

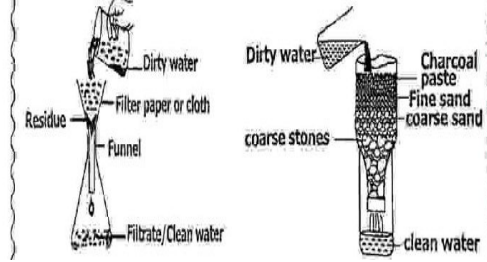
PATHWAY EDUCATIONAL SERVICES KAMPALA (PESK)

SCIENCE SCHEME OF WORK — TERM THREE 2026

Primary Six (P.6) | Competency Based Curriculum (CBC)

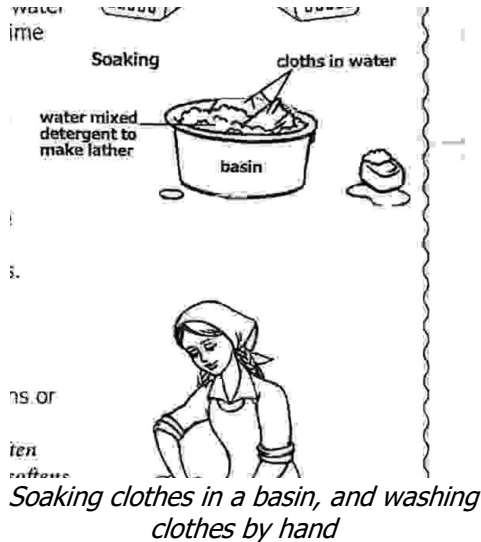
School:	Teacher's Name:	Class: Primary Six (P.6)	Stream:
Subject: Integrated Science	Term: Three	Year:	Weeks / Periods: 12 weeks x 5 periods (Wk12: Revision)

W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARKS
						LANGUAGE	SUBJECT						
1	1	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS	SCIENCE AT HOME AND IN OUR COMMUNITY	Methods of making water safe for drinking — Boiling	Methods of making water safe for drinking — Boiling Safe water is water that is free from germs. Boiling is the cheapest, commonest and best method of making water safe for drinking because it kills all germs in water. Steps: (i) Put clean water in a clean kettle or saucepan. (ii) Put it on fire. (iii) Boil until steam comes out of the spout. Remove from fire and keep in a clean covered container to cool.  <i>Steps taken when boiling water for drinking</i>	The learner; reads and explains the steps of boiling water correctly.	The learner; states the reason boiling makes water safe for drinking.	- Critical thinking - Health consciousness	- Explanation - Demonstration - Question and answer	- Stating the steps followed when boiling water - Explaining why boiling kills germs	- Kettle - Saucepan - Chalkboard illustrations	Sure key Bk 6, pg.177	

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	2			Methods of making water safe for drinking — Chemical treatment	Methods of making water safe for drinking — Chemical treatment Chemicals used to treat water include chlorine, iodine, calcium chloride, fluorine and potassium permanganate. These chemicals kill germs in water. Chlorination is a method of purifying water by bubbling small amounts of chlorine through it to kill germs.	The learner; names chemicals used to treat water correctly.	The learner; explains chlorination as a method of purifying water.	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	- Naming chemicals used to treat water - Explaining the process of chlorination	- Chalkboard illustrations - Water guard bottle (if available)	Sure key Bk 6, pg.177	
	3			Methods of making water safe for drinking — Filtration	Methods of making water safe for drinking — Filtration Filtration is a method of removing solid particles from water by passing it through a filter such as sand, gravel and charcoal layers. Simple water purification by filtration uses layers arranged in order: dirty water, pebbles, fine sand, charcoal paste, coarse sand, gravel and twigs, giving clean water.  <i>Simple water purification by filtration, showing the layers used</i>	The learner; names the layers used in filtration correctly.	The learner; explains how filtration removes solid particles from water.	- Critical thinking - Observation	- Demonstration - Explanation - Question and answer	- Naming the layers used in a filtration set-up - Explaining the purpose of each layer	- Sand - Charcoal - Gravel - Chalkboard illustrations	Sure key Bk 6, pg.178	
	4			Preparing local salt from plant ash using filtration	Preparing local salt from plant ash using filtration Materials needed: water, sieve, banana leaf, dry bean plant leaves, 2 containers, flat metal sheet. Procedure: (i) Burn the dry bean plant leaves to get plant ash.	The learner; states the materials and procedure	The learner; prepares local salt from plant	- Critical thinking - Practical skills	- Practical activity - Demonstration	Preparing local salt from plant ash using filtration	- Dry bean plant leaves - Sieve	Sure key Bk 6, pg.179	

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5					(ii) Place a banana leaf on the sieve. (iii) Place the sieve on a cup. (iv) Transfer the ash onto the sieve and add water to make a solution. (v) Leave the solution to collect in the cup. The solution collected tastes salty; local salt is rich in sodium chloride. It can be heated/boiled to dryness to obtain solid salt.  <i>Set-up for preparing local salt from plant ash using filtration</i>	for preparing local salt correctly.	ash using filtration.		• Question and answer	• Stating why the solution tastes salty	• Banana leaf • Containers		
				Importance of local salt	Importance of local salt Local salt is important because it is used to soften food during cooking, as a preservative, as a pesticide, as local medicine to cure stomach upsets, to hasten cooking of some sauces, to add flavour to vegetables, and to reduce the sour taste of lemon. Foodstuffs that can be cooked with local salt include tomatoes, beans, pigweeds, cowpeas and pumpkin leaves.	• The learner; lists the uses of local salt correctly.	• The learner; explains the importance of local salt to people.	• Critical thinking • Communication	• Discussion • Question and answer	• Listing the uses of local salt • Naming foodstuffs cooked with local salt	• Chalkboard illustrations • Sample of local salt (if available)	Sure key Bk 6, pg.179	

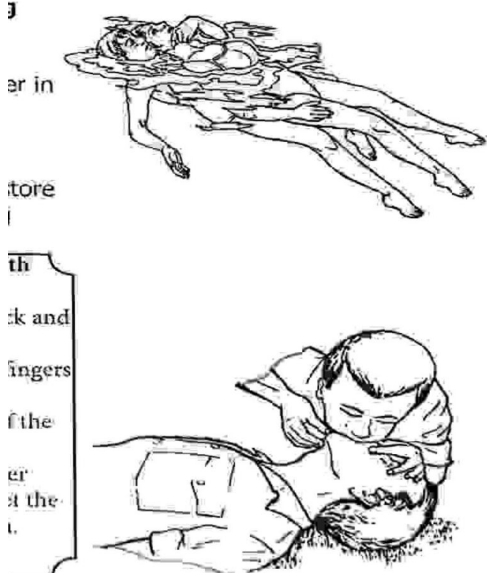
W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARK
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2	1	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS	SCIENCE AT HOME AND IN OUR COMMUNITY	Cleaning clothes — Sorting	Cleaning clothes — Sorting Sorting is the separating of clothes to be cleaned. Factors considered when sorting clothes are colour of clothes, intensity of dirt and texture of the clothes. Importance of sorting: it prevents bleach from staining other clothes, prevents less dirty clothes from absorbing dirt from dirtier clothes, and helps maintain the colour of clothes during washing.  <i>A girl sorting clothes into baskets before washing</i>	The learner; states the factors considered when sorting clothes correctly.	The learner; explains the importance of sorting clothes before washing.	- Critical thinking - Orderliness	- Explanation - Discussion - Question and answer	- Stating factors considered when sorting clothes - Explaining the importance of sorting	- Sample clothes - Chalkboard illustrations	Sure key Bk 6, pg.183	
	2			Cleaning clothes — Soaking and washing	Cleaning clothes — Soaking and washing Soaking is putting clothes in water with detergent (e.g. Omo, Magic, Nomi, Aerial, Sunlight) for some time before washing. It helps to soften and dissolve dirt and removes stains. Washing is done using soap, which softens and dissolves dirt/stains on clothes (not the clothes themselves). Types of washing are hand washing and machine washing.	The learner; names types of detergents and washing correctly.	The learner; explains the importance of soaking and washing clothes.	- Critical thinking - Hygiene	- Demonstration - Explanation - Question and answer	- Explaining the importance of soaking clothes - Stating the types of washing	- Basin - Detergent - Soap - Chalkboard illustrations	Sure key Bk 6, pg.184	

