

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 RELIGIOUS EDUCATION  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Religious Education Grade 9 Curriculum Design (KICD)
2. Approved Religious Education Grade 9 Learner's Book (CRE / IRE / HRE per school)
3. Approved Teacher's Guide
4. KNEC KJSEA RE Framework 2026

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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 9 RELIGIOUS EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **SACRED TEXTS** | Sub-Strand: **The Last Supper**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	SACRED TEXTS
<b>SUB-STRAND</b>	The Last Supper
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Describe the Last Supper b) Explain Christian practices from it c) Apply remembrance
<b>KEY INQUIRY QUESTION(S)</b>	Why do Christians break bread together?
<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, picture cards

#### 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 The Last Supper by writing the key inquiry question on the board: "Why do Christians break bread together?". 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 describe the last supper. Display the resources for the lesson (Sacred text, picture cards) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Read Matt 26 / parallel passage. 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: "Describe the Last Supper". 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 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 "Why do Christians break bread together?" and answer it now using the example

	you just completed. Connect explicitly to the SLO: "Explain Christian practices from it". 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. Class chart. 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 The Last Supper 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 remembrance".
<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 The Last Supper? (2) How would you answer "Why do Christians break bread together?" 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 The Last Supper 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: **Holy Communion / Eucharist**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Religious Education
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	SACRED TEXTS
<b>SUB-STRAND</b>	Holy Communion / Eucharist
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify origins b) State Christian practice c) Build understanding
<b>KEY INQUIRY QUESTION(S)</b>	How is Communion celebrated today?
<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>	Pictures, learner book

### 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 Holy Communion / Eucharist by writing the key inquiry question on the board: "How is Communion celebrated today?". 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 origins. Display the resources for the lesson (Pictures, learner book) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Discuss denominational practice. 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 origins". 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. Share experience. 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 is Communion celebrated today?" and answer it now using the example you just completed. Connect explicitly to the SLO: "State Christian practice". 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 Holy Communion / Eucharist 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 Holy Communion / Eucharist 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 understanding".
<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 Holy Communion / Eucharist? (2) How would you answer "How is Communion celebrated today?" 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 Holy Communion / Eucharist 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 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

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## SECTION B: SCHEME OF WORK — GRADE 9 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	The Last Supper	a) Describe the Last Supper b) Explain Christian practices from it c) Apply remembrance	Why do Christians break bread together?	Read Matt 26 / parallel passage; pair discuss; class chart	Sacred text, picture cards	Written, oral
1	2	Sacred Texts	Holy Communion / Eucharist	a) Identify origins b) State Christian practice c) Build understanding	How is Communion celebrated today?	Discuss denominational practice; share experience	Pictures, learner book	Oral, peer
1	3	Sacred Texts	Trial of Jesus	a) Outline the trial b) Identify key figures (Caiaphas, Pilate) c) Apply lessons	Why was an innocent man condemned?	Read; pair discuss; class chart of events	Sacred text	Written, oral
1	4	Sacred Texts	Crucifixion of Jesus	a) Describe the crucifixion b) Identify "Seven Last Words" c) Build reverence	What did Jesus say from the cross?	Read; recite the seven sayings; pair discuss	Sacred text	Oral, written
2	1	Sacred Texts	Resurrection of Jesus	a) Describe resurrection b) Identify witnesses c) State significance	Why is the resurrection central?	Read Mark 16/parallel; pair discuss; class chart	Sacred text	Written, oral
2	2	Sacred Texts	Ascension of Jesus	a) Describe ascension b) State Great Commission c) Apply	What did Jesus command before ascending?	Read Matt 28; pair discuss; class commitment	Sacred text	Oral, peer
2	3	Sacred Texts	Day of Pentecost	a) Describe Pentecost (Acts 2) b) State significance c) Build understanding	How was the Church born?	Read Acts 2; pair discuss; class chart	Sacred text	Written, oral
2	4	Sacred Texts	The Holy Spirit	a) Identify Spirit's work b) State personal application c) Build values	How does the Spirit help Christians today?	Discuss; pair share; class chart	Learner book, sacred text	Oral, peer
3	1	Sacred Texts	The Early Church (Acts 2:42-47)	a) Describe early Christian community b) Identify practices c) Apply to today	How did early Christians live?	Read passage; pair list; class chart	Sacred text	Written, peer
3	2	Sacred Texts	Stephen — First Martyr	a) Describe Stephen's death b) Identify lessons c) Build courage	Why is Stephen remembered?	Read Acts 7; pair share; class commit	Sacred text	Oral, peer
3	3	Sacred Texts	Saul to Paul	a) Describe Saul's conversion b) Identify Paul's impact c) Apply transformation	Can a person's life truly change?	Read Acts 9; pair share; class discuss	Sacred text	Oral, written
3	4	Sacred Texts	Paul's Missionary Journeys	a) Identify regions b) Identify strategies c) Apply to evangelism	How did Paul spread the gospel?	Map journeys; pair list strategies	Map, sacred text	Written, peer

