



SINDH CURRICULUM FOR  
**RELIGIOUS**  
**STUDIES**  
GRADES III-V



**GOVERNMENT OF SINDH**  
**SCHOOL EDUCATION AND LITERACY DEPARTMENT**  
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## **PREFACE**

As an elective subject in the elementary and secondary schools, curriculum of **Religious Studies** for Grade III-V helps students to explore questions of meaning, value and purpose in life. It seeks to help students to develop insights, a capacity for moral and spiritual life and personal autonomy. These qualities make life meaningful in the social, cultural and political contexts across provincial, national and international levels.

The **Religious Studies** curriculum makes a major contribution to the social, moral and spiritual development of students. At all stages of life, students are frequently challenged by certain religious and moral issues. These include the origin and purpose of life, identity, suffering, life after death etc.

The **Religious Studies** curriculum helps students respond to such religious and moral questions through a process of inquiry. Students are expected to reflect critically upon their own life experiences, develop confidence in their religious understanding, and to be able to defend their position.

The **Religious Studies** curriculum has a particularly important contribution to make in helping students to develop an appreciative attitude towards diversity in pluralistic Pakistan. The richness in religious traditions of our society provides students with opportunities to compare and study religions and their significances.

The **Religious Studies** curriculum empowers students to examine ways in which religious and moral questions have been formulated and reflected on throughout history and across the globe. Students are enabled to articulate their own beliefs and engage in dialogue with others. The self-understanding and knowledge gained from the **Religious Studies** curriculum benefit the community through preparing future social workers, counselors, teachers, and journalists.

**Religious Studies** curriculum emphasizes the concepts, beliefs and values of religions in relation to students' daily life within specific contexts. Teachers are encouraged to refer to and reinforce students' previous learning where appropriate.

In this curriculum of **Religious Studies**, two major approaches to religious education, namely a systems approach (learning about religions) and a life themes approach (learning from religions), are given balanced emphasis.

The first involves developing knowledge and understanding of religious beliefs, teachings, practices and lifestyles, while the second promotes the skills of asking and responding to questions of identity and experience, meaning and purpose, values and commitments. Selecting both, this **Religious Studies** curriculum enables students to develop understanding and to reflect on ethical and religious issues and on their own beliefs and values. It also helps students to evaluate the influence of religion on their life, as well as providing them with a means to search for meaning of life.

## **INTRODUCTION**

The purpose of teaching ‘**Religious Studies**’ to the students is to promote social and moral values and build character on these values. The ethical and moral values have universal application; therefore, all major religions of the world encompass and insist on the believers to practice these values in their lives.

Education of **Religious Studies** through ethical teachings can benefit the society in three ways:

1. Students should realize that all religions teach the similar values and there is no reason to have negative feelings against other faiths. The experience of learning common moral teachings will bring the people of different faiths closer to each other.
2. The present generation will grow up with healthy, tolerant and sound moral character which will ultimately result in the creation of a “good society”. Such a society has been a dream of sages throughout the history.
3. It encourages thinking about how far individual moral responsibility should extend by considering the consequences of certain practices. It will also enable the students to provide reasons to support their arguments. Research shows that well-reasoned judgment does not come automatically; therefore, skills are best developed by engaging children in collaborated dialogues about wide range of issues.

Keeping in view the above-mentioned realities, the curriculum of **Religious Studies** is “progressive, liberal and all inclusive. It covers moral teachings of the major religions of the world with special reference to Pakistan”.

## **18<sup>TH</sup> AMENDMENT**

Realizing the responsibility of the education and curriculum of the province under 18<sup>th</sup> constitutional amendment, an attempt has been made to prepare a textbook of **Religious Studies** which will equip the new generation with knowledge, skills and values of 21<sup>st</sup> Century. All efforts have been made to meet the requirement of the curriculum as per guideline. Any constructive criticism and healthy suggestion for improvement of the book from teachers, students and public will be gratefully acknowledged for future edition of the curriculum and textbook.

## **AIMS & OBJECTIVES**

The specific aims and objectives devising the progressive, liberal and constructive curriculum of “**Religious Studies**” are as follows:

- Build character of the students to enable them to play a vital and positive role in the society.
- Provide students with pure ethical teachings and social skills to bring about a change in their thoughts and behavior towards fellow human beings.
- Understand the primacy of religious teachings and their value in social and religious life.
- Translate human values into practice, through “role-models” (Therefore, various remarkable and outstanding personalities are included in the curriculum.)
- Develop etiquettes and mannerism in students.
- Create and develop students as responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
- Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included from different religions.)



## **Rational**

The **Religious Studies** curriculum is built on the spiritual dimension. This curriculum nurtures students' lives and they are made aware of a sense of moral and ethical standards in the areas of honesty, respect, justice, integrity, trust and responsibility. This philosophy is the cornerstone for all interactions within school communities and in societies at large. Many of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

The **Religious Studies** Curriculum encourages students to explore their own spiritual identities in a secure setting while also being aware of and respecting the notion that others may think divergently to them. The curriculum creates conditions where students celebrate divergences and provide the knowledge, skills and attitudes that children need to enable them to make informed moral and ethical decisions and live in a pluralist society that embraces diversity.

The curriculum is based on values of equality, human rights and active citizenship. Student will explore issues relating to equality and social justice in the classroom. They will be challenged to consider divergent ethical approaches and belief systems within a clear values framework.

Young people develop intellectually, physically, emotionally, socially, and spiritually. It is important to have a religious education component in the school because the school addresses the development and education of the whole child.

## **Key Learning Areas**

This curriculum covers mainly five areas in all grades i.e. grades (III-XII), however the curriculum of grades (III-V) covers only three areas as introduction to religions, social and moral values and personalities.



Figure 1: Illustration of key Learning areas in grade III-XII.

1. **Introduction to Religions:** This section deals with a brief introduction to major religions of the world and their development. It will cover primitive religious concepts and then concentrate on the highly developed and organized religions like Hinduism, Buddhism, Judaism, Christianity and Islam.
  
2. **Social and Moral Values:** This section will focus on Ethical values according to the teachings of the major religions of the world and their applications and implications in everyday life. These values have been selected for each grade level keeping in view the cognitive level of the students and their exposure to different aspects of social life.
  
3. **Social Etiquettes:** The education of **Religious Studies** has no value unless it is practiced by the students. For achieving this goal, etiquettes of various social situations have been included in the curriculum.
  
