

St. Mary's Catholic High School (2017-2018)

MORAL EDUCATION YEAR 1 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)				
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Fairness and Affection				
	<i>Learning Outcomes</i>								
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Give a simple explanation of what is meant by fairness and unfairness and recognise a fair and an unfair situation.	Suggest how to make an unfair situation fair and recognise that an apology is required if someone has acted unfairly.	Know that affection can be given and received in different ways.	Talk about oneself in positive terms.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)					PILLAR: CULTURAL STUDIES (CUS)			
	Me and My Family					Discovering UAE Heritage Through Story Telling			
	<i>Learning Outcomes</i>								
	Use an expanded vocabulary to describe and express feelings, recognising whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety.	Talk about the things one is good at and things one finds more difficult, knowing that different people have different strengths and weaknesses, but that there are instances when one should try to improve.	Explain likes and dislikes, give reasons for one's preferences and acknowledge one can learn to like things that not everyone likes.	Identify important people and relationships, as well as the roles that family and friends have when caring for one anotheR.	Explore feelings in the context of important relationships, including family and friends.	Distinguish different forms of traditional storytelling.	Talk about the various entertainment and functional purposes of storytelling. entertainment and functional purposes of storytelling. entertainment and functional purposes of storytelling. entertainment and functional purposes of storytelling.		
REVISION									
YEAR 1	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
	PILLAR: CULTURAL STUDIES (CUS)				PILLAR: CHARACTER AND MORALITY (CM)				
	Discovering UAE Heritage Through Story Telling				Caring and Honesty				
	<i>Learning Outcomes</i>								

Term 2	Understand the significance of stories that are handed down from generation to generation, which inform our knowledge of the past.	Create and exchange stories about the self and family.	Show an emerging awareness and value of shared and national identities.	Show appreciation of others' stories.	Understand what caring means and that it can take many different forms.	Describe how one cares for the self and is independent.	Demonstrate care for others, focusing on friends and family.	Explain how to care for the school environment and the difference between honesty and dishonesty.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	PILLAR: CHARACTER AND MORALITY(CM)	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)		
Term 2	Caring and Honesty	Friendship				Intangible Heritage		
	<i>Learning Outcomes</i>							
	Use a wide range of vocabulary to express feelings objectively, without blaming others and without hurting the feelings of someone else.	Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests.	Confidently make new friends and treat friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations.	Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures.	Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour.	Explain the distinction between 'tangible' and 'intangible' heritage.	Discuss and/or write about examples of intangible heritage in the UAE.	REVISION

MORAL EDUCATION YEAR 2 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Tolerance and Respect for Difference			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Recognise that we are all different and why this is to be welcomed and respected.	Praise and celebrate special features in others.	Know who and what should be respected and to treat others the way you wish to be treated.	Identify ways to be more understanding towards others.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: CHARACTER AND MORALITY(CM)	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)		
	Tolerance and Respect for Difference	Self-identity and Working with Others				What Objects and Symbols can Tell Us		
	<i>Learning Outcomes</i>							
	Have a greater vocabulary to describe feelings.	Behaving in a way that ensures effecting learning, the benefits of school; demonstrating knowledge of one's place within school; understanding expectations; developing the ability to become adaptive in different situations (at school, playing with friends, and at home).	Recognise how actions affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities.	Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork.	Provide help and support to other students, using appropriate techniques in a range of straightforward scenarios presented demonstrating respect for a range of views and empathy for other people's feelings.	Describe the distinguishing features of a variety of artefacts (objects and symbols) from the past (or reproductions/pic tures).	Make a simple interpretation about the provenance and usage of an artefact.	REVISION