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						LANGUAGE	SUBJECT						
					 Soaking clothes in a basin, and washing clothes by hand								
	3			Cleaning clothes — Rinsing, wringing and drying	Cleaning clothes — Rinsing, wringing and drying Rinsing is removing soap and dirt from washed clothes using clean water. Wringing is squeezing water out of washed clothes. Drying is spreading or hanging clothes in the sun or air to remove water. Clothes should be dried in a clean, breezy and sunny place to kill germs and prevent bad smell.	The learner; defines rinsing, wringing and drying correctly.	The learner; explains the importance of rinsing, wringing and drying clothes.	- Critical thinking - Hygiene	- Explanation - Discussion - Question and answer	- Defining rinsing, wringing and drying - Explaining why clothes should be dried in a sunny place	- Chalkboard illustrations - Clothes line	Sure key Bk 6, pg.185	
	4			Cleaning clothes — Ironing	Cleaning clothes — Ironing Ironing is pressing clothes with a hot iron to remove creases/wrinkles. It also helps to kill germs left on the clothes after washing and drying. Precautions taken when ironing clothes include using a dry cloth to hold the iron handle, keeping the iron on its stand when not pressing, and not leaving a hot iron unattended.	The learner; states the importance and precautions of ironing correctly.	The learner; explains the importance of ironing clothes.	- Critical thinking - Safety consciousness	- Explanation - Demonstration - Question and answer	- Explaining the importance of ironing - Stating precautions taken when ironing	- Flat iron - Ironing board - Chalkboard illustrations	Sure key Bk 6, pg.186	

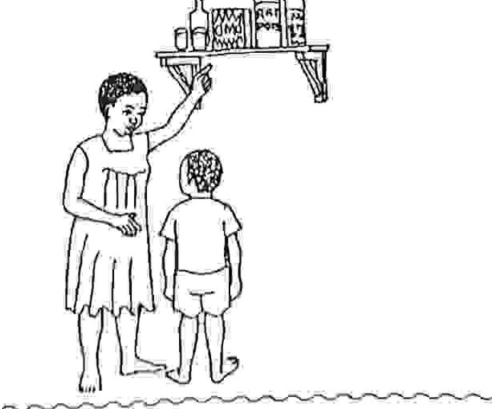
W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARKS
						LANGUAGE	SUBJECT						
	5			Burns and scalds — Meaning, causes and degrees	Burns and scalds — Meaning, causes and degrees A burn is a skin injury caused by dry hot substances (e.g. hot electric iron, hot jikos, acid, burning firewood). A scald is a skin injury caused by wet hot substances (e.g. hot water, hot sauce, hot milk). Degrees of burns: First degree — blisters not formed. Second degree — blisters formed. Third degree — severe, skin burnt deeply and appears shiny white, leading to dehydration.  scald from a hot liquid <i>A scald from a hot liquid, and a burn from dry heat</i>	• The learner; distinguishes a burn from a scald correctly.	• The learner; states the causes and degrees of burns and scalds.	• Critical thinking • Safety consciousness	• Explanation • Discussion • Question and answer	• Distinguishing a burn from a scald • Stating the degrees of burns	• Chalkboard illustrations	Sure key Bk 6, pg.187	

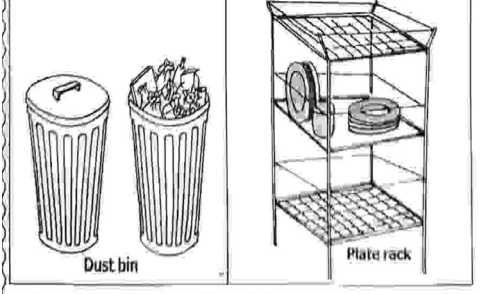
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						LANGUAGE	SUBJECT						
3	1	HUMAN HEALTH	ACCIDENTS AND FIRST AID	First aid for burns and scalds	First aid for burns and scalds First aid for burns and scalds is dipping the burnt or scalded part in clean cold water. This cools the temperature around the injured part, reduces further damage, reduces swelling, relieves pain and minimizes formation of blisters. Never put cow dung, soil, cooking oil, sugar or salt on a burn — these attract germs, cause infection or cause dehydration.  <i>Dipping a burnt hand in cold water as first aid</i>	The learner; states the first aid for burns and scalds correctly.	The learner; explains why a burnt part is dipped in cold water.	- Critical thinking - First aid skills	- Explanation - Demonstration - Question and answer	- Stating the first aid for burns and scalds - Explaining what should never be applied to a burn	- Basin of water - Chalkboard illustrations	Sure key Bk 6, pg.188	
	2			Precautions and prevention of burns and scalds	Precautions and prevention of burns and scalds Precautions: never put cow dung or soil on the injured part (attracts germs), never apply cooking oil (causes infection), never apply sugar (attracts bacteria) or salt (causes dehydration), never burst blisters (leads to germ infection). Prevention: use insulators to carry hot objects, cook from raised places, keep flammable liquids away from fire, put out fire after use, and avoid leaving burning candles in rooms with clothes.	The learner; states precautions against burns and scalds correctly.	The learner; explains ways of preventing burns and scalds at home.	- Critical thinking - Safety consciousness	- Discussion - Question and answer	- Stating precautions against burns and scalds - Explaining ways of preventing burns at home	Chalkboard illustrations	Sure key Bk 6, pg.188	