4. **Personalities:** In each grade various remarkable and outstanding personalities from various religious backgrounds have been included as “role-models” and examples of good character for the students. The selection of these personalities for each grade has been made in accordance with the cognitive level of students

5. **Religious Festivals:** For making students more familiar with major religions and their social practices, some religious festivals have been included in the curriculum for grades VI – VIII. The purpose is to encourage students to participate in, observe and respect these festivals. This type of interaction among people can potentially produce a difference in society.

### **Content Organization (Grade III-V)**

The areas mentioned above constitute the foundation on which are laid in curriculum standards. As known, curriculum standards need to be broad, descriptive and qualitative statements, setting clearly what is expected from the students in words and deeds in a particular area at the end of learning cycle.

Various developmental levels have been specified by benchmarks which indicate, what students would now be able to do, to display temperament developed as a result of learning. The curriculum also fixes achievable and measurable SLOs for each grade that must be achieved by the students at the end of each grade.

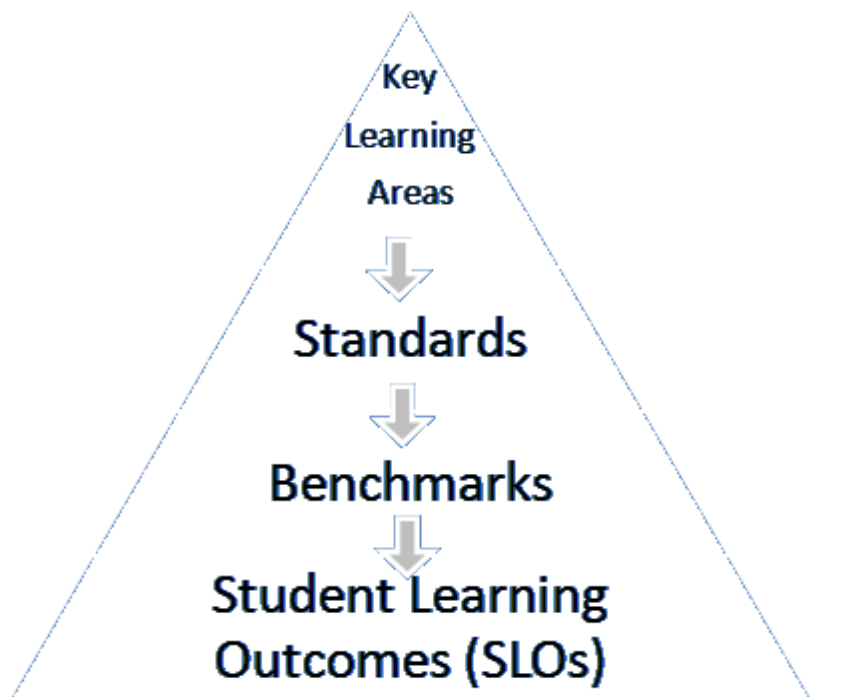


Figure 2: Illustration of the curriculum framework.

**1. Key learning areas:** Introduction to Religions**Standard:**

The students will be able to read and reproduce the religious ideas/ Principles ranging from Nature Worship to Animism and Magic prevalent in the primitive people, explain systems of basic beliefs, including human conduct and worship of highly developed religions ordained by their founders and Holy Books, describe briefly the origin and Main Prophets of Semitic Religions.

**Benchmarks:**

The students are expected to:

- Define **Religious Studies** and its relationship with religion.
- Realize that everyone has the right to practice his/her own religion.
- Act on the teachings of their religions including worship etc.
- Recognize that the worship of God /god is indispensable for peace of the mind.
- Draw inspiration from the teachings of the Holy Personalities and Holy Books.

Unit-1	SLOs
Themes	
The students will be able to:	
1. Nature Worship	<ul style="list-style-type: none"> <li>• Know about nature worship and values</li> <li>• Understand via short stories split between human and nature i.e. Earth goddess to Sky god/ goddess</li> <li>• Illustrate the worship of Sky gods/goddesses and Earth gods/goddesses</li> <li>• Differentiate diagrammatically Earth gods from Sky gods.</li> <li>• Describe mythological tales, Greek, Babylonian, Egyptian, Sindh.</li> </ul>
2. Animism and Magic	<ul style="list-style-type: none"> <li>• Know through illustrations what Animism is.</li> <li>• Read and enjoy magical tales.</li> <li>• Contrast between magic and black magic via tales/pictures.</li> <li>• Define Totemism.</li> <li>• Differentiate between family and community totemism.</li> <li>• Draw totemism.</li> <li>• Take interest in reading Fables.</li> <li>• Understand difference between fable and myth.</li> <li>• Reproduce Aesop's Fables.</li> </ul>

## 2. Key learning Areas: Social and Moral Values

### Standard:

The students shall be able to realize that the moral and ethical values advanced by religions are and must be integral part of one's life. They assist in the development of such a personality which becomes instrumental in building harmonious society. The earnest desire of such a personality would be to say and do such things in dignified manner, which are in overall interest of the society, be it in the fields of Education, Health, Hygiene, and cleanliness etc.

### Benchmarks:

The students are expected to:

- Demonstrate, naturally the moral and ethical values.
- Understand what constitutes respect for others-humans and animals etc.
- Contribute with his behavior to the sense of equality and justice.
- Explain how knowledge of the moral values influences one's character.
- Use available means to foster self-cleanliness and that of the environment.
- To tell short stories and to dramatize them in this regard.

Unit:2	
Themes	SLOs:
The students will be able to:	
<ul style="list-style-type: none"> <li>• Importance of moral values.</li> <li>• Relation between religion and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term values and list the moral values.</li> <li>• Know that acting on the moral values brings about reward (story).</li> <li>• Understand that the religions are sources of moral and ethical values.</li> <li>• To appreciate that all religions prevail upon their followers to strictly follow the moral code.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Ethical values:               <ul style="list-style-type: none"> <li>• Importance of life.</li> <li>• Respect for human life.</li> <li>• Respect for life on earth (plants, animals).</li> <li>• Plant life.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand that every life on the earth is important.</li> <li>• Understand that human life is by far the most important and God's grandest creation.</li> <li>• Know that being human we owe much to others i.e. God's other creation, animals, plants etc.</li> <li>• Show mercy to animals, birds etc (story).</li> <li>• Understand that the growth of plants, trees, forest etc is necessary for environment. (story)</li> <li>• Take preventive measure to keep environment clean</li> <li>• Contribute towards preservation of plant, animal life, where ever feasible, that is in fact respect for them. (story)</li> </ul>