YEAR 2	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: CULTURAL STUDIES (CUS)		PILLAR: CHARACTER AND MORALITY (CM)					PILLAR: INDIVIDUAL AND COMMUNITY (IC)	
	What Objects and Symbols can Tell Us		Resilience and Perseverance					Being Healthy and Staying Well	
	<i>Learning Outcomes</i>								
	Describe in simple terms the work that archaeologists do.	Appreciate that although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today.	Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated these qualities.	Identify and talk about own strengths and use them to overcome difficulties.	Undertake a challenging project-based activity and pursue it without giving up.	Take part in giving and receiving constructive feedback with peers.	Recognise the importance of making every effort to achieve the best one can in school work and daily lives.	Understand why it is important to be healthy and what one can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)				REVISION
	Being Healthy and Staying Well				What Objects and Symbols Can Tell Us: Similarities and Differences				
	<i>Learning Outcomes</i>								
	Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve goals.	Recognise that people have a range of feelings, both positive and negative, and know how to identify what people are feeling.	Recognise, and react appropriately to, other people’s feelings, knowing when and how to care for and support others.	Use an appropriate vocabulary to express how one feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help as necessary.	Describe ways in which selected artefacts (e.g. cooking and eating utensils, coinage, items of furniture) have changed or remained the same over time, and how they relate to their present-day counterparts.	Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day.	Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols from the past.		

MORAL EDUCATION YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)				
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Equality and Appreciation				
	<i>Learning Outcomes</i>								
	Outline the overview of Moral Education Program in the UAE.	Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Describe what treating people equally means.	Distinguish between cases of treating people equally and treating people fairly.	Recognise how to respond when confronted with examples of inequality of treatment.	Explain what is meant by appreciation and how to express it in ways that are appropriate.		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)				
	Me and My World				Understanding UAE Culture				
	<i>Learning Outcomes</i>								
	Demonstrate an awareness of the world and where one fits within it, ranging from immediate experience to community and country and be curious to find out more about the wider world.	Explain which people and things matter (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter.	Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage.	Take action to protect the environment using communication skills to work with others and engage them in this action, use problem-solving skills to overcome challenges and show commitment and persistence to complete the task.	Explain and give a range of examples of 'culture'.	Describe own cultural identity and talk about what has influenced it.	Conduct simple cultural mapping.		
									REVISION

YEAR 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: CULTURAL STUDIES (CUS)		PILLAR: CHARACTER AND MORALITY (CM)				PILLAR: INDIVIDUAL AND		
	Understanding UAE Culture		Thoughtfulness and Co-Operation				Being Brave and Staying Safe		
	<i>Learning Outcomes</i>								
	Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.	Identify and explain aspects of Emirati culture in general, and one's own individual cultural identity in particular, to peers and the teacher.	Act in ways that demonstrate what it means to be thoughtful and show consideration for others.	Show a greater understanding of how one's actions affect the feelings of others.	Understand why co-operative working is important and how group activities should be conducted.	Work effectively as a member of a group.	Understand what it means to take responsibility for behaviour and identify when and how one's behaviour may be upsetting others and how being honest about actions can benefit others.	Understand what bullying is and be able to describe the main elements: why people bully others, the characteristics of bullies, different forms of bullying, the power imbalance, how bullying can be stopped.	
	WEEK 25		WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)					
	Being Brave and Staying Safe			Understanding UAE Culture (part 2)					
	<i>Learning Outcomes</i>								
	Understand how it might feel to be a target of, or a witness to, bullying.	Recognise when and how to tell someone about bullying and have the courage to speak out.	Understand how to keep oneself safe online, using basic IT skills to manage safety and using caution to assess interactions and situations that may be unsafe.	Explain how exploring cultural diversity helps both to define your own culture and also to appreciate that of others.	Identify a range of cultural diversity within the UAE.	Describe and make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere.	Discuss some of the challenges and benefits of living in a culturally diverse society.	REVISION	
	WEEK 25		WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32

