

# St. Mary's Catholic High School (2019-2020)

## 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	<i>INTRODUCTION TO MORAL EDUCATION</i>		<i>PILLAR: CHARACTER AND MORALITY (CM)</i>				<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>				
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: FAIRNESS AND AFFECTION</b>				<b>UNIT 