<ul style="list-style-type: none"> <li>❖ Respect for humans: <ul style="list-style-type: none"> <li>• All human beings are born equal.</li> <li>• Respect of all people irrespective of race, gender, social status profession and religion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• State that all human beings are born equal.</li> <li>• Understand that from conception to the birth, through gestation, it is same story everywhere.</li> <li>• Articulate that the respect dignity, worth includes fulfillment of his rights guaranteed.</li> <li>• To enumerate the fundamental human rights, mentioned in the ‘universal declaration of human rights’.</li> <li>• Recognize that universal respect for, and observance of human rights is for all without distinction of race.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Self-Respect: <ul style="list-style-type: none"> <li>• Maintain one’s own dignity as human being with the sense of equality and justice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define human dignity.</li> <li>• Understand that calmness, humbleness are pre-requisite for dignity.</li> <li>• Know that dignity demands demonstration of just and neutral behavior.</li> <li>• Demonstrate that a thing which is not good for one’s own self cannot be good for others also.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Education: <ul style="list-style-type: none"> <li>• Importance of knowledge and its impact on character.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe the sources of knowledge.</li> <li>• Explain the overall importance of knowledge.</li> <li>• Understand that education leads us from ignorance to knowledge i.e. from darkness to light.</li> <li>• Define character.</li> <li>• Illustrate that the true knowledge/education/experience makes one different from others.</li> <li>• Understand that little knowledge is a dangerous thing.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Health: <ul style="list-style-type: none"> <li>• Looking after one-self.</li> <li>• Cleanliness and hygiene.</li> <li>• Keeping environment clean.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define Health.</li> <li>• Explain that ‘For sound mind, sound body is essential’.</li> <li>• Know practically the measures to keep the body fit.</li> <li>• Recognize the adverse effects of un-cleanliness and un-hygienic conditions on one’s health and that of society on the whole. (story)</li> <li>• Act earnestly to remove the causes.</li> <li>• Define environment. (Figure)</li> <li>• Name the cause of the environmental pollution.</li> <li>• Explain the methods/measures to do away with these causes and keep the environment clean.</li> </ul>

### 3. Key Learning Areas: Personalities

#### Standard:

The students will be able to draw inspiration from the lives of those great men, who once inhabited this world and before departing on their eternal journey left indelible impressions for us to honestly adhere to them for better personal future and that of society as well.

#### Benchmarks:

The Students are expected to:

- Learn about the life of Prophet Hazrat Abraham (Alaihissalam).
- Discover that traveling helps in broadening ones outlook.
- Appreciate that one’s belief in God must be steady.
- Understand and make uprightness integral part of one’s life.
- Remain prepared to sacrifice, in the path of God, one’s most dear thing.

Unit:3	
Themes	SLOs:
The students will be able to:	
<ul style="list-style-type: none"> <li>❖ Prophet Abraham:(Ibrahim)               <ul style="list-style-type: none"> <li>• Life and traveling</li> <li>• Strong believer in God</li> <li>• Uprightness</li> <li>• Sacrifice (Eldest Son)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define the word Prophet.</li> <li>• Know that Hazrat Abraham (Alaihissalam) is a first person whom Holy Bible called a Prophet (Reference).</li> <li>• Know that Holy Quran hail of him as a great Prophet among believers in monotheistic faiths (Reference).</li> <li>• Describe briefly the life of Prophet Hazrat Abraham (Alaihissalam) and his traveling.</li> <li>• Explain what Holy Quran says about the righteousness of Prophet Hazrat Abraham (Alaihissalam) and his belief in oneness of God.</li> <li>• Describe miracles of Prophet Hazrat Abraham (Alaihissalam) as mentioned in Holy Quran.</li> <li>• Describe Prophet Hazrat Abraham's (Alaihissalam) carrying out of the command of God faithfully to sacrifice his son.</li> <li>• Know that Eid-ul-Azha is celebrated by Muslims in honour of the sacrifice of Prophet Hazrat Abraham (Alaihissalam) whom God took as a friend (Khalilullah).</li> <li>• Understand as a leader of righteousness what Hazrat Abraham (Alaihissalam) asked God to bless him with.</li> </ul>

**1. Key Learning Areas: Introduction to Religions****Standard – 1**

The student will be able to read and understand the religious ideas/ Principles ranging from Nature Worship to Animism and Magic prevalent in the primitive people, explain system of basic beliefs, including human conduct and worship of highly developed religions ordained by their founders and Holy Books, describe briefly the origin and arch Prophets of Semitic Religions.

**Benchmarks:**

The students are expected to:

- Know what constitutes the religion.
- Realize that everyone has the right to practice his/her own religion.
- Act on the teachings of their religions including worship etc.
- Recognize that the worship of God/god is indispensable for peace of the mind.
- Draw inspiration from the teachings of the Prophets and Holy Books.

Unit:1	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> <li>❖ Concepts of main religions.</li> <li>• System of beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about different systems of beliefs of main religions such as Hinduism, Buddhism, Zoroastrianism, Judaism, Christianity, Islam, and Sikhism.</li> <li>• Identify commonalities in beliefs.</li> <li>• Find co-relations among them.</li> </ul>
<ul style="list-style-type: none"> <li>• Human conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Explain through stories positive influence of the beliefs on human conduct.</li> <li>• Record the fact that the worship is due to one God alone.</li> </ul>
<ul style="list-style-type: none"> <li>• Worship</li> </ul>	<ul style="list-style-type: none"> <li>• Say prayers to show respect for God in accordance with his own way with due regards to other's beliefs.</li> <li>• Demonstrate healthy and harmonious conduct.</li> <li>• Understand that helping the needy selflessly is a duty.</li> </ul>



<ul style="list-style-type: none"> <li>• Founders and Holy Books</li> </ul>	<ul style="list-style-type: none"> <li>• Name the respected founders of main religions with utmost regards.</li> <li>• Describe genealogy of the worthy founders.</li> <li>• Name the Holy Books of the major religions.</li> </ul>
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## Standard – 2

The student will be able to describe the evolution of major religions of the world, their effects on the development of culture, advancement of the ethical values, furtherance of the tolerance, mutual respect and the removal of the roadblocks on the road to peace and prosperity.

### Benchmarks:

The students are expected to:

- Trace the origin and development of the main religions.
- List the sacred books/scriptures of the main religions.
- Explain the beliefs/concepts common in all main religions.
- State ethical values, moral standards practiced in all main religions.
- Demonstrate the impact of the lives and teachings of the Holy Personalities on the well-being of the society.