MORAL EDUCATION YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Compassion and Empathy			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Explain, and give examples of, the key qualities of compassion, empathy, respect and tolerance.	Discuss occasions in which students have shown or not shown, compassion and tolerance towards others.	Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance.	Understand why self-respect is a necessary part of respecting others.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)			
	Growing Up and Wellbeing				Trade, Travel and Communication's Influence on Culture			
	<i>Learning Outcomes</i>							
	Know how one can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing.	Understand the challenges of growing up, maturing, and learning to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive.	Understand what wellbeing means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional, without striving to meet unrealistic notions of 'happiness' that may be portrayed in the media.	Identify who to ask for help to deal with change and loss, drawing on support from the community.	Identify where and how overland and sea-trade routes and cities developed in the region.	Explain the various goods that were traded along these routes.	Describe ways in which the trade routes were important beyond the movement of goods.	REVISION
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	PILLAR: CULTURAL STUDIES (CUS)		PILLAR: CHARACTER AND MORALITY (CM)					
	Trade, Travel and Communication's Influence on Culture		Peace and Responsibility					
	<i>Learning Outcomes</i>							
	Discuss and/or write about what life was like along the trade routes and in the cities.	Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.	Show a greater understanding of how to solve conflicts at home and at school.	Understand and explain that communication is the key to conflict resolution.	Demonstrate, independently a compromise and notice when a conflict could happen and do what they can to prevent it.	Make and act upon appropriate and sensible decisions.	Recognise the consequences of their actions.	Describe how they show social responsibility and take care of themselves and their property.

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)					REVISION
	Helping and Making a Difference			Trade, Travel and Communication's Influence on Culture					
	<i>Learning Outcomes</i>								
	Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities.	Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships.	Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic.	Identify aspects of trade, commerce and communications in modern-day UAE.	Work at a basic level with some of the concepts that are part of acquiring economic literacy.	Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings to their peers.	Explain the benefits and challenges offered by new means of communication.		

MORAL EDUCATION YEAR 5 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Cognitive and Emotional Empathy			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.	Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Explain the meaning of care, kindness and generosity to other students and the teacher, including examples of situations in which students (or people they know) have demonstrated these values in everyday life.	Tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity.	Restate succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify.	Guess the feelings of different people (or characters in a story) who find themselves in an ethical dilemma.	
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							
	Taking Responsibility for Oneself and Others							
	<i>Learning Outcomes</i>							
	Recognise the factors that affect confidence and self-esteem, and how to develop their resilience	Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth positively or negatively.	Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support.	Demonstrate an awareness of environmental issues locally and at a national and global level	Understand how one affects and influences environmental issues, including how to can take practical action on issues such as recycling, litter and noise.			
REVISION								

YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: CIVIC STUDIES (CIS)							PILLAR: CHARACTER AND MORALITY (CM)	
	Settlement, Family and Kinship in the UAE							Moral Character and Virtue Ethics	
	<i>Learning Outcomes</i>								
	Describe and explain the main changes that have taken place with people coming to and settling in the UAE.		Describe and explain the main changes that have taken place with families and family groupings			Explain and discuss relevant concepts and terminology.	Appreciate the importance and value to the individual of family and kinship bonds.	Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealing with other people (perhaps their classmates)	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: CHARACTER AND MORALITY (CM)		PILLAR: INDIVIDUAL AND COMMUNITY (IC)						
	Moral Character and Virtue Ethics		Ethics in Sport and Leisure						
	<i>Learning Outcomes</i>								
	Engage in a discussion about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person')	Recognise that it is possible for humans to change for the better – that is, to develop their moral character – and that nobody is inherently a good or bad person.	Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth, drawing on examples of inspirational Olympians.			Make informed decisions on how to use leisure time most effectively by providing evidence of increased participation in the local community.	Confidently debate ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied.		
	REVISION								

MORAL EDUCATION YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Equality and Justice as Fairness			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality in outcomes)	Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community.	Understand the importance and contested nature of reasoning about how one might go about deciding what is fair.	Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)
		WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)					PILLAR: CIVIC STUDIES (CIS)		
	Physical Health and Diet					How the UAE Grew Into the Diverse and Inclusive Society that it is Today		
	<i>Learning Outcomes</i>							
	Recognise the responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.		Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water.	Analyse and consider the concepts of individual and collective responsibility in relation to health within the context of a community-based project or resource, such as sports facilities or health centres.	Talk about examples of global health concerns, such as malaria and malnutrition, the factors that increase the spread of diseases, including the impact of poverty, and how health concerns are tackled.	Explain and give examples of what is meant by terms such as ‘multiculturalism’, ‘diversity’, ‘cultural heritage’ and ‘inclusivity’.	Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage.	REVISION
	YEAR 6	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23

