

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 6 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	6
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Religious Education Grade 6 Curriculum Design (KICD)
2. Approved RE Grade 6 Learner's Book (CRE/IRE/HRE)
3. Approved Teacher's Guide
4. KNEC KPSEA RE Framework 2026

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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 6 RELIGIOUS EDUCATION.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	6
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 b) Recall c) Develop reverence
KEY INQUIRY QUESTION(S)	What stories?
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?". 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. 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?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Recall". 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?" 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: Characters

SCHOOL	_____
LEARNING AREA	Religious Education
GRADE	6
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SACRED TEXTS
SUB-STRAND	Characters
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify b) Describe c) Build empathy
KEY INQUIRY QUESTION(S)	Who 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 Characters by writing the key inquiry question on the board: "Who 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. 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". 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 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 Characters 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 Characters 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 Characters? (2) How would you answer "Who 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 Characters 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 6 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 b) Recall c) Develop reverence	What stories?	Read; pair retell	Sacred text	Oral, observation
1	2	Sacred Texts	Characters	a) Identify b) Describe c) Build empathy	Who in story?	Discuss; act out	Storybook	Oral, peer
1	3	Sacred Texts	Lessons	a) Identify lesson b) Apply c) Build values	What teach?	Discuss; share	Storybook	Oral, peer
2	1	Prayer	Daily Prayer	a) Why pray b) Establish habit c) Build discipline	When pray?	Discuss	Charts	Oral, peer
2	2	Prayer	Prayer for Others	a) Pray for others b) Show empathy c) Build community	Who pray for?	List; pair pray	Picture cards	Observation, peer
2	3	Prayer	Forms of Prayer	a) Identify forms b) Practise c) Build variety	What ways pray?	Discuss; pair pray	Picture cards	Oral, peer
3	1	Values	Honesty	a) Define b) Apply c) Build values	What is honesty?	Discuss; role play	Stories	Oral, peer
3	2	Values	Integrity	a) Avoid cheating b) Do own work c) Build integrity	Why do own work?	Discuss; pledge	Charts	Oral, peer
3	3	Values	Truth-Telling	a) Tell truth always b) Avoid lies c) Build courage	Why tell truth even when hard?	Stories; pair role play	Stories	Role play, peer
4	1	Values	Love	a) Show love at home b) Care for siblings c) Build love	How love family?	List; share	Pictures	Oral, peer
4	2	Values	Love	a) Love at school b) Help classmates c) Build community	How love friends?	List; role play	Pictures	Role play, peer
4	3	Values	Love for Strangers	a) Welcome all b) Show kindness 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 patient?	Discuss; role play	Pictures	Oral, peer
5	3	Values	Self-Discipline	a) Plan time b) Resist temptation c) Build character	How discipline?	Discuss; pledge	Charts	Oral, peer
6	1	Worship	Place of Worship	a) Identify b) Purpose c) Build practice	Why go?	Discuss; share	Pictures	Oral, peer

6	2	Worship	Behaviour	a) Reverent b) Listen c) Build habit	How behave?	Discuss; mime	Picture cards	Oral, observation
6	3	Worship	Songs of Worship	a) Learn b) Sing c) Build joy	What songs?	Learn; sing	Audio	Performance, peer
7	1	Sacred Texts	Memory Verses	a) Memorise b) Recite c) Build memorisation	What verse?	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 c) Build practice	How use verse?	Pair share	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	Sharing	a) Share with friends b) Help needy c) Build generosity	Why share?	Pair share	Picture cards	Observation, peer
8	3	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	1	Values	Service	a) Plan service b) Volunteer c) Build empathy	How serve?	Plan service	Charts	Oral, peer
9	2	Values	Compassion	a) Show compassion b) Help c) Build values	How compassionate?	Discuss; share	Stories	Oral, peer
9	3	Values	Living Our Faith	a) State commitments b) Apply c) Build expression	How live faith?	List; share	Charts	Oral, peer
10	1	Values	Responsibility	a) Identify duties b) Practise c) Build responsibility	What duties?	List; share	Charts	Oral, peer
10	2	Values	Respect	a) Respect elders b) Respect peers c) Build respect	How respect?	Discuss; role play	Pictures	Role play, peer
10	3	Values	Faith and Future	a) Reflect on calling b) Identify gifts c) Build vision	What might I become?	Reflect; share	Charts	Oral, peer
11	1	KPSEA Revision	Sacred Texts Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
11	2	KPSEA Revision	Values Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
11	3	KPSEA Revision	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
12	1	KPSEA Revision	Reflection	a) Strengths/weaknesses b) Plan c) Build self-	What needs work?	Reflection	Reflection sheet	Self-assess, peer

				awareness				
12	2	KPSEA Revision	Group Revision	a) Recall b) Games c) Build morale	Can revision be fun?	Quiz games	Quiz cards	Oral, peer
12	3	KPSEA Revision	Final Pep Talk	a) Reflect b) Set goal c) Build confidence	How prepare?	Reflection; affirmation	Reflection sheet	Self-assess, oral