Unit- 2	SLOs:
Themes	
The students will be able to:	
❖ Hinduism Introduction <ul style="list-style-type: none"> <li>• Origin</li> <li>• Development</li> <li>• Sacred Books</li> <li>• Vedas, Upanishads,</li> <li>• Puran, Ramayana, Mahabharata &amp; Bhagavad Gita.</li> <li>• Brief History &amp; Teaching of Vedas with focus on moral concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Define Hinduism.</li> <li>• Explain the term ‘SANATAN’ the Hindus prefer to call themselves.</li> <li>• Describe its prevalent model with regard to worship/ beliefs.</li> <li>• Describe its contribution towards spreading/practicing of universal peace and solidarity.</li> <li>• Define VEDAS.</li> <li>• Name the types of VEDAS and its six Sub-ordinate branches.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Main concepts <ul style="list-style-type: none"> <li>• OM (brief concept)</li> <li>• Brahma (brief concept)</li> <li>• Mukti (in detail)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know basic teachings of VEDAS, Upanishads, Purans, Srimad Bhagavad Gita (SMBG) and two epics Ramayana and Mahabharata.</li> <li>• Know about the Avatars of Shri Ram and Shri Krishana.</li> <li>• Understand values embodied in all holy books of Hindu Dharma.</li> <li>• Know about concept of Absolute Reality that is OM (AUM)</li> <li>• Appreciate that OM is the root of all (GAYATRIMANTAR, VEDAS, PURANSetc).</li> <li>• Explain the significance of GAYATRIMANTAR.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Brahman</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Brahman in changeless being beyond space and time.</li> <li>• Know that Brahman is the material cause of the universe and its efficient cause as well.</li> <li>• Brahman is that omniscient, omnipotent cause from which proceeds the origin etc, of this world.</li> <li>• To know that Brahman (or the absolute) is the indestructible, the supreme (higher than all else).</li> <li>• Know that Absolute, attribute less, <math>\text{نہ گن}</math> form less <math>\text{نہ اکار}</math> Brahman becomes His own accord, endowed with attributes and form.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Mukti</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the ultimate aim of a Sanatani is to obtain Mukti i.e. liberty from Birth-death-birth cycle.</li> <li>• Understand that action with attachment binds.</li> <li>• Know that action done without attachment of its fruit does not bind.</li> <li>• Conclude that Mukti is attainable only when one is alive and not after death.</li> <li>• Know that Mukti obtained in life sustains beyond.</li> </ul>

	<ul style="list-style-type: none"> <li>Discover that God's grace is instrumental in obtaining Mukti in life.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Buddhism <ul style="list-style-type: none"> <li>Introduction</li> <li>Origin</li> <li>Development</li> <li>First sermon of Buddha under the tree.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define Buddha and when Gautama became Buddha.</li> <li>Understand the fundamental teachings of Buddhism.</li> <li>Trace the development and spreading of Buddhism too far and wide and the role of great Ashoka in its spread.</li> <li>Know that first sermon to five monks was given at Benares, at Isipatana in Deer park.</li> <li>Describe "Four Noble (Aryan) Truths".</li> <li>List the steps of eightfold path to destroy selfish carving.</li> <li>Understand the spirit of Tathagata.</li> <li>Name three main schools of thought.</li> <li>Briefly describe them.</li> </ul>

## 2. Key Learning Areas: Social and Moral Values

### Standard:

The students will be able to distinguish between right and wrong in day-to-day affairs, act in a manner which is in accordance with the teachings of the religious books. The conduct of morally upright personalities will be torch bears for them.

### Benchmarks:

The students are expected to:

- Realize that his body that he loves most is due to parents.
- Understand that the family consists of parents and their children.
- Understand that all the members of the family deserve the respect.
- Demonstrate respect for teachers and class fellows.
- Conclude that honesty and truthfulness must prevail in all circumstances.
- Show respect for neighbours, elders and take efforts to keep neighbourhood clean.
- Demonstrate mutual tolerance, respect and fellow feelings in religious and other matters.
- To understand that time is highly valuable,so it must be used effectively.
- Know that senior citizens, less privileged people deserve help.

Unit - 3	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> <li>❖ Ethics and values: <ul style="list-style-type: none"> <li>• Respect for Parents and Family members.</li> <li>• Respect for Teachers and Class fellows.</li> <li>• Honesty and Truthfulness.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know about meaning of Ethics.</li> <li>• Know what constitutes core values.</li> <li>• Know that respect of the parents demand carrying out their orders without reservations.</li> <li>• Understand that the institution of the family provides one sense of security.</li> <li>• Demonstrate the quality of respecting all members of the family so that it remains intact.</li> <li>• Know that teacher becomes a change agent in the life of a pupil.</li> <li>• Know that the class fellows create the spirit of competition and hard work.</li> <li>• Understand that both the teacher and class fellows deserve respect on these counts.</li> <li>• Know that honesty and truthfulness are synonyms.</li> <li>• Recognize the importance of being honest and telling the truth.</li> <li>• Draw inspiration from the lives of the great men who are models of truthfulness.</li> <li>• Understand that all religions strongly advocate honesty and truthfulness.</li> <li>• Firmly believe that truth always prevails.</li> </ul>

### 3. Key Learning Areas: Personalities

#### Standard:

The students will be able to draw inspiration from the lives of those great men who once inhabited this world and before departing on their eternal journey left indelible impressions for us to honestly adhere to them for better personal future and that of society as well.

#### Benchmarks:

The students are expected to:

- Learn about the lives of Lord Kirshan and Lord Buddha.
- Throw light on the teachings of Lord Kirshan and Lord Buddha.
- Appreciate the importance of SMBG.
- Know what PARA BLES describe.
- Pin point the similarities in their teachings.