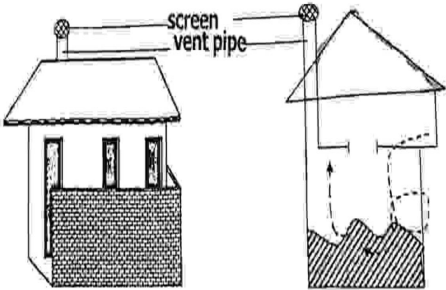
W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARK
						LANGUAGE	SUBJECT						
	3			Fever and convulsions	Fever and convulsions Fever is the condition in which body temperature rises beyond normal; excessive sweating is the main sign. Causes include diseases like malaria, food poisoning and putting on too tight clothes. First aid for fever: tepid sponging — using a clean piece of cloth to apply lukewarm water on the casualty's body, which cools body temperature by opening the sweat pores to let out excess heat.	The learner; defines fever and states its causes correctly.	The learner; explains tepid sponging as first aid for fever.	- Critical thinking - First aid skills	- Explanation - Demonstration - Question and answer	- Stating the causes of fever - Explaining how tepid sponging helps a casualty	- Clean cloth - Lukewarm water - Chalkboard illustrations	Sure key Bk 6, pg.188	
	4			Near drowning — Meaning and causes	Near drowning — Meaning and causes Near drowning is a condition in which one's lungs are filled with water and fails to breathe but is not yet dead. Drowning is dying as a result of having lungs filled with water. Causes of near drowning: flooding in an area, capsizing of boats due to rain storms, failure/inability to swim, being drunk while in deep water, disease attack during swimming, and muscle pull while in water. near drowning. If having lungs filled with water. In bodies, fish ponds, swimming pools,  <i>A person struggling in water, showing signs of near drowning</i>	The learner; distinguishes near drowning from drowning correctly.	The learner; states the causes of near drowning.	- Critical thinking - Safety consciousness	- Explanation - Discussion - Question and answer	- Distinguishing near drowning from drowning - Stating the causes of near drowning	Chalkboard illustrations	Sure key Bk 6, pg.190	

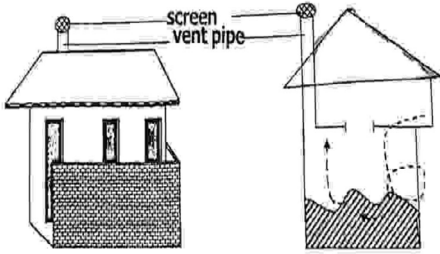
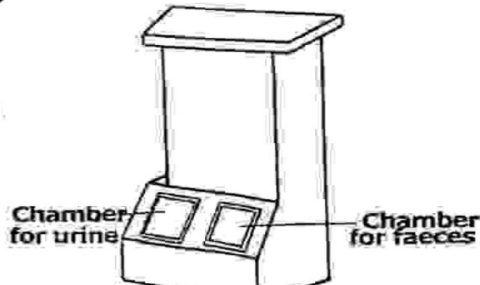
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	5			First aid for near drowning	First aid for near drowning First aid for near drowning: (i) Yell for help from people around. (ii) Pull the casualty from water if able. (iii) Apply mouth-to-mouth breathing to open the airways and restore/induce breathing. How to apply mouth-to-mouth breathing: lie the person on their back and open the mouth; press the nostrils closed; bring your mouth to the victim's mouth; blow air strongly in, pause, and repeat several times.  <i>Pulling a casualty from water, and applying mouth-to-mouth breathing</i>	The learner; states the steps of first aid for near drowning correctly.	The learner; explains how to apply mouth-to-mouth breathing.	- Critical thinking - First aid skills	- Demonstration - Explanation - Question and answer	- Stating the steps of first aid for near drowning - Demonstrating mouth-to-mouth breathing steps	Chalkboard illustrations	Sure key Bk 6, pg.190	
4	1	HUMAN HEALTH	ACCIDENTS AND	Fainting — Causes and first aid	Fainting — Causes and first aid Fainting is a sudden, temporary loss of consciousness usually caused by a reduced flow of blood to the brain,	The learner; states the causes of	The learner; explains the first aid given to a	Critical thinking	- Explanation - Demonstration	- Stating the causes of fainting - Explaining why the legs	Chalkboard illustrations	Sure key Bk 6, pg.191	

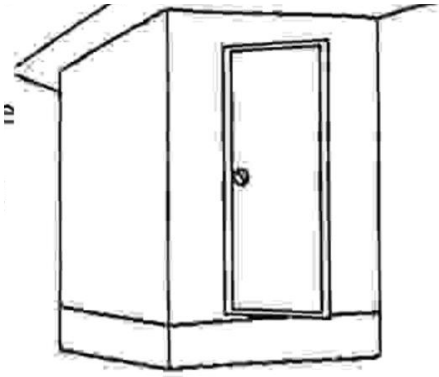
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						LANGUAGE	SUBJECT						
					hunger, standing for a long time, or shock/fear. First aid for fainting: lay the casualty down and raise the legs higher than the head to increase blood flow to the brain; place the casualty in a cool, open, airy place.	fainting correctly.	person who has fainted.	• First aid skills	• Question and answer	are raised during first aid for fainting			
	2			Foreign bodies in passages — Eyes, ears and nose	Foreign bodies in passages — Eyes, ears and nose A foreign body is something stuck inside a body part where it is not supposed to be, e.g. insects, dust, seeds, small stones, grass, iron filings. First aid: In the eyes — wash with plenty of clean warm water, use a soft clean cloth to wipe gently. In the ears — flush with plenty of clean water. In the nose — press the nose without the object and ask the casualty to blow it out, breathing through the mouth.	• The learner; names examples of foreign bodies correctly.	• The learner; gives first aid for foreign bodies in the eyes, ears and nose.	• Critical thinking • First aid skills	• Explanation • Discussion • Question and answer	• Naming examples of foreign bodies • Giving first aid for a foreign body in the eye, ear or nose	• Chalkboard illustrations • Clean water	Sure key Bk 6, pg.1 92	
	3			Foreign bodies in passages — Skin and other body openings	Foreign bodies in passages — Skin and other body openings Foreign bodies can also enter the skin (e.g. thorns, splinters), the throat (e.g. food particles, bones) and other openings such as the anus. First aid: for the skin, gently remove the object using clean tweezers or a sterilized needle; for the throat, perform back slaps or encourage coughing; for serious cases, rush the casualty to hospital.	• The learner; states body openings foreign bodies can enter correctly.	• The learner; gives first aid for foreign bodies in the skin and throat.	• Critical thinking • First aid skills	• Explanation • Discussion • Question and answer	• Stating other body openings foreign bodies can enter • Giving first aid for a foreign body in the skin or throat	• Chalkboard illustrations	Sure key Bk 6, pg.1 92	
	4			Poisoning — Meaning, causes and signs	Poisoning — Meaning, causes and signs Poisoning is the act of taking toxic substances into the body. Examples of	• The learner; defines poisoning and states	• The learner; states the signs and	• Critical thinking	• Explanation • Discussion	• Defining poisoning and naming	• Chalkboard illustrations	Sure key Bk 6, pg.1 95	

W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARKS
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					poison: jik, agrochemicals, rat poison, methanol, paraffin, drugs, expired food. Signs and symptoms of a poisoned victim: rapid breathing, excessive vomiting, loss of body balance, fever, sweating, feeling very thirsty, mental confusion. Causes: eating expired food, taking expired/overdosed drugs, keeping chemicals in reach of children.  <i>...How to Toxicity seek for itself</i> A mother keeping dangerous chemicals out of reach of a child	examples of poison correctly.	causes of poisoning.	• Health consciousness	• Question and answer	examples of poison • Stating the signs and causes of poisoning			
	5			First aid and prevention of poisoning	First aid and prevention of poisoning First aid for poisoning: give the casualty a lot of fluids like fruit juice and milk to dilute the concentration of poison. In case of paraffin, diesel, petrol, jik or bleach, do NOT make the victim vomit, since this may damage the gullet, throat and stomach. Prevention: label dangerous chemicals, keep chemicals out of reach of children, read and follow instructions on chemicals, and provide proper storage of chemicals.	• The learner; states the first aid for poisoning correctly.	• The learner; explains ways of preventing poisoning at home.	• Critical thinking • First aid skills	• Explanation • Discussion • Question and answer	• Stating the first aid for poisoning • Explaining ways of preventing poisoning at home	• Chalkboard illustrations	Sure key Bk 6, pg.195	