Term 2	PILLAR: CIVIC STUDIES (CIS)		PILLAR: CHARACTER AND MORALITY (CM)				PILLAR: INDIVIDUAL	
	How the UAE Grew Into the Diverse and Inclusive Society that it is Today		Respect and Tolerance in a Diverse Society				Mental Health	
	<i>Learning Outcomes</i>							
	Discuss with peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.	Evidence 'cultural competence' by participating in a school or community-based activity or event.	Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people.	Give reasons why it is important to respect the beliefs, values and traditions of others.	Articulate own prejudices and provide strategies to overcome the prejudices.	Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.	Explain that mental health not just a physical condition but also a mental one and that they have a responsibility to care for one's mental health as well as physical health and understand the links between them.	
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							REVISION
	Mental Health							
	<i>Learning Outcomes</i>							
	Understand how to be mentally healthy and resilient and the way to support their resilience – through organising and managing their learning, support from family and friends, participation in arts, sport and music – as well as the risk factors, such as isolation, substance abuse and risky behaviour.	Know how to access and use more structured support such as mindfulness, peer support and formal counselling.	Explain how and who to ask for help and advice when concerned about mental health issues.	Be reflective of what causes stress or mood changes, have strategies to manage those conditions, and understand how others may behave when stressed and how to be supportive in their responses.	Understand that mental ill health can affect anyone; it is not something to stigmatise – know about the nine basic types of mental health issues young people experience and what they need to look out for if someone is at risk.			

MORAL EDUCATION YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Individual Moral Responsibilities, Duties and Obligations			
	<i>Learning Outcomes</i>							
Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Tell others what key responsibilities and duties one has towards the students' own class.	Demonstrate awareness of, and ability to discuss, responsibilities and duties as daughters and sons in the context of daily family life.	Name and justify basic moral rules, such as: it is wrong to steal; it is wrong to tell lies; it is right to keep promises.	Reason about 'the right thing to do', applying one or more of the moral rules discussed during the unit, for example as a response to the question: when might a student have a moral duty to disobey a command given by a teacher? (Here one possible response would be that the teacher required the student to do something that discriminated against another student.)	

MORAL EDUCATION YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)				
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Morality in the Context of Communities				
	<i>Learning Outcomes</i>								
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Explain what a community is and why being a member of at least one community or social group is important to most people.		Name the main types of communities and social groups in UAE.	Give an account of (at least) one community or social group to which they, as individuals, belong and specify some of the shared values and duties of the participants in that community or group..	Explain the meaning of social cohesion and indicate why it might be an important value for the communities and groups that the students belong to.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: CHARACTER AND MORALITY (CM)		PILLAR: INDIVIDUAL AND COMMUNITY (IC)						
	Morality in the Context of Communities		Valuing Diversity						
	<i>Learning Outcomes</i>								
	Discuss with other students why it might be valuable to promote social cohesion both in the groups to which the students belong and more generally in the wider society of the UAE.		Evaluate understanding of diversity and equality within the community and across the UAE and the challenges that emerge (including how the media handle them), and articulate what equality means in practice and the benefits that diversity can bring to communities.	Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice.	Recognise that they too may have individual prejudices which can be explored and overcome.	Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome.	Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds and how they can be included in communities and societies.	REVISION	