Unit – 4	
Themes	SLOs:
Students will be able to:	
<ul style="list-style-type: none"> <li>❖ Lord Krishan               <ul style="list-style-type: none"> <li>• Life</li> <li>• Teachings (Gita)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that Hindus believe LORD KRISHAN to be supreme personality of Godhead.</li> <li>• Know briefly about his coming into being or taking avatar and pastimas, gifting of pure and unblemished love.</li> <li>• Know that SMBG (Srimad Bhagavad Gita) was told by Lord Krishan to his disciple Arjun on the battle field and through him to the mankind.</li> <li>• Understand that SMBG among other things lays much stress on doing ones duty selflessly.</li> <li>• Understand that there is more happiness in doing one’s own work imperfectly than in doing an others duty well. (verses 3/35,18/47)</li> <li>• Firmly believe that total self-giving to God will rid us from all evils.</li> <li>• Know that SMBG enjoys equal authority with other two constituents of triple canon i.e. Upanishad and the Brahma sutra.</li> <li>• Know that every one, without discrimination of caste and colour is entitled to study SMBG.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Lord Gautama Buddha               <ul style="list-style-type: none"> <li>• Life</li> <li>• Parables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know about the early life of this prince of the Sakya clan.</li> <li>• Understand why Buddha is called Sakyamuni and Tathagata.</li> <li>• Explain the four factors that led him to abandon luxurious palace, beautiful wife and new born son.</li> <li>• Know about the monk who encouraged him to learn the meaning of the life in such a strange world.</li> <li>• Understand that radical punishment of the body is not necessary for spiritual illumination</li> <li>• Know when the greatest event in all human history occurred despite</li> </ul>

	<p>being persistently tempted by clever demon MARA.</p> <ul style="list-style-type: none"><li>• Know where he preached his first sermon.</li><li>• Explain the words with which he passed away in the arms of ANANDA, his beloved disciple.</li><li>• Know what difference between Jatak and Parable is.</li><li>• Describe parable of the Muster seed.</li><li>• Describe Buddha's sermon or hymn about universal love and good-will. (From Sutka-Nipata)</li></ul>
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## 1. Key Learning Areas: Introduction to Religions

### Standard – 1

The student will be able to read and understand the religious ideas/ Principles ranging from Nature Worship to Animism and Magic prevalent in the primitive people, explain system of basic beliefs, including human conduct and worship of highly developed religions ordained by their founders and Holy Books, describe briefly the origin and famous Prophets of Semitic Religions.

#### Benchmarks:

The students are expected to:

- Know what constitutes the religion.
- Realize that everyone has the right to practice his/her own religion.
- Act on the teachings of their religions including worship etc.
- Recognize that the worship of God/god is indispensable for peace of the mind
- Draw inspiration from the teachings of the famous Prophets and Holy Books.

Unit-1	SLOs:
Themes	
The students will be able to:-	
❖ SEMITIC RELIGIONS  • Introduction • Origin • Famous Prophets <ul style="list-style-type: none"> <li>- HAZRAT ADAM,</li> <li>- HAZRAT NOAH,</li> <li>- HAZRAT ABRAHAM,</li> <li>- JACOB,</li> <li>- MOSES,</li> <li>- JESUS CHRIST,</li> <li>- HAZRAT MUHAMMAD</li> <li>- (رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم)</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term Semitic.</li> <li>• Name the Semitic Religions.</li> <li>• Describe the origin of the Semitic Religions.</li> <li>• Explain the purpose why God sends Prophets.</li> <li>• Understand that Hazrat ADAM (Alaihissalam) was first prophet and the progenitor of Human Race.</li> <li>• Know what did God teach and inculcate in Hazrat ADAM (Alaihissalam).</li> <li>• Describe that Hazrat NOAH (Alaihissalam) was the great preacher of righteousness.</li> <li>• Explain briefly teachings/miracles of Hazrat NOAH (Alaihissalam), (NUH).</li> <li>• Know that Prophet Hazrat Abraham (Alaihissalam) believed in oneness of God.</li> <li>• Name the noble descendants of Hazrat Abraham (Alaihissalam) (Ibrahim).</li> <li>• Explain the main moral teaching of Prophet Hazrat Jacob (Alaihissalam).</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe briefly about the personality of Hazrat Moses (Alaihissalam).</li> <li>• Describe the basic teachings of Hazrat Jesus Christ (Alaihissalam).</li> <li>• Describe the basic teachings of Hazrat Muhammad</li> <li>• (رسول الله خاتم النبيين صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ)</li> <li>• Explain very briefly the relationship of the famous Prophets with Semitic Religions.</li> <li>• Name five ulul’azmAmbiya(arch Prophets).</li> <li>• (حضرت محمد رسول الله خاتم النبيين صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ)</li> <li>• Understand why they are called arch Prophets.</li> </ul>
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## Standard – 2

The student will be able to describe the evolution of major religions of the world, their effects on the development of culture, advancement of the ethical values, furtherance of the tolerance, mutual respect and the removal of the roadblocks on the road to peace and prosperity.

### Benchmarks:

The students are expected to:

- Trace the origin and development of the main religions.
- List the sacred books/scriptures of the main religions.
- Explain the beliefs/concepts common in all main religions.
- State ethical values, moral standards practiced in all main religions.
- Demonstrate the impact of the lives and teachings of the Holy Prophets on the well-being of the society.

Unit-2	SLOs:
Themes	
Students will be able to:	
<ul style="list-style-type: none"> <li>❖ Judaism <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Scripture and other books (Talmud, Kabala)</li> </ul> </li> <li>❖ Prophet Moses <ul style="list-style-type: none"> <li>• Life</li> <li>• Teaching</li> <li>• Ten Commandments</li> <li>• Belief in God (In-detail)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Briefly trace the history of Judaism.</li> <li>• State three basic beliefs of Judaism.</li> <li>• Name the scriptures and other books.</li> <li>• Know that KABALA is considered necessary part of the study of Torah. (The holy book of God as given to Hazrat Moses (Alaihissalam).</li> <li>• Understand the importance of Torah and Talmud.</li> </ul>