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						LANGUAGE	SUBJECT						
5	1	HUMAN HEALTH	SANITATION	Ways of promoting sanitation	Ways of promoting sanitation Sanitation is the general cleanliness of the environment; it is the way of keeping an area clean. Ways of promoting sanitation: mopping classrooms, sweeping the compound, draining stagnant water, scrubbing verandas and floors, constructing urinals, flushing toilets after use, proper disposal of rubbish, dusting tables and chairs, clearing bushes around the school, smoking latrines, and washing toilets. Elements of a clean home: clean latrines/toilets (for proper disposal of human wastes), clean bathrooms (for bathing), rubbish pit/dustbin (for proper disposal of rubbish), plate stand/rack (for drying utensils, preventing dirt from ground/animals), and tippy-tap/hand washing facility (for washing hands).  <i>A dustbin for proper disposal of rubbish, and a plate rack for drying utensils</i>	The learner; lists ways of promoting sanitation correctly.	The learner; explains the importance of elements of a clean home.	- Critical thinking - Cleanliness	- Discussion - Explanation - Question and answer	- Listing ways of promoting sanitation - Explaining the importance of elements of a clean home	- Chalkboard illustrations - Real dustbin/plate rack (if available)	Sure key Bk 6, pg.197	
	2			Toilets and latrines — Ventilated Improved	Toilets and latrines — Ventilated Improved Pit (VIP) latrine A latrine is a structure built on a pit for disposing human wastes. A VIP latrine has a vent pipe that lets out bad smell	The learner; names the characteristics of a	The learner; explains how the vent pipe and	Critical thinking	- Explanation - Discussion - Question and answer	Naming characteristics of a VIP latrine	Chalkboard illustrations		

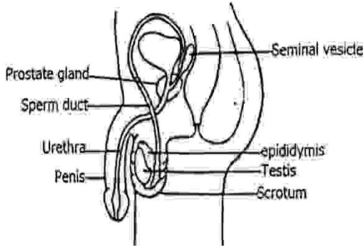
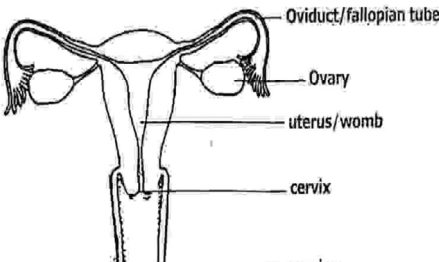
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				Pit (VIP) latrine	by convection currents, and a screen which traps and kills houseflies (they die from excess heat and starvation). A VIP latrine has no lid to the hole (allows free air circulation) and a spiral shaped wall (provides privacy and free air circulation).  <i>A VIP latrine showing the vent pipe and screen, and how air circulates through it</i>	VIP latrine correctly.	screen of a VIP latrine work.	• Health consciousness		• Explaining how the vent pipe and screen function			
	3			Maintenance of a VIP latrine and the cesspool emptier	Maintenance of a VIP latrine and the cesspool emptier Maintenance of a VIP latrine: dispose faeces in the pit properly, sweep the floor regularly, repair damaged floor and walls, trim the grass around the latrine, and empty the latrine using a cesspool emptier. A cesspool emptier helps in proper disposal of sewage, transporting sewage safely to treatment plants, emptying septic tanks, emptying latrines safely when full, and controlling houseflies.	• The learner; states ways of maintaining a VIP latrine correctly.	• The learner; explains the importance of a cesspool emptier.	• Critical thinking • Responsibility	• Explanation • Discussion • Question and answer	• Stating ways of maintaining a VIP latrine • Explaining the importance of a cesspool emptier	• Chalkboard illustrations	Sure key Bk 6, pg.201	

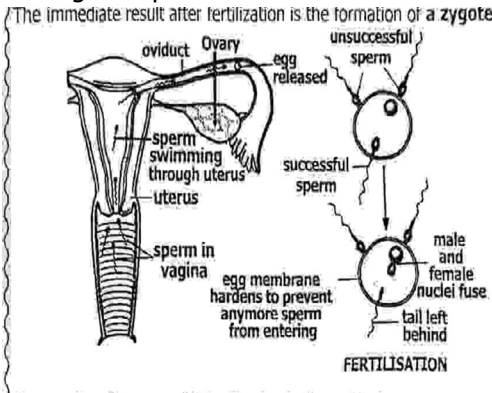
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						LANGUAGE	SUBJECT						
					 <i>A VIP latrine, whose maintenance includes proper faeces disposal and regular cleaning</i>								
	4			Ecosan latrines	Ecosan latrines Ecosan stands for Ecological Sanitation; it refers to Ecosystem Sanitation Conveniences that separate faeces from urine and are suitable for slum areas. Characteristics: shallow pit, two separate chambers, requires ash to dry faeces, requires regular emptying. Types of ecosan latrines: Urine Diversion Dry Toilet (UDDT), Arborloo toilet, and Fossa alterna. Advantages: no bad smell, dry faeces used as manure, urine used as pesticide/fertiliser, requires small space.  <i>An ecosan latrine showing the separate chambers for urine and faeces</i>	The learner; names the types of ecosan latrines correctly.	The learner; explains the characteristics and advantages of ecosan latrines.	- Critical thinking - Environmental awareness	- Explanation - Discussion - Question and answer	- Naming types of ecosan latrines - Explaining the advantages of ecosan latrines	Chalkboard illustrations	Sure key Bk 6, pg.201	

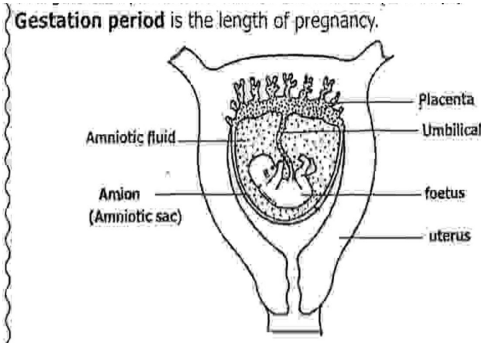
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	5			Conventio nal/Ordin ary pit latrine and potty	Conventional/Ordinary pit latrine and potty An ordinary/conventional pit latrine has a lid to the hole, which reduces bad smell and the free movement of houseflies. It does not have a vent pipe and a screen. Recommended distance for a pit latrine: 30 metres from a water source (to prevent water contamination), 10 metres from a residential house, kitchen/hotel, or main road (to prevent bad smell and houseflies reaching people/food).  <i>An ordinary pit latrine structure</i>	• The learner; states the characteristics of an ordinary pit latrine correctly.	• The learner; states the recommended distances for siting a pit latrine and their reasons.	• Critical thinking • Health conscio usness	• Explanation • Discussion • Question and answer	• Stating characteristic s of an ordinary pit latrine • Stating recommende d distances for a pit latrine and their reasons	• Chalkboa rd illustratio ns	Sure key Bk 6, pg.2 02	
6	1	HUMAN HEALTH	SANITATION	The water closet/wa ter-borne toilets	The water closet/water-borne toilets Water closets are also called flush toilets because water is used to wash away faeces and urine from the bowl. A toilet is a water-borne facility for disposing human wastes. Examples of water closet toilets: the Western flush toilet (a seated bowl with an attached cistern) and the Oriental	• The learner; names examples of water closet toilets correctly.	• The learner; explains why water closets are called flush toilets.	• Critical thinking • Hygiene	• Explanation • Discussion • Question and answer	• Naming examples of water closet toilets • Explaining why they are called flush toilets	• Chalkboa rd illustratio ns	Sure key Bk 6, pg.2 05	

