

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 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](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

**CBC Edu Kenya · [cbcedukenya.com](http://cbcedukenya.com)**

Aligned with KICD Curriculum Designs · Editable Word Document

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## 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 4 RELIGIOUS EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **SACRED TEXTS** | Sub-Strand: **Reading Sacred Stories**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	4
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	SACRED TEXTS
<b>SUB-STRAND</b>	Reading Sacred Stories
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Read sacred story b) Recall events c) Develop reverence
<b>KEY INQUIRY QUESTION(S)</b>	What stories does our faith tell?
<b>CORE COMPETENCY</b>	Communication; Critical Thinking; Learning to Learn
<b>VALUES</b>	Curiosity, Patience, Excellence
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education; Reading Culture
<b>LEARNING RESOURCES</b>	Sacred text

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Reading Sacred Stories by writing the key inquiry question on the board: "What stories does our faith tell?". 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 sacred story. Display the resources for the lesson (Sacred text) so learners know what to expect.
<b>STEP 1</b>	(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 sacred story". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair retell. 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 "What stories does our faith tell?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Recall events". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Draw scene. 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Reading Sacred Stories 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: "Develop reverence".
<b>CONCLUSION</b>	(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 Reading Sacred Stories? (2) How would you answer "What stories does our faith tell?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Reading Sacred Stories 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: SACRED TEXTS | Sub-Strand: Sacred Stories

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	4
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	SACRED TEXTS
<b>SUB-STRAND</b>	Sacred Stories
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify characters b) Describe actions c) Build empathy
<b>KEY INQUIRY QUESTION(S)</b>	Who is in the story?
<b>CORE COMPETENCY</b>	Citizenship; Self-Efficacy; Communication
<b>VALUES</b>	Faith, Reverence, Compassion
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Values Education; Religious Education
<b>LEARNING RESOURCES</b>	Storybook, art

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Sacred Stories by writing the key inquiry question on the board: "Who is in the story?". 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 characters. Display the resources for the lesson (Storybook, art) so learners know what to expect.
<b>STEP 1</b>	(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 characters". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Act out. 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 "Who is in the story?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Describe actions". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Draw. 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Sacred Stories 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: "Build empathy".
<b>CONCLUSION</b>	(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 Sacred Stories? (2) How would you answer "Who is in the story?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Sacred Stories 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.
<b>REFLECTION ON THE LESSON</b>	_____

— 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 4 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	Reading Sacred Stories	a) Read sacred story b) Recall events c) Develop reverence	What stories does our faith tell?	Read; pair retell; draw scene	Sacred text	Oral, observation
1	2	Sacred Texts	Sacred Stories	a) Identify characters b) Describe actions c) Build empathy	Who is in the story?	Discuss; act out; draw	Storybook, art	Oral, peer
1	3	Sacred Texts	Sacred Stories	a) Identify lesson b) Connect to own life c) Build values	What does the story teach?	Discuss; share examples	Storybook	Oral, peer
2	1	Prayer	Daily Prayer	a) State why we pray daily b) Establish prayer habit c) Build discipline	When should we pray?	Discuss times; pair share; chart	Charts	Oral, peer
2	2	Prayer	Prayer for Others	a) Pray for family/friends b) Show empathy c) Build community	Who can we pray for?	List; pair pray; class share	Picture cards	Observation, peer
2	3	Prayer	Memorising Prayers	a) Memorise key prayer b) Recite confidently c) Build practice	What prayers do we know by heart?	Learn prayer; recite; pair drill	Prayer cards	Oral, peer
3	1	Values	Honesty	a) Define honesty b) Identify honest behaviour c) Build values	What is honesty?	Discuss; pair role play	Stories, scripture	Oral, peer
3	2	Values	Honesty	a) Practise truth-telling b) Avoid cheating c) Build truthfulness	Why tell the truth?	Stories; pair role play; pledge	Stories	Role play, peer
3	3	Values	Integrity in School	a) Avoid copying b) Do own work c) Build integrity	Why do our own work?	Discuss; pair pledge	Charts	Oral, peer
4	1	Values	Love	a) Show love at home b) Care for siblings c) Build family love	How do we love family?	List actions; pair share	Picture cards	Oral, peer
4	2	Values	Love	a) Show love at school b) Help classmates c) Build community love	How do we love friends?	List; pair role play	Picture cards	Role play, peer
4	3	Values	Love for Strangers	a) Show kindness to all b) Avoid discrimination c) Build inclusivity	Why love everyone?	Discuss; pair share	Stories	Oral, peer
5	1	Values	Forgiveness	a) Forgive small wrongs b) Apologise sincerely c) Build healing	Why forgive?	Discuss; pair role play	Stories	Role play, peer
5	2	Values	Patience	a) Wait calmly b) Endure difficulty c) Build self-	How to be patient?	Discuss; role play; chart	Picture cards	Oral, peer