	<ul style="list-style-type: none"> <li>• Briefly describe the 13 principles of faith given by MAIMONIDES-The Ram- bam- The teacher of 12<sup>TH</sup> century.</li> <li>• Tell the meaning of “Moses”.</li> <li>• Describe briefly the life of Hazrat Moses (Alaihissalam) from childhood to the time when God first revealed Himself to Hazrat Moses (Alaihissalam) on the Mount Sinai.</li> <li>• Appreciate that Hazrat Moses (Alaihissalam) was a great prophet.</li> <li>• List the Ten Commandments in order.</li> <li>• Know the ethical and moral aspects of Ten Commandments and the teachings of Hazrat Moses (Alaihissalam).</li> <li>• Know that Hazrat Moses (Alaihissalam) is mentioned more in Holy Quran than any other individual.</li> <li>• Describe briefly the concept of unity of God in Judaism and belief there in.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Christianity <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Scriptures (The Bible [K.J.V])</li> </ul> </li> <li>❖ Jesus Christ <ul style="list-style-type: none"> <li>• Life</li> <li>• Teachings</li> <li>• Sermon on the mount</li> <li>• Parable of Good Samaritan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know when and where Christianity began.</li> <li>• Learn how it spread to other areas.</li> <li>• Understand the Christian faith.</li> <li>• Name the scriptures.</li> <li>• Differentiate between Old Testament and New Testament.</li> <li>• Understand that K.J.V stands for KING JAMES VERSION OF BIBLE.</li> <li>• To know when K.J.V was first published and in how many versions and languages.</li> <li>• Describe the ethical and moral aspects of Holy Bible.</li> <li>• Briefly describe the life of Hazrat JESUS CHRIST (Alaihissalam).</li> <li>• Know what Gospel means and their number.</li> <li>• Explain ethical and moral teachings of Hazrat JESUS CHRIST (Alaihissalam).</li> <li>• Know what is sermon on mount and in which gospel it is found?</li> <li>• Narrate the main points of sermon on mount.</li> <li>• Define Parable.</li> <li>• Narrate the parable of the Good Samaritan.</li> <li>• Know what a Good Samaritan is.</li> <li>• Know the longest Psalm.</li> </ul>

<p>❖ ISLAM</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Scripture (Holy Quran)</li> <li>● Prophet Hazrat Muhammad (P.B.U.H)</li> <li>● Life</li> <li>● Teachings</li>   <li>● (a) Mithaq-al-Madina- Selected clauses related to Muslims relationship with people of other faiths</li> <li>● (b) Last Sermon of Holy Prophet Hazrat Muhammad (P.B.U.H)</li>   <li>● Prophet HazratMuhammad (P.B.U.H)</li>               <li>● Mithaq-al-Madina</li>                 <li>● Last Sermon of Holy Prophet HazratMuhammad (P.B.U.H)</li> </ul>	<ul style="list-style-type: none"> <li>● Know the religion of Islam.</li> <li>● Understand the true significance of the word ISLAM.</li> <li>● Trace, in brief, the history of its emergence and spread.</li> <li>● Know that Quran is the Holy book of Islamic religion written in Arabic, containing the kalam of Allah as REVEALED to the Prophet Hazrat Muhammad (P.B.U.H).</li> <li>● Explain the meaning of the word “QURAN MAJEED”.</li> <li>● Know around which same central themes all the Surah as revolve.</li> <li>● Describe basic principles of Islam.</li>   <li>● Trace briefly the life of Hazrat Muhammad (P.B.U.H) the last Prophet of Islam.</li> <li>● Know why Hazrat Muhammad (P.B.U.H) last messenger and Prophet of Allah was sent.</li> <li>● Describe the Sunnah.</li> <li>● Know when prophetic mission in respect of the Prophet Muhammad (P.B.U.H) began.</li> <li>● Explain “every good act is charity” as said by Holy Prophet (P.B.U.H).</li> <li>● Explain that Hazrat Muhammad (P.B.U.H) was strong believer in oneness of Allah.</li>   <li>● Know when and on whose behalf was Mithaq-al-Madina drawn and between whom.</li> <li>● Understand that the constitution Madina formed the basis of multi religious Islamic State in Madina.</li> <li>● Appreciate that the document ensured freedom of religious beliefs.</li> <li>● Explain the preamble of the document.</li> <li>● Quote selected clauses reflecting Muslims’ relations with people of other faiths.</li>   <li>● Know the name of the Mountain and the day on which Hazrat Muhammad (P.B.U.H) delivered his last sermon.</li>   <li>● Describe the main points of the last sermon</li> <li>● Explain the reasons why year 10 A.H of the Islamic Calendar is considered as one of the most significant year.</li> <li>● Discover that the sermon contains unparalleled principles of Ethics &amp; Morality.</li> </ul>
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## 2. Key Learning Areas: Social and Moral Values

### Standard:

The students will be able to distinguish between right and wrong in day to day affairs and act in a manner which is in accordance with the teachings of the religious books. The conduct of morally upright personalities will be torch bearers for them.

### Benchmarks:

The students are expected to:

- Realize that his body that he loves most is due to parents.
- Understand that the family consists of parents and their children.
- Understand that all the members of the family deserve the respect.
- Demonstrate respect for teachers and class fellows.
- Conclude that honesty and truthfulness must prevail in all circumstances.
- Show respect for neighbours, elders and take efforts to keep surroundings clean.
- Demonstrate mutual tolerance, respect and fellow feelings in religious and other matters.
- Understand that time is highly valuable, so it must be used very effectively
- Know that senior citizens, less privileged people deserve help.

Unit-3	SLOs:
Themes	
The students will be able to:	
❖ Ethical values	
1. Respect for all neighbours	<ul style="list-style-type: none"><li>• Realize that one's neighbour is the first one who would be of help in times of need.</li><li>• Understand that cordial relations based on mutual respect with neighbours make neighbour hood worth living.</li><li>• Avoid doing things which are contrary to the peaceful neighbour hood (in use of gas, electricity, water, parking of vehicle etc.)</li></ul>
2. Respect for elders	<ul style="list-style-type: none"><li>• Understand that elders if respected would shower good wishes.</li><li>• Know that respecting elders includes honoring their experience and learning from them.</li></ul>
3. Respect for religions	<ul style="list-style-type: none"><li>• Know that all religions notwithstanding their different modes of worship, believe in one God.</li></ul>

<p><b>4. Keeping neighbour hood clean</b></p>	<ul style="list-style-type: none"> <li>● Understand that all religions are meant to bring about equality, tolerance, mutual respect in mankind.</li> <li>● Understand that clean surrounding would be a matter of joy for all neighbors.</li> <li>● Understand that, as a result of cleanliness, the residents would be spared from diseases.</li> <li>● Realize that neighborhood cleaning must take precedence over house-cleaning.</li> <li>● Acquire awareness about adverse effects of use of plastic disposable bags and things.</li> <li>● Understand that throwing of domestic waste and dirty water make surroundings unclean.</li> <li>● Realize that use of plastic bags is unfriendly while uses of cloth and paper bags are friendly towards environment.</li> <li>● Follow the 3 Rs. strategies reduce, reuse and recycle.</li> </ul>
<p><b>5. Helping others (elderly, class fellows, special people &amp; needy)</b></p>	<ul style="list-style-type: none"> <li>● Appreciate that vulnerable segments of the society need help and encouragement.</li> <li>● Avail opportunity to help special and elderly people to cross the road, lead them to their respective destination with dignity.</li> <li>● Fulfill the need of the needy with dignity.</li> <li>● Assist the class fellows in acquiring Knowledge/Education.</li> <li>● Add monetarily class fellows secretly, but for which their education is likely to suffer.</li> </ul>
<p><b>6. Importance of time and punctuality</b></p>	<ul style="list-style-type: none"> <li>● Recognize that time is highly valuable.</li> <li>● Act on the saying that “early to bed, early to rise, makes a man healthy, wealthy and wise”.</li> <li>● Know that the cost of the work escalates if it not completed on time.</li> <li>● Realize that unplanned and unscheduled closure of school’s results in loss of time and education.</li> </ul>

**NOTE:** That the concept put forward here are to be brought to home through stories from everyday life and in idioms easily understandable by the students.