4	1	Christian Living	Fruits of the Spirit	a) Name nine fruits b) State meaning c) Apply daily	What does Spirit-filled life look like?	Read Galatians 5; pair discuss; pledge	Sacred text	Oral, peer
4	2	Christian Living	Love and Compassion	a) State love command b) Apply daily c) Build character	How do Christians show love?	Discuss; pair role play; commit	Stories, learner book	Role play, peer
4	3	Christian Living	Forgiveness	a) State command to forgive b) Apply c) Build healing	Why must Christians forgive?	Discuss; pair role play; class share	Stories, scripture	Oral, peer
4	4	Christian Living	Prayer Life	a) Identify forms of prayer b) Practise daily c) Build discipline	How do we develop a prayer life?	Discuss; pair pray; class prayer	Learner book	Observation, peer
5	1	Christian Ethics	Drugs and Substance Abuse	a) State biblical reasons to avoid b) Identify drugs c) Build resistance	Why does our faith oppose drugs?	Read 1 Cor 6:19; pair discuss; pledge	Charts, scripture	Oral, peer
5	2	Christian Ethics	Sexual Purity	a) State biblical view b) Identify dangers c) Build values	Why teach sexual purity?	Discuss respectfully; resource person; pair pledge	Resource person, charts	Oral, peer
5	3	Christian Ethics	Honesty in Public Life	a) State biblical honesty b) Identify corruption c) Build values	Why does corruption hurt Kenya?	Discuss; pair share; class commit	Articles, scripture	Oral, peer
5	4	Christian Ethics	Peace and Reconciliation	a) State Christian peacemaking b) Apply daily c) Build community	How do Christians build peace?	Discuss; pair role play; class share	Stories	Role play, peer
6	1	Social Responsibility	HIV/AIDS	a) State compassion practices b) Avoid stigma c) Build empathy	How do Christians treat affected people?	Read; resource person; pair share	Resource person	Oral, peer
6	2	Social Responsibility	Caring for the Poor	a) State biblical command b) Identify ways to serve c) Apply	How do we serve the poor?	Discuss; plan; pair commit	Charts, learner book	Oral, peer
6	3	Social Responsibility	Caring for Creation	a) State stewardship b) Practise daily c) Build values	How does our faith call us to care for nature?	Discuss; pair plan; class commit	Pictures, charts	Oral, peer
6	4	Social Responsibility	Service to Others	a) Identify ways to serve b) Plan service project c) Apply	What service can our class do?	Plan; pair role; commit	Charts	Oral, peer
7	1	Work and Vocation	Work as Gift	a) State biblical view of work b) Apply to school c) Build values	Why is work a gift?	Read Genesis 2:15; discuss; pair share	Scripture	Oral, peer
7	2	Work and Vocation	Excellence in Work	a) State excellence command b) Apply daily c) Build character	How should Christians work?	Read Col 3:23; pair pledge	Scripture	Oral, peer
7	3	Work and Vocation	Choosing a Career	a) Reflect on calling b) Identify gifts c) Build self-awareness	What career might God call me to?	Reflect; pair share; class chart	Reflection sheet	Oral, peer
7	4	Work and Vocation	Honest Work	a) State biblical honesty in work b) Avoid cheating c)	Why does our faith forbid	Discuss; pair role play;	Stories	Role play, peer

