oral, peer |
| 9 | 2 | Interfaith | Cooperation | a) State examples b) Apply c) Apply | How cooperate? | Discuss; case study | Articles | Oral, peer |
| 9 | 3 | Interfaith | Tolerance | a) Define b) Build c) Apply | How tolerant? | Discuss | Stories | Oral, peer |
| 10 | 1 | Faith and Society | Social Justice | a) State teaching b) Apply c) Build values | How fight injustice? | Discuss; case study | Articles | Oral, peer |
| 10 | 2 | Faith and Society | Environment | a) State teaching b) Apply c) Build values | How care for earth? | Discuss; pair plan | Articles | Oral, peer |
| 10 | 3 | Faith and Society | Politics | a) State teaching b) Apply c) Build values | How engage? | Discuss; case study | Articles | Oral, peer |
| 11 | 1 | Faith and Self | Vocation | a) Reflect b) Identify c) Build self-awareness | What is my call? | Reflect | Notebooks | Oral, peer |
| 11 | 2 | Faith and Self | Mock Paper | a) Sit mock b) Manage time c) Build stamina | Can I complete? | Sit mock | Mock paper | Written, self-assess |
| 11 | 3 | Faith and Self | Mock Paper 2 | a) Improve b) Apply strategies c) Build confidence | Did I improve? | Second mock | Mock paper | Written, self-assess |
| 12 | 1 | All Strands | Term 2 Revision | a) Recap b) Use strategies c) Show progress | What learn? | Pair quiz | Materials | Oral, peer |
| 12 | 2 | All Strands | Term 2 Revision | a) Apply b) Show skills c) Self-assess | How use this? | Practical tasks | Materials | Observation, oral |
| 12 | 3 | All Strands | Term 2 Assessment | a) Demonstrate b) Reflect c) Build readiness | Am I ready? | Assessment | Assessment paper | Written, self-assessment |