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						LANGUAGE	SUBJECT						
					flush toilet (a squatting pan connected to a raised cistern).  <i>The Western flush toilet and the Oriental flush toilet</i>								
	2			Revision — Types of latrines and toilets	Revision — Types of latrines and toilets Revision of the four types of latrines/toilets covered: VIP latrine, ecosan latrine, ordinary pit latrine, and the water closet, comparing their characteristics, advantages and disadvantages. Example: Compare a VIP latrine and an ordinary pit latrine — a VIP latrine has a vent pipe and screen while an ordinary pit latrine has neither, relying instead on a lid to reduce smell and houseflies.	The learner; recalls vocabulary about latrines and toilets correctly.	The learner; compares the different types of latrines and toilets covered.	- Critical thinking - Self-evaluation	- Revision exercise - Question and answer	- Comparing the different types of latrines and toilets - Answering revision questions	- Revision exercise sheet - Chalkboard illustrations	Sure key Bk 6, pp.200-205	
	3			Puberty and adolescence	Puberty and adolescence Puberty is the stage of growth and development at which a person's reproductive organs mature and become capable of reproduction. Adolescence is the period of life between childhood and adulthood, characterised by rapid physical, emotional and mental changes. Puberty in girls usually begins earlier (around 9-14 years) than in boys (around 11-16 years).	The learner; defines puberty and adolescence correctly.	The learner; states the approximate age range for puberty in boys and girls.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining puberty and adolescence - Stating the age range of puberty in boys and girls	Chalkboard illustrations	Sure key Bk 6, pg.209	

W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REMARK
						LANGUAGE	SUBJECT						
	4			Primary sex changes	Primary sex changes Primary sex changes are changes directly related to the reproductive organs becoming functional at puberty. In boys, the testes begin producing sperms. In girls, the ovaries begin releasing eggs (ova) and menstruation begins. These changes mark the beginning of a person's ability to reproduce.	The learner; defines primary sex changes correctly.	The learner; states the primary sex changes that occur in boys and girls.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining primary sex changes - Stating the primary sex changes in boys and in girls	Chalkboard illustrations	Sure key Bk 6, pg.2 09	
	5			Secondary sex changes	Secondary sex changes Secondary sex changes are physical body changes that occur at puberty but are not directly part of the reproductive organs. In boys: growth of facial/pubic hair, deepening of the voice, broadening of shoulders, growth of the Adam's apple. In girls: development of breasts, widening of hips, growth of pubic/underarm hair, and a softer skin texture.	The learner; defines secondary sex changes correctly.	The learner; states the secondary sex changes that occur in boys and girls.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining secondary sex changes - Stating secondary sex changes in boys and girls	Chalkboard illustrations	Sure key Bk 6, pg.2 09	
7	1	HUMAN BODY	THE REPRODUCTIVE SYSTEM	Reproductive organs — Male reproductive system	Reproductive organs — Male reproductive system Structure of the male reproductive system: prostate gland, sperm duct, urethra, penis, seminal vesicle, epididymis, testis, and scrotum. Testes produce sperms and testosterone hormone. Testes hang outside the body because sperm production requires a temperature slightly lower than normal body temperature (34°C to 36°C).	The learner; names the parts of the male reproductive system correctly.	The learner; states the functions of the parts of the male reproductive system.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Naming the parts of the male reproductive system - Stating the function of each part	Chalkboard illustrations	Sure key Bk 6, pg.2 11	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
					 <i>The structure of the male reproductive system</i>								
	2			Reproduc tive organs — Female reproducti ve system	Reproductive organs — Female reproductive system Structure of the female reproductive system: oviduct/fallopian tube, ovary, uterus/womb, cervix and vagina. Ovaries produce ova and hormones (oestrogen and progesterone). The oviduct is where fertilization takes place. The uterus is where implantation and development of the foetus occur. The vagina is where copulation takes place and is the passage for the baby during childbirth. Seminal vesicle. It produces semen. Urethra. It is a passage of semen containing sperms. Penis. It is used for depositing semen into the vagina. The structure of the female reproductive system.  <i>The structure of the female reproductive system</i>	• The learner; names the parts of the female reproductive system correctly.	• The learner; states the functions of the parts of the female reproductive system.	• Critical thinking • Self-awareness	• Explanation • Discussion • Question and answer	• Naming the parts of the female reproductive system • Stating the function of each part	• Chalkboard illustrations	Sure key Bk 6, pg.2 12	

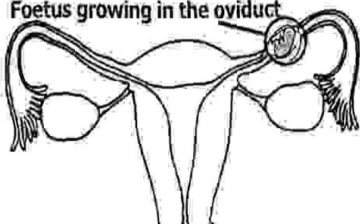
W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
	3			Reproduc tive cells (gametes)	Reproductive cells (gametes) Reproductive cells are called gametes; they are produced by gonads. The male gamete is a sperm, produced by the testes. The female gamete is an ovum (egg), produced by the ovaries. Gametes carry genetic information from parents to offspring; when male and female gametes fuse, a new individual begins to form.	The learner; defines a gamete correctly.	The learner; names the male and female gametes and their source organs.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining a gamete - Naming the male and female gametes and where they are produced	Chalkboard illustrations	Sure key Bk 6, pg.2 12	
	4			Fertilizati on	Fertilization Fertilisation is the fusion of male and female gametes to form a zygote. In humans, fertilization is internal and takes place in the oviduct. The immediate result after fertilization is the formation of a zygote. During fertilization, many sperms swim through the uterus, but only one successful sperm fuses with the egg; the egg membrane then hardens to prevent any more sperm from entering, leaving the sperm's tail behind. The immediate result after fertilization is the formation of a zygote  FERTILISATION The process of fertilization, from sperm swimming through the uterus to the fusion of male and female nuclei	The learner; defines fertilization correctly.	The learner; explains the process of fertilization in humans.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining fertilization - Explaining the process of fertilization	Chalkboard illustrations	Sure key Bk 6, pg.2 14	