				control				
5	3	Values	Self-Discipline	a) Plan time wisely b) Resist temptation c) Build character	How do we discipline ourselves?	Discuss; pair pledge	Charts	Oral, peer
6	1	Worship	Place of Worship	a) Identify place b) State why we go c) Build practice	Why go to worship?	Discuss; share experience	Pictures	Oral, peer
6	2	Worship	Behaviour at Worship	a) Behave reverently b) Listen and pray c) Build habit	How do we behave?	Discuss; mime; pair share	Picture cards	Oral, observation
6	3	Worship	Songs of Worship	a) Learn worship songs b) Sing reverently c) Build joy	What songs do we sing?	Learn; sing together	Audio, lyrics	Performance, peer
7	1	Sacred Texts	Memory Verses	a) Memorise short verse b) Recite clearly c) Build memorisation	What verse can we remember?	Read; recite; pair drill	Verse card	Oral, peer
7	2	Sacred Texts	Memory Verses	a) Recite with feeling b) Apply to life c) Build understanding	What does verse mean?	Discuss meaning	Verse card	Oral, peer
7	3	Sacred Texts	Memory Verses	a) Use in prayer b) Share with family c) Build practice	How can we use this verse?	Pair share; commit	Verse card	Observation, peer
8	1	Values	Gratitude	a) State what we thank for b) Thank daily c) Build thankfulness	What are we thankful for?	List blessings; class prayer	Picture cards	Oral, peer
8	2	Values	Gratitude	a) Thank parents and teachers b) Use polite words c) Build social habit	How do we thank?	Pair role play	Picture cards	Role play, peer
8	3	Values	Sharing	a) Share with friends b) Help those without c) Build generosity	Why share?	Pair share story	Picture cards	Observation, peer
9	1	Values	Caring for Creation	a) Care for plants/animals b) Protect nature c) Build stewardship	How do we care for creation?	Discuss; pair plan	Pictures, charts	Oral, peer
9	2	Values	Service to Others	a) Identify service b) Volunteer c) Build empathy	How can we serve?	Plan small service	Charts	Oral, peer
9	3	Values	Compassion	a) Show compassion to needy b) Help where possible c) Build values	How do we show compassion?	Discuss; pair share	Stories	Oral, peer
10	1	Sacred Texts	Stories of Faith	a) Listen to faith story b) Identify lesson c) Apply	What faith story do we hear?	Listen; discuss	Storybook	Oral, peer
10	2	Worship	Praying Together	a) Pray with class b) Show reverence c) Build community prayer	How do we pray as a class?	Pair pray; class prayer	Picture cards	Observation, peer

10	3	Values	Living Our Faith	a) State commitments b) Apply daily c) Build expression	How do I live my faith?	List commitments; share	Chart	Oral, peer
11	1	Values	Self-Discipline	a) Practise self-control b) Apply daily c) Build character	What is self-control?	Discuss; pair role play	Picture cards	Oral, peer
11	2	Values	Responsibility	a) Identify responsibilities b) Practise at home c) Build responsibility	What are my responsibilities?	List; pair share	Chart	Oral, peer
11	3	Values	Respect	a) Respect elders b) Respect peers c) Build respect	How do we show respect?	Discuss; role play	Picture cards	Role play, peer
12	1	All Strands	Term 2 Revision	a) Recap stories, prayers, values b) Show progress c) Build readiness	What did we learn?	Pair quiz; share; reflect	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Share testimony c) Build expression	How am I living my faith?	Share; pair speak	Picture cards	Oral, peer
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

