

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 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

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Religious Education Grade 5 Curriculum Design (KICD)
2. Approved Religious Education Grade 5 Learner's Book (CRE/IRE/HRE)
3. Approved Teacher's Guide
4. MTP RE Grade 5

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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 5 RELIGIOUS EDUCATION.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	5
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	SACRED TEXTS
SUB-STRAND	Sacred Stories
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Read story b) Recall events c) Develop reverence
KEY INQUIRY QUESTION(S)	What stories does our faith tell?
CORE COMPETENCY	Citizenship; Self-Efficacy; Communication
VALUES	Faith, Reverence, Compassion
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education; Religious Education
LEARNING RESOURCES	Sacred text

ORGANISATION OF LEARNING

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 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 story. 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 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.
STEP 2	(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.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Sacred Stories 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 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".
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 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.
EXTENDED ACTIVITIES	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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

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

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	5
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SACRED TEXTS
SUB-STRAND	Sacred Stories
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify characters b) Describe c) Build empathy
KEY INQUIRY QUESTION(S)	Who is in story?
CORE COMPETENCY	Citizenship; Self-Efficacy; Communication
VALUES	Faith, Reverence, Compassion
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education; Religious Education
LEARNING RESOURCES	Storybook

ORGANISATION OF LEARNING

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 Sacred Stories by writing the key inquiry question on the board: "Who is in 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) 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 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.
STEP 2	(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 story?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Describe". 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 Sacred Stories 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 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".
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 Sacred Stories? (2) How would you answer "Who is in 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.
EXTENDED ACTIVITIES	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.
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.

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SECTION B: SCHEME OF WORK — GRADE 5 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	Sacred Stories	a) Read story b) Recall events c) Develop reverence	What stories does our faith tell?	Read; pair retell	Sacred text	Oral, observation
1	2	Sacred Texts	Sacred Stories	a) Identify characters b) Describe c) Build empathy	Who is in story?	Discuss; act out	Storybook	Oral, peer
1	3	Sacred Texts	Sacred Stories	a) Identify lesson b) Apply c) Build values	What does story teach?	Discuss; share	Storybook	Oral, peer
2	1	Prayer	Daily Prayer	a) State why pray b) Establish habit c) Build discipline	When pray?	Discuss; pair share	Charts	Oral, peer
2	2	Prayer	Prayer for Others	a) Pray for family b) Show empathy c) Build community	Who pray for?	List; pair pray	Picture cards	Observation, peer
2	3	Prayer	Memorising Prayers	a) Memorise prayer b) Recite confidently c) Build practice	What prayers know by heart?	Learn; recite	Prayer cards	Oral, peer
3	1	Values	Honesty	a) Define b) Identify c) Build values	What is honesty?	Discuss; pair role play	Stories	Oral, peer
3	2	Values	Honesty	a) Practise truth b) Avoid cheating c) Build truthfulness	Why tell truth?	Stories; pledge	Stories	Role play, peer
3	3	Values	Integrity	a) Avoid copying b) Do own work c) Build integrity	Why do own work?	Discuss; pledge	Charts	Oral, peer
4	1	Values	Love	a) Show love at home b) Care for siblings c) Build love	How love family?	List actions	Pictures	Oral, peer
4	2	Values	Love	a) Show love at school b) Help classmates c) Build community	How love friends?	List; role play	Pictures	Role play, peer
4	3	Values	Inclusion	a) Welcome all b) Avoid discrimination c) Build inclusivity	Why love everyone?	Discuss; share	Stories	Oral, peer
5	1	Values	Forgiveness	a) Forgive wrongs b) Apologise c) Build healing	Why forgive?	Discuss; role play	Stories	Role play, peer
5	2	Values	Patience	a) Wait calmly b) Endure c) Build self-control	How be patient?	Discuss; role play	Pictures	Oral, peer
5	3	Values	Self-Discipline	a) Plan time b) Resist temptation c) Build character	How discipline ourselves?	Discuss; pledge	Charts	Oral, peer

6	1	Worship	Place of Worship	a) Identify b) State purpose c) Build practice	Why go to worship?	Discuss; share	Pictures	Oral, peer
6	2	Worship	Behaviour	a) Behave reverently b) Listen c) Build habit	How behave?	Discuss; mime	Picture cards	Oral, observation
6	3	Worship	Songs of Worship	a) Learn songs b) Sing reverently c) Build joy	What songs sing?	Learn; sing	Audio	Performance, peer
7	1	Sacred Texts	Memory Verses	a) Memorise b) Recite c) Build memorisation	What verse remember?	Read; recite	Verse cards	Oral, peer
7	2	Sacred Texts	Memory Verses	a) Recite with feeling b) Apply c) Build understanding	What does verse mean?	Discuss	Verse cards	Oral, peer
7	3	Sacred Texts	Memory Verses	a) Use in prayer b) Share with family c) Build practice	How use verse?	Pair share; commit	Verse cards	Observation, peer
8	1	Values	Gratitude	a) Identify blessings b) Thank daily c) Build thankfulness	What thank for?	List; class prayer	Picture cards	Oral, peer
8	2	Values	Gratitude	a) Thank others b) Polite words c) Build social habit	How thank?	Pair role play	Picture cards	Role play, peer
8	3	Values	Sharing	a) Share with friends b) Help needy 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 care for creation?	Discuss; plan	Pictures	Oral, peer
9	2	Values	Service	a) Identify service b) Volunteer c) Build empathy	How serve?	Plan service	Charts	Oral, peer
9	3	Values	Compassion	a) Show compassion b) Help where possible c) Build values	How show compassion?	Discuss; pair share	Stories	Oral, peer
10	1	Sacred Texts	Stories of Faith	a) Listen b) Identify lesson c) Apply	What faith story?	Listen; discuss	Storybook	Oral, peer
10	2	Worship	Praying Together	a) Pray with class b) Show reverence c) Build community	How pray as 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 live faith?	List; share	Charts	Oral, peer
11	1	Values	Self-Control	a) Practise b) Apply c) Build character	What is self-control?	Discuss; role play	Picture cards	Oral, peer
11	2	Values	Responsibility	a) Identify duties b) Practise c) Build responsibility	What are my duties?	List; share	Charts	Oral, peer

11	3	Values	Respect	a) Respect elders b) Respect peers c) Build respect	How show respect?	Discuss; role play	Picture cards	Role play, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Share testimony c) Build expression	How am I living 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