WK	PD	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REM
						LANGUAGE	SUBJECT						
	5			Conception, implantation and pregnancy	Conception, implantation and pregnancy Conception is successful fertilization in the oviduct. Implantation is the attachment of the zygote to the uterus. These processes occur in order: ovulation, fertilisation, conception and implantation. Pregnancy is the period from fertilisation to birth. The gestation period of a woman is 9 months (270 days) — the length of pregnancy.	The learner; defines conception, implantation and pregnancy correctly.	The learner; states the order in which reproduction processes occur, and the gestation period.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Defining conception, implantation and pregnancy - Stating the order of reproduction processes and the gestation period	Chalkboard illustrations	Sure key Bk 6, pg.2 14	
8	1	HUMAN BODY	THE REPRODUCTIVE SYSTEM	The developing foetus	The developing foetus The developing foetus in the mother's womb is surrounded by amniotic fluid inside the amnion (amniotic sac), which protects it from injury. The placenta attaches the foetus to the uterus and exchanges nutrients, oxygen and waste between mother and foetus. The umbilical cord connects the foetus to the placenta, carrying blood, nutrients and oxygen to the foetus and removing waste products. Gestation period is the length of pregnancy.  <i>A developing foetus in the mother's womb, showing the placenta, umbilical cord and amniotic fluid</i>	The learner; names the parts surrounding a developing foetus correctly.	The learner; states the functions of the placenta and umbilical cord.	- Critical thinking - Self-awareness	- Explanation - Discussion - Question and answer	- Naming the parts surrounding a developing foetus - Stating the functions of the placenta and umbilical cord	Chalkboard illustrations	Sure key Bk 6, pg.2 14	

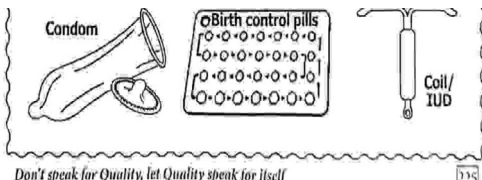
W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
	2			Reproduc tive health and problems in pregnanc y	Reproductive health and problems in pregnancy Reproductive health is the state of being free from diseases and disorders of the reproductive system, and free from problems related to reproduction. Problems in pregnancy: anaemia, excessive and frequent vomiting, backache, and heartburns. Pregnant mothers should attend ante-natal care, receive T.T vaccine, and feed on food rich in proteins.	• The learner; defines reproductive health correctly.	• The learner; states common problems experienced during pregnancy and how to manage them.	• Critical thinking • Health consciousness	• Explanation • Discussion • Question and answer	• Defining reproductive health • Stating common problems experienced during pregnancy	• Chalkboard illustrations	Sure key Bk 6, pg.2 17	
	3			Teenage pregnanc y — Meaning and factors	Teenage pregnancy — Meaning and factors Teenage pregnancy is the pregnancy acquired by a girl below the age of twenty years. Factors that may lead to teenage pregnancy: peer influence into early sex, failure to provide basic needs to girls by parents, rape or defilement, and lack of proper guidance and counselling to adolescents. These factors often act together, putting adolescent girls at higher risk when protective guidance from parents and the community is lacking.	• The learner; defines teenage pregnancy correctly.	• The learner; states factors that may lead to teenage pregnancy.	• Critical thinking • Self-awareness	• Explanation • Discussion • Question and answer	• Defining teenage pregnancy • Stating factors that may lead to teenage pregnancy	• Chalkboard illustrations	Sure key Bk 6, pg.2 17	
	4			Consequen ces and preventio n of teenage pregnanc y	Consequences and prevention of teenage pregnancy Consequences/dangers of teenage pregnancy: leads to school dropouts, causes stigmatization, causes birth complications, leads to forced marriage, and may lead to death due to attempted abortion. Ways of preventing teenage pregnancy: abstaining from pre-marital sex, educating adolescents about the	• The learner; states the consequences of teenage pregnancy correctly.	• The learner; explains ways of preventing teenage pregnancy.	• Critical thinking • Decision making • Self-control	• Explanation • Discussion • Question and answer	• Stating the consequences of teenage pregnancy • Explaining ways of preventing teenage pregnancy	• Chalkboard illustrations	Sure key Bk 6, pg.2 18	

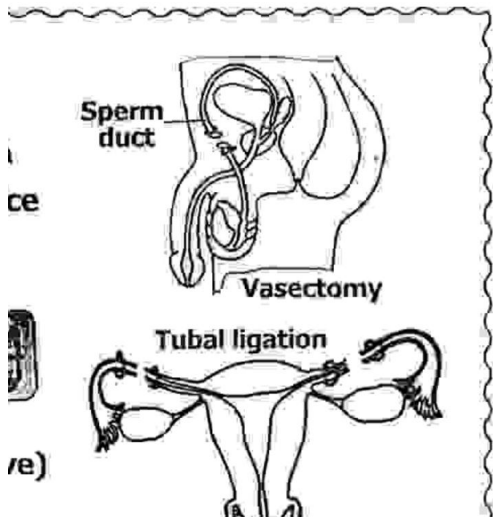
W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REM
						LANGUAGE	SUBJECT						
					dangers of teenage pregnancy, keeping away from bad peer groups, reporting cases of rape, and educating adolescents about body growth and changes.								
	5			Life skills to safeguard adolescents; caring for reproductive organs	Life skills to safeguard adolescents; caring for reproductive organs Life skills to safeguard adolescents against teenage pregnancy: decision making, self-control, assertiveness, peer resistance, self-esteem and self-awareness. Ways of caring for reproductive organs: washing the reproductive organs regularly, abstaining from pre-marital sex, early treatment of diseases of the reproductive system, shaving overgrown pubic hair, and wearing clean and dry underwear.	The learner; names life skills that safeguard adolescents correctly.	The learner; states ways of caring for the reproductive organs.	- Self-esteem - Self-awareness - Assertiveness	- Explanation - Discussion - Question and answer	- Naming life skills that safeguard adolescents against teenage pregnancy - Stating ways of caring for reproductive organs	Chalkboard illustrations	Sure key Bk 6, pg.2 18	
9	1	HUMAN BODY	THE REPRODUCTIVE SYSTEM	Common diseases of the reproductive system (STIs) — Gonorrhoea and Syphilis	Common diseases of the reproductive system (STIs) — Gonorrhoea and Syphilis Common diseases that affect the reproductive system (STIs) include gonorrhoea, syphilis, chancroids, candidiasis, genital herpes, genital warts, trichomoniasis and cervical cancer. Signs of syphilis and related STIs include itching body rash, mouth and throat sores, swollen joints and lymph nodes, mild fever, ring patches on the skin, loss of hair on the head, and madness if left untreated.	The learner; names diseases that affect the reproductive system correctly.	The learner; states the signs and symptoms of syphilis.	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	- Naming diseases that affect the reproductive system - Stating the signs and symptoms of syphilis	Chalkboard illustrations	Sure key Bk 6, pg.2 18	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
	2			Candidiasis and Trichomoniasis	Candidiasis and Trichomoniasis Candidiasis/thrush is caused by a fungus called candida, spread through poor personal hygiene. Signs: itching of private parts, burning pain when urinating, sore genital organs, smelly discharge from the vagina. Prevention: keep private parts clean and dry, wash reproductive parts regularly, keep latrines clean, treat infected people with fungicides. Trichomoniasis is caused by protozoa. Signs: smelly discharge from the vagina, itching in the vagina, sometimes the discharge contains blood.	The learner; states the cause of candidiasis and trichomoniasis correctly.	The learner; states the signs, symptoms and prevention of candidiasis.	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	- Stating the cause of candidiasis and trichomoniasis - Stating the signs and prevention of candidiasis	Chalkboard illustrations	Sure key Bk 6, pg.2 20	
	3			HIV/AIDS and its spread	HIV/AIDS and its spread AIDS stands for Acquired Immune Deficiency Syndrome; it is caused by a virus called HIV (Human Immunodeficiency Virus), which destroys white blood cells, making the body unable to fight germs. Ways HIV/AIDS spreads: unprotected sexual intercourse with an infected person, sharing unsterilized sharp objects like syringes, mother-to-child transmission (through the placenta during pregnancy, through blood during breastfeeding, through blood during birth), and through cultural circumcision/genital mutilation.	The learner; states what AIDS and HIV stand for correctly.	The learner; states the ways in which HIV/AIDS spreads.	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	- Stating what AIDS and HIV stand for - Stating the ways HIV/AIDS spreads	Chalkboard illustrations	Sure key Bk 6, pg.2 20	
	4			Disorders of the female reproductive system	Disorders of the female reproductive system Disorders of the female reproductive system include misplaced uterus (uterine prolapse) — the uterus descends into or outside the vaginal	The learner; names disorders of the female	The learner; explains the causes of misplaced uterus and	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	Naming disorders of the female reproductive system	Chalkboard illustrations	Sure key Bk 6, pg.2 21	

