

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 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](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Religious Education Grade 7 Curriculum Design (KICD)
2. Approved RE Grade 7 Learner's Book (CRE/IRE/HRE)
3. Approved Teacher's Guide
4. MTP RE Grade 7

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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 7 RELIGIOUS EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<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) Read b) Recall events c) Develop reverence
<b>KEY INQUIRY QUESTION(S)</b>	What stories?
<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>	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 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.
<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". 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?" 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. 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.
<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: "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 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.
<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>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: SACRED TEXTS | Sub-Strand: Characters

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	SACRED TEXTS
<b>SUB-STRAND</b>	Characters
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify b) Describe actions c) Build empathy
<b>KEY INQUIRY QUESTION(S)</b>	Who in 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

### 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 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.
<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". 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 in 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. 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.
<b>STEP 4</b>	(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".
<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 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.
<b>EXTENDED ACTIVITIES</b>	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.
<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 7 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 events c) Develop reverence	What stories?	Read; pair retell	Sacred text	Oral, observation
1	2	Sacred Texts	Characters	a) Identify b) Describe actions 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	Forms of Prayer	a) Identify forms b) Practise c) Build variety	What ways pray?	Discuss; pair pray	Picture cards	Oral, peer
2	2	Prayer	Prayer for Family	a) Pray for family b) Show love c) Build empathy	How pray for family?	Pair pray	Picture cards	Observation, peer
2	3	Prayer	Prayer for Country	a) Pray for Kenya b) Patriotism c) Apply	How pray for Kenya?	Class prayer	Pictures	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) No cheating b) Own work c) Build integrity	Why own work?	Discuss; pledge	Charts	Oral, peer
3	3	Values	Honesty in Public Life	a) State biblical/religious view b) Identify corruption c) Build values	Why corruption hurt Kenya?	Discuss; pair share	Articles	Oral, peer
4	1	Values	Love	a) Show at home b) Care siblings c) Build love	How love family?	List actions	Pictures	Oral, peer
4	2	Values	Love	a) Show 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) Avoid discrimination c) Build inclusivity	Why love everyone?	Discuss	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	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	Pictures	Oral, peer
6	2	Worship	Behaviour	a) Reverent b) Listen c) Build habit	How behave?	Discuss	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	Christian Ethics	Drugs	a) State why avoid b) Identify c) Build resistance	Why avoid drugs?	Discuss; pledge	Charts	Oral, peer
8	2	Christian Ethics	Sexual Purity	a) State view b) Identify dangers c) Build values	Why teach purity?	Resource person; respectful	Resource person	Oral, peer
8	3	Christian Ethics	Peace	a) State peacemaking b) Apply c) Build community	How build peace?	Discuss; role play	Stories	Role play, peer
9	1	Social Responsibility	HIV/AIDS	a) State compassion b) Avoid stigma c) Build empathy	How treat affected?	Resource person	Resource person	Oral, peer
9	2	Social Responsibility	Caring for Poor	a) State command b) Identify ways c) Apply	How serve poor?	Plan; commit	Charts	Oral, peer
9	3	Social Responsibility	Caring for Creation	a) State stewardship b) Practise c) Build values	How care for nature?	Discuss; plan	Pictures	Oral, peer
10	1	Work and Vocation	Work as Gift	a) Biblical view b) Apply to school c) Build values	Why is work gift?	Discuss	Scripture	Oral, peer
10	2	Work and Vocation	Excellence	a) Work command b) Apply c) Build character	How should we work?	Read Col 3:23	Scripture	Oral, peer
10	3	Work and Vocation	Career	a) Reflect on calling b) Identify gifts c) Build self-awareness	What career?	Reflect; share	Reflection	Oral, peer
11	1	Family Life	Christian Family	a) Values b) Apply c) Build love	What does faith teach about family?	Discuss	Pictures	Oral, peer
11	2	Family Life	Honoring Parents	a) Commandment b) Apply c) Build respect	How honour parents?	Discuss; role play	Scripture	Role play, peer
11	3	Family Life	Caring for Siblings	a) Identify ways b) Apply c) Build family love	How care?	Discuss; share	Stories	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Share testimony c) Build expression	How am I living faith?	Share	Pictures	Oral, peer

12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment
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