		Vocation		Build integrity	cheating?	commit		
8	1	Family Life	Christian Family	a) Identify Christian family values b) Apply at home c) Build family love	What does our faith teach about family?	Discuss; pair share; commit	Pictures, scripture	Oral, peer
8	2	Family Life	Honoring Parents	a) State commandment b) Apply daily c) Build respect	How do we honour parents practically?	Discuss; pair role play; commit	Scripture	Role play, peer
8	3	Family Life	Caring for Siblings	a) Identify ways to care b) Apply daily c) Build family love	How do we care for siblings?	Discuss; pair share; commit	Stories	Oral, peer
8	4	Family Life	Faith at Home	a) Identify faith practices b) Lead family devotion c) Build leadership	Can young people lead at home?	Plan; pair role play	Charts, scripture	Role play, peer
9	1	Christian Citizenship	Christians and Government	a) State Romans 13 b) Identify civic duty c) Apply	What does our faith say about government?	Read Romans 13; pair share	Scripture	Oral, peer
9	2	Christian Citizenship	Voting	a) State why Christians vote b) Identify good leaders c) Build civic duty	Why is voting a Christian duty?	Discuss; pair share; commit	Articles, scripture	Oral, peer
9	3	Christian Citizenship	Loving the Nation	a) State patriotism b) Pray for Kenya c) Build national love	How do we love Kenya?	Discuss; pair pray; class prayer	Charts, scripture	Oral, peer
9	4	Christian Citizenship	Justice and Mercy	a) State biblical justice b) Stand for justice c) Build courage	When should Christians speak up?	Discuss; pair role play; commit	Stories, scripture	Role play, peer
10	1	KJSEA Revision	Sacred Texts Practice	a) Recap sacred stories b) Quote scripture c) Build readiness	Am I ready for sacred texts?	Past papers; pair mark	Past papers	Written, peer
10	2	KJSEA Revision	Christian Living Practice	a) Recap fruits, ethics b) Solve mixed problems c) Build readiness	Am I ready for Christian living?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Social Responsibility Practice	a) Recap responsibility b) Solve problems c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	4	KJSEA Revision	Family & Citizenship Practice	a) Recap topics b) Solve problems c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
11	1	KJSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete in time?	Sit mock; mark together	Mock paper, watch	Written, self-assess
11	2	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve from feedback c) Build confidence	Did I improve?	Second mock; compare	Mock paper	Written, self-assess
11	3	KJSEA Revision	Group Revision	a) Recall key concepts b) Use revision games c) Build morale	Can revision be fun?	Quiz games; pair race	Quiz cards	Oral, peer

11	4	KJSEA Revision	Personal Reflection	a) Identify strengths/weaknesses b) Plan revision c) Build self-awareness	What needs more work?	Reflection sheet; pair share	Reflection sheet	Self-assess, peer
12	1	KJSEA Revision	Portfolio Review	a) Compile RE portfolio b) Reflect on growth c) Build readiness	How have I grown spiritually?	Portfolio review; share growth	Portfolio	Self-assess, oral
12	2	KJSEA Revision	Faith and Future	a) Reflect on calling b) Set goals c) Build vision	What will I do for God?	Pair share; class commit	Charts	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect on Term 2 b) Set Term 3 goal c) Build confidence	How will I prepare?	Reflection; goal setting; class affirmation	Reflection sheet	Self-assess, oral