W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	REM
						LANGUAGE	SUBJECT						
5					canal due to weakened pelvic muscles; and ectopic pregnancy — a condition where the foetus grows in the oviduct, which can be caused by gonorrhoea and causes severe pain in the lower abdomen. Both conditions require prompt medical attention to protect the woman's health. ectopic pregnancy. This is a condition in which the foetus grows in the oviduct. It is caused by gonorrhoea. It causes severe pain in the lower abdomen.  <i>Ectopic pregnancy — a foetus growing in the oviduct instead of the uterus</i>	reproductive system correctly.	ectopic pregnancy.			Explaining the causes of ectopic pregnancy			
				Disorders of the male reproductive system	Disorders of the male reproductive system Disorders of the reproductive system in males: impotence (inability to achieve or maintain an erection), premature ejaculation (ejaculation occurring sooner than desired), low sperm count (fewer than 15 million sperm per millilitre of semen), malformed sperms (abnormal shape affecting fertility), and deformed penis. Some of these disorders can affect a man's fertility and ability to father children; medical advice should be sought for proper diagnosis and treatment.	The learner; names disorders of the male reproductive system correctly.	The learner; explains the meaning of each disorder of the male reproductive system.	- Critical thinking - Health consciousness	- Explanation - Discussion - Question and answer	- Naming disorders of the male reproductive system - Explaining the meaning of each disorder	Chalkboard illustrations	Sure key Bk 6, pg.21	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
10	1	HUMAN BODY	THE REPRODUCTIVE SYSTEM	Family planning — Meaning and child spacing	Family planning — Meaning and child spacing Family planning is the use of birth control methods to decide when to have or not to have a child in a family. Birth control means preventing conception or pregnancy in women. Family planning services in Uganda are provided by The Reproductive Health Uganda. Child spacing is the reasonable time lapse between the births of children in a family. Importance to the mother: it reduces maternal anaemia, reduces maternal mortality rate, and gives the mother's body time to repair.	The learner; defines family planning and child spacing correctly.	The learner; states the importance of child spacing to the mother.	- Critical thinking - Responsible parenthood	- Explanation - Discussion - Question and answer	- Defining family planning and child spacing - Stating the importance of child spacing to the mother	Chalkboard illustrations	Sure key Bk 6, pg.2 23	
	2			Natural methods of family planning	Natural methods of family planning Natural methods of family planning include the rhythm/calendar method, the cervical mucus method (thick mucus in the cervix prevents sperms from reaching the oviduct during intercourse), and prolonged breastfeeding. Advantages of natural methods: easy and cheap to use, no side effects to the body. Disadvantages: not effective to use, illiterate women may not be able to use a thermometer for temperature-based methods.	The learner; names natural methods of family planning correctly.	The learner; states the advantages and disadvantages of natural methods of family planning.	- Critical thinking - Decision making	- Explanation - Discussion - Question and answer	- Naming natural methods of family planning - Stating advantages and disadvantages of natural methods	Chalkboard illustrations	Sure key Bk 6, pg.2 23	
	3			Artificial methods of family planning — Condoms, pills and coil	Artificial methods of family planning — Condoms, pills and coil Using condoms: blocks sperms from reaching the vagina during ejaculation. Using birth control pills: stops or reduces chances of ovulation. Using an intra-uterine device (coil/IUD): prevents	The learner; names artificial methods of family planning correctly.	The learner; explains how condoms, pills and the coil work to prevent pregnancy.	- Critical thinking - Responsible parenthood	- Explanation - Discussion - Question and answer	- Naming artificial methods of family planning - Explaining how each	Chalkboard illustrations	Sure key Bk 6, pg.2 24	