### **3. Key Learning Areas: Personalities**

#### **Standard:**

The students will be able to draw inspiration from the lives of those great men, who once inhabited this world and before departing on their eternal journey left indelible impressions for us to honestly adhere to them for better personal future and that of society as well.

#### **Benchmarks:**

The students are expected to:

- Learn about the lives of Prophet David and St. Paul.
- Describe the main teachings of Prophet David and St. Paul.
- Appreciate the work done by them in spreading of Christianity.
- Know about the books written/authored by St. Paul
- Differentiate between happiness and joy.
- Know "The Book of Psalms" deals with what.

Unit-4	SLOs:
Themes	
The students will be able to:	
❖ I.PROPHET DAVID <ul style="list-style-type: none"> <li>• Life</li> <li>• Psalms</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the life of prophet Hazrat David (Alaihissalam) and names of his predecessor and successor.</li> <li>• Know why he was called second king of Israel and Judah in Hebrew-Bible.</li> <li>• Explain as to why he gained fame? On which accounts?</li> <li>• Explain what difference between happiness and joy is? Where is deeper joy grounded?</li> <li>• Describe his teachings/ sayings.</li> <li>• Name the book, reveled on Hazrat David (Alaihissalam).</li> <li>• Know what is the “Book of Psalms”</li> </ul>
❖ II .St. PAUL <ul style="list-style-type: none"> <li>• Life</li> <li>• Contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the life of St. PAUL (born 4BC, from ACT of APOSTLE)</li> <li>• Know that he was both Jewish and Roman citizen.</li> <li>• Know that he was man of missionary zeal and his contributions towards spread of Christianity are tremendous.</li> <li>• Explain why he is called best apostle of Christ.</li> <li>• Know that of the 27 books in the New Testament 13 are attributed to him.</li> <li>• Know briefly the ethical teachings of St. Paul.</li> <li>• Explain the influence his surviving letters had on subsequent Christianity.</li> <li>• Know who killed St. Paul and when?</li> </ul>

## GLOSSARY

The following definition of the terms is intended to help teachers and other stakeholders use this document. The definition/explanation is not vocabulary words to be taught to students in isolation, but these represent the terminology to help establish a common understanding of the curriculum.

**Assessment** – This provides information to a teacher about students’ achievement in relation to the learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of the students or to improve teaching methods.

**Benchmarks**– This indicates what students should know and be able to do at various developmental levels. Overall, the benchmarks are built as per the restricted schemes of study and are split into 5 developmental levels.

**Curriculum** – A runway on which a student runs and reaches at his/her destination.

**Religious Studies** – It aims to acquire knowledge of the religion they study and enhance their spiritual, moral and social development for a positive attitude in the self, society and at global level. Its purpose is the promotion of social and moral values in them and building their characters on these values.

**Evaluation** – It is an integral part of the teaching-learning process. It involves gathering information through various assessment techniques and making value judgments and sound decisions.

**Key Learning Areas** – A description of particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.

**Knowledge** – It includes the important facts, concepts, issues and information. The skills include the ways of thinking, working, communicating, reasoning and investigating that characterize the subject.

**Skills** – Skills include the ways of thinking, working, communication, reasoning and investigating that characterize a subject area.

**Standards**– Students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues and information. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subject.

**Themes** - The subject of a talk, piece of writing, exhibition or a topic is called theme.

**Values** – These are the feelings, attitudes, conscience, dispositions that are developed through the subject.

## Guidelines for Teachers

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become the agents of social change. In order to achieve this objective teachers need to adopt innovative instructional strategies. The teacher in the classroom is suggested to follow the under mentioned guidelines to make “**Religious Studies**” an enjoyable learning experience for their students. It is hoped that this will create enlightened, empowered, and tolerant global citizens for life in the 21st century and beyond.

- Adopt an unbiased approach in the teaching of the unit on Introduction to Religions.
- Keep discussion on Theology to a minimum.
- Do not under any circumstances indulge in a comparison of different religions.
- Involve students in healthy discussions but refrain from criticisms and judgmental approaches.
- Use stories from real life to supplement the textbook.
- Ask students for input on ethical issues from their own experiences.
- Provide opportunities for creative, critical, and analytical thinking at all levels.
- Ask open-ended questions in class and provide assignments and activities of varying complexity.
- Use variation in grouping for teaching ---- whole class, independent work, pair work, group work.
- Use videos and filmstrips wherever relevant and appropriate.
- Provide opportunities for socialization among the students of various faiths.
- Keep the focus on ethical issues, concepts, and values throughout the academic year.



## Assessment and Evaluation

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret. Assessment should aim at evaluating teaching and learning, showing proficiency in a wide variety of tasks at class level and at providing information to different people on how well standards are being met.

Assessment and its various patterns should be in accordance with the needs of the curriculum and designed in such a manner that they inculcate and improve in students various skills such as observation, curiosity, creativity and application.

Some of the assessment types are as under:

- **THE SELECTED RESPONSE**, where students select the answer to a question from two or more given choices. This category includes multiple choice, true/false, fill in the blanks and matching items type questions.
- **A CONSTRUCTED RESPONSE** format requires students to create their own answer to a question or task. This allows teachers to gain insight into students' thinking and creative process, and to assess higher order thinking. This category includes short and essay type questions.
- **TEACHERS' OBSERVATIONS** are commonly ignored as a form of assessment. However, teachers should constantly observe and listen to students as they work. Nonverbal communication, such as inattention, looks of frustration and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate and teacher effectiveness.
- **SELF-ASSESSMENT** refers to students evaluating themselves. In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.

The techniques of testing and evaluation adopted for continuous assessment of students at classroom level should be both valid and reliable and proper care should be taken to prepare the objective type questions so that they can appropriately assess students' knowledge comprehension application, analysis and synthesis skills. There should also be periodic/monthly tests containing both objective and subjective type questions. Class and home assignments should also be given due weightage while assessing students' performance.

## **Guidelines for Textbook Writers**

The textbook is an important Teaching and Learning Resource. It is one of the most extensively used resources and serves as a framework for teaching. To prepare such 'a strong resource, the textbook writers are requested to follow the under mentioned guidelines

- The textbook should conform in all its details to the parameters laid down in the Curriculum.
- The material must be sufficient to give students the knowledge they need to understand concepts, develop skills and engage in higher order thinking.
- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard and promote independent thinking.
- The language of the narrative should be simple, clear and logical and should not be loaded with unnecessary details and repetitions.
- The material must be unbiased and non-controversial.
- Textbooks should be well illustrated.
- A number of activities should be recommended in the textbooks.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.

For developing textbooks on **Religious Studies** special care needs to be taken while developing sections on '**Introduction to Religions**', '**Ethics and Moral Values**' and '**Personalities**'.

### **Introduction to Religions**

- Use the narrative form of story writing
- Avoid theological details
- Do not use any comparisons between or among religions

### **Ethics and Moral Values**

Ethical and moral values should be built through stories from everyday life with a focus on how to apply these concepts and values to real life situations that the students face.

- Present each value or ethical concept in story form highlighting the concept
- Avoid lists and descriptive paragraphs
- Use case studies for discussion at upper levels

## **Personalities**

When developing lessons on personalities focus on aspects of good character and contributions for the betterment/reform of Societies.


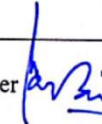


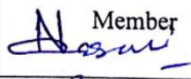

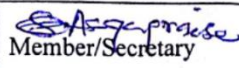
- Focus briefly on biographical details
- Highlight aspects of personality that portray ethical choices, tolerance or social service
- End with anecdotal notes/moral lessons
- Limit teachings and contributions to ethical issues only.

**Report on Review of Grade (III-V) portion of National Curriculum Religious Studies (Grade III-XII) 2007**

The Curriculum Review meeting was held on October 25 to 27, 2018 at the Government Elementary College of Education (Men) Mirpurkhas by the Directorate of Curriculum, Assessment and Research, Sindh, Jamshoro to review the National Curriculum **Religious Studies** 2007 with the approval of competent authority Vide Notification No.SED/HCW/205/2018 Karachi, dated 9<sup>th</sup> September 2018. In this regard the detailed and thorough discussion on the subject cited above was held under the supervision of chairman.

The committee reviewed the curriculum frame work, standards, benchmarks, student learning outcomes and submits the draft report for grade III-V.

The following members of the PROVINCIAL REVIEW COMMITTEE reviewed the **Religious Studies** Curriculum.

1.	Engr. A.LJagru (Rtd.) Principal Government Poly Technical College Mirpurkhas	 Chairman
2.	Dr. Chaman Mansha Assistant Professor Government Comprehensive. Higher Secondary School Mirpurkhas	Member 
3.	Mr. Abdul Baqi Idrees Alsindi Subject Specialist of Islamiyat / Ethics Sindh Textbook Board Jamshoro.	Member 
4.	Ms. Salma Leghari Assistant Professor Department of Philosophy University of Sindh Jamshoro	Member 
5.	Mr. Narain Das PST Government Boys Primary School Noor Muhammad Bajeer Colony Mithi.	Member 
6.	Mr. Nadim Riaz PST Government Primary School Choudhary Ghulam Rasool (Village) Mirpurkhas	Member 
7.	Mr. Ganesh Mal Deputy Director Directorate of Curriculum, Assessment and Research Sindh Jamshoro.	 Member/Secretary

**DRAFT**  
**RELIGIOUS STUDIES CURRICULUM FROM GRADE III to V**

The National Curriculum ETHICS Grade III- XII (2007) was reviewed by the Provincial Review Committee from Grade III to V 2018.

Following are major changes that are made in the provincial curriculum (2018).

It is notable that the National Curriculum just outlined the themes under the five main areas of learning while the Reviewed Curriculum is more detailed and modified in a systematic way.

The most major change made in the Reviewed Curriculum (2018) is the inclusion of the Curriculum Framework (see page no. 6). Underpinned on this framework, the reviewed curriculum is categorized into Key Learning Areas, Standards, Benchmarks and Students Learning Outcomes (SLOs).

The key learning areas (see page no. 4) and the themes are taken from the National Curriculum (2007) while Standards, Benchmarks and SLOs are developed by the Provincial Review Committee (see page no. 7 to 24).

Likewise National Curriculum (2007), only three Key Learning Areas are focused in the Provincial Curriculum (2018) from grade III to V, which are: Introduction to Religions, Social and Moral Values and Personalities. The remaining Key Learning Areas Social Etiquettes and Religious Festivals will be covered gradually in next grades.

Each Learning Areas has been interpreted through Standards and Benchmark which guides students and teachers what are they expected to achieve at the end of this level. The SLOs further provide specificity to the learning outcome. The grade level is considered and the number and level of SLOs are kept accordingly. The SLOs are making the learning more focused and measurable.

Wherever need, new themes have been added to make the curriculum more updated and contextualized. For example: Purans.



**GOVERNMENT OF SINDH  
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 5th, October, 2022.

**NOTIFICATION**

**NO. SELD/HCW/18/2018:** In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate for developing text material for the subject "Religious Education" and publishing the same in accordance to the Curriculum for Grade-III to XII**, after review and modification by the Curriculum Development & Review Committee for Grade III-XII, notified by School Education & Literacy Department, Government of Sindh.

**GHULAM AKBAR LAGHARI  
SECRETARY TO GOVERNMENT OF SINDH**

**NO. SELD/HCW/18/2018:**

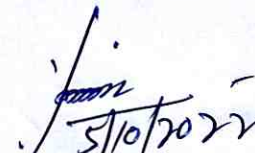
**Karachi, dated the 5th, October 2022.**

**A copy for information and necessary action to:**

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.

 **SCHOOL EDUCATION &  
LITERACY DEPARTMENT  
SINDH**



  
**(RIAZ AHMED SHAR)**  
**SECTION OFFICER (CURRICULUM-A&T)**  
**For SECRETARY TO GOVERNMENT OF SINDH**