YEAR 8	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)	PILLAR: CIVIC STUDIES (CIS)				PILLAR: CHARACTER AND MORALITY (CM)			
	Valuing Diversity	The Growth of Consultative Governance in the UAE				Morality in the Context of States			
	<i>Learning Outcomes</i>								
	Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learnt from these examples.	Identify key developments in the growth of consultative government at local and national levels within the UAE.	Discuss the ways and extent to which the UAE's traditional political heritage based on consensus continues to be part of the modern state.	Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus.		Define 'state' and 'government'.	Different, historical forms of government and main forms of government in contemporary states around the world.	Put forward a reasonably well-justified argument about the key characteristics of a good government.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: CHARACTER AND MORALITY (CM)	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							
	Morality in the Context of States	Dealing with Conflict							
	<i>Learning Outcomes</i>								
	Discuss the role of government in increasing/ decreasing the level of social equality and cohesion in a country such as the UAE	Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where students are asked to make decisions based on different levels of conflict that they may find themselves in.		Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e. refugee crises).	Develop an understanding of why external conflicts take place and how conflict resolution strategies and diplomacy can be effective in bringing about an end to conflict.	Provide advice to others on how to manage internal conflict and cope with external forces that are out of their control.	Recognise how to use conflict resolution strategies such as being open and honest and respecting the views of others who may have different values and beliefs.		REVISION

MORAL EDUCATION YEAR 9 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Introduction to Global Ethics			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Explain what is meant by 'ethics' and ethical enquiry in the context of international relations.		Discuss the UAE's relations with other states and its role in international organisations and other global forums.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							
	Financial Awareness							
	<i>Learning Outcomes</i>							
	Make informed decisions on how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios.		Develop entrepreneurial skills by being asked to invest in a 'business' – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures.		Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises/third world countries and corrupt leaders).		Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy.	
	REVISION							

YEAR 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)				PILLAR: CIVIC STUDIES (CIS)
Term 2	Financial Awareness			What Should be Preserved and How				Governments, Authority and the Judiciary
	<i>Learning Outcomes</i>							
	Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy.	Provide evidence of having acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries.		Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity		Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value		Describe the main features, principal bodies and activities of government and the judiciary within the UAE
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: CIVIC STUDIES (CIS)							
	Governments, Authority and the Judiciary System in the UAE			Being an Active Citizen (part 1)				
	<i>Learning Outcomes</i>							
	Describe the main features, principal bodies and activities of government and the judiciary within the UAE	Identify significant changes in the political system since the establishment of the Federation		Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.	Identify how one can make a positive difference to the local community and wider society.	Demonstrate personal skills such as leadership and good teamwork.		

MORAL EDUCATION YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		FOUR PILLARS OF MORAL EDUCATION		PILLAR: CHARACTER AND MORALITY (CM)			
	What is Moral Eduaction? and Why is Moral Education Important?		The Four Pillars and the Underpinning of Teaching and Learning Moral Education		Introduction to Global Ethics			
	<i>Learning Outcomes</i>							
	Outline the overview of Moral Education Program in the UAE.		Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.		Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere).		Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
PILLAR: INDIVIDUAL AND COMMUNITY (IC)								
Financial Awareness								
<i>Learning Outcomes</i>								
	Make informed decisions on how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios.		Develop entrepreneurial skills by being asked to invest in a 'business' – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures.		Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises/third world countries and corrupt leaders).		Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy.	
								REVISION

YEAR 10	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)				PILLAR: CIVIC STUDIES (CIS)	
	Financial Awareness			What Should be Preserved and How				Governments, Authority and the Judiciary	
	<i>Learning Outcomes</i>								
	Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy.	Provide evidence of having acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries.		Recognise the various threats to cultural heritage.	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.		Evaluate the role one can play in preserving heritage and how they can contribute.	Understand how the work of government seeks to implement the principles expressed in the constitution.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: CIVIC STUDIES (CIS)								
	Governments, Authority and the Judiciary System in the UAE			Being an Active Citizen (part 1)					
	<i>Learning Outcomes</i>								
	Understand how the work of government seeks to implement the principles expressed in the constitution.	Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar		Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.	Identify how one can make a positive difference to the local community and wider society.	Demonstrate personal skills such as leadership and good teamwork.			REVISION