W K	P D	THEME	TOPIC	SUBTOPIC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	RE M
						LANGUAGE	SUBJECT						
4					a fertilised ovum from implanting in the uterus. Using a diaphragm: prevents semen from entering the uterus. Using foams and jellies: kill sperms to prevent fertilisation.  <i>Don't speak for Quality, let Quality speak for itself</i> <i>A condom, birth control pills, and a coil/IUD, examples of artificial family planning methods</i>					method works			
				Artificial methods of family planning — Vasectomy and tubal ligation	Artificial methods of family planning — Vasectomy and tubal ligation Vasectomy prevents sperms from reaching the vagina; it is the permanent method of family planning in men. Tubal ligation prevents the released ovum from meeting with the sperms; it is the permanent method of family planning in women. Using birth control injections (e.g. Depo-Provera) prevents pregnancy, and using implants prevents the woman from conceiving; both are temporary hormonal methods.	The learner; distinguishes vasectomy from tubal ligation correctly.	The learner; explains how vasectomy and tubal ligation work as permanent family planning methods.	- Critical thinking - Responsible parenthood	- Explanation - Discussion - Question and answer	- Distinguishing vasectomy from tubal ligation - Explaining how each permanent method works	Chalkboard illustrations	Sure key Bk 6, pg.24	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
5					 <i>Vasectomy (in men) and tubal ligation (in women), the two permanent methods of family planning</i>								
				Advantages and disadvantages of artificial methods	Advantages and disadvantages of artificial methods Advantages of artificial methods of family planning: they are effective if correctly used. Disadvantages: they are expensive to use, and they have side effects to the user's body. Users are advised to consult trained health workers to choose the method most suitable for their health condition and family planning goals.	The learner; states the advantage of artificial methods correctly.	The learner; states the disadvantages of artificial methods of family planning.	- Critical thinking - Decision making	- Explanation - Discussion - Question and answer	- Stating the advantage of artificial methods - Stating the disadvantages of artificial methods	Chalkboard illustrations	Sure key Bk 6, pg.25	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
1 1	1	HUMAN BODY	THE REPRODUCTIVE SYSTEM	Myths and misconceptions about family planning	Myths and misconceptions about family planning Myths and misconceptions about family planning: using birth control pills or injections can cause cancer; family planning increases fornication and adultery among people; vasectomy is castration of men; birth control methods should be used by women not men; using birth control methods may reduce a woman's breast milk; and the belief that 'whites want to reduce the population of Africans'. These misconceptions are not true and often discourage people from accessing family planning services; correct information from trained health workers helps to dispel them.	The learner; states myths about family planning correctly.	The learner; explains why these are misconceptions and not facts.	- Critical thinking - Communication	- Discussion - Explanation - Question and answer	- Stating myths and misconceptions about family planning - Explaining why they are not true	Chalkboard illustrations	Sure key Bk 6, pg.2 26	
	2			PIASCY messages about adolescence and reproductive health	PIASCY messages about adolescence and reproductive health PIASCY stands for Presidential Initiative on AIDS Strategy for Communication to Youth. Examples of PIASCY messages: AIDS kills and has no cure, virginity is health, avoid early marriage, abstain from sex, avoid bad touches, and do not accept gifts for sex. These messages are designed to be simple, memorable, and to guide young people towards healthy decision-making about their bodies and relationships.	The learner; states what PIASCY stands for correctly.	The learner; gives examples of PIASCY messages about adolescence and reproductive health.	- Self-awareness - Decision making	- Discussion - Explanation - Question and answer	- Stating what PIASCY stands for - Giving examples of PIASCY messages	- Chalkboard illustrations - PIASCY posters (if available)	Sure key Bk 6, pg.2 26	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
	3			Importance of PIASCY messages to school children	Importance of PIASCY messages to school children Importance of PIASCY messages to school children: they prevent school children from contracting HIV/AIDS, prevent school dropouts, help prevent teenage pregnancies among school girls, and prevent early marriages among school children. Roles of school children in promoting PIASCY: designing posters with PIASCY messages, educating fellow children about body changes at puberty, reciting poems about PIASCY messages, and acting drama about PIASCY messages.	The learner; states the importance of PIASCY messages correctly.	The learner; states the roles of school children in promoting PIASCY.	- Self-awareness - Communication - Peer education	- Discussion - Explanation - Question and answer	- Stating the importance of PIASCY messages to school children - Stating the roles of school children in promoting PIASCY	Chalkboard illustrations	Sure key Bk 6, pg.2 27	
	4			Responsible parenthood and reasons for large families	Responsible parenthood and reasons for large families Responsible parenthood means parents planning the number of children they can comfortably raise, feed, educate and provide for. Reasons why some parents produce many children: desire for a certain gender of child, cultural/traditional beliefs, need for labour on the family land, and lack of access to family planning information. Promoting responsible parenthood helps families provide adequately for every child's health, education and general wellbeing.	The learner; explains responsible parenthood correctly.	The learner; states reasons why some parents produce many children.	- Critical thinking - Responsible parenthood	- Discussion - Explanation - Question and answer	- Explaining responsible parenthood - Stating reasons why some parents produce many children	Chalkboard illustrations	Sure key Bk 6, pg.2 27	
	5			Revision — Family planning and PIASCY	Revision — Family planning and PIASCY Revision of family planning methods (natural and artificial), myths and misconceptions, and PIASCY messages, drawing together the whole reproductive health topic.	The learner; recalls vocabulary about family planning	The learner; applies knowledge of family planning methods and	- Self-evaluation - Critical thinking	- Revision exercise - Question and answer	Answering mixed revision questions on family planning and PIASCY	Revision exercise sheet	Sure key Bk 6, pp.2 23-227	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIE S	IMS	REF	R E M
						LANGUAGE	SUBJECT						
					Example: State two advantages of family planning, name one permanent method for men and one for women, and give two PIASCY messages relevant to school-going adolescents.	and PIASCY correctly.	PIASCY messages to answer questions.			• Correcting work as answers are reviewed			
1 2	1	REVISION	TERM THREE REVISION	Revision — Science at Home and in Our Community	Revision — Science at Home and in Our Community Revision of methods of making water safe (boiling, chemical treatment, filtration), preparing local salt from plant ash, and cleaning clothes. Example: State the steps followed when boiling water for drinking, and explain the importance of sorting clothes before washing.	• The learner; recalls vocabulary covered under Science at Home correctly.	• The learner; applies knowledge and skills covered under Science at Home and in Our Community.	• Self-evaluation • Critical thinking	• Revision exercise • Question and answer	• Answering mixed revision questions on Science at Home • Correcting work as answers are reviewed	• Revision exercise sheet	Sure key Bk 6, pp.1 77-186	
	2			Revision — Accidents and First Aid	Revision — Accidents and First Aid Revision of burns and scalds, fever and convulsions, near drowning, fainting, foreign bodies in passages, and poisoning. Example: State the first aid given to a casualty of near drowning, and explain why fluids are given to a poisoning victim.	• The learner; recalls vocabulary covered under Accidents and First Aid correctly.	• The learner; applies knowledge and skills covered under Accidents and First Aid.	• Self-evaluation • Critical thinking	• Revision exercise • Question and answer	• Answering mixed revision questions on Accidents and First Aid • Correcting work as answers are reviewed	• Revision exercise sheet	Sure key Bk 6, pp.1 87-196	
	3			Revision — Sanitation	Revision — Sanitation Revision of ways of promoting sanitation, and the four types of latrines/toilets: VIP latrine, ecosan latrine, ordinary pit latrine, and water closet. Example: State one characteristic of a VIP latrine, and explain why pit latrines should be built 30 metres from a water source.	• The learner; recalls vocabulary covered under Sanitation correctly.	• The learner; applies knowledge and skills covered under Sanitation.	• Self-evaluation • Critical thinking	• Revision exercise • Question and answer	• Answering mixed revision questions on Sanitation • Correcting work as answers are reviewed	• Revision exercise sheet	Sure key Bk 6, pp.1 97-205	

W K	P D	THEME	TO PI C	SUBTOP IC	CONTENT	COMPETENCE		LIFE SKILLS	METHODS	ACTIVITIES	IMS	REF	R E M
						LANGUAGE	SUBJECT						
	4			Revision — The Reproductive System	Revision — The Reproductive System Revision of puberty, sex changes, reproductive organs, fertilization, pregnancy, teenage pregnancy, diseases/disorders of the reproductive system, and family planning. Example: Name the parts of the female reproductive system, describe the process of fertilization, and state two methods of family planning.	The learner; recalls vocabulary covered under The Reproductive System correctly.	The learner; applies knowledge and skills covered under The Reproductive System.	- Self-evaluation - Critical thinking	- Revision exercise - Question and answer	- Answering mixed revision questions on The Reproductive System - Correcting work as answers are reviewed	Revision exercise sheet	Sure key Bk 6, pp.209-227	
	5			End of Term Three Assessment	End of Term Three Assessment Formal end of term written assessment covering all Term Three topics: Science at Home and in Our Community; Accidents and First Aid; Sanitation; and The Reproductive System. Example: N/A — learners sit the assessment individually and silently, applying the knowledge and skills learnt during the term.	The learner; reads and follows examination instructions correctly.	The learner; applies the knowledge and skills learnt during Term Three.	- Self-discipline - Honesty	Individual assessment	Sitting the end of term written assessment individually and silently	Examination paper	Sure key Bk 6, pp.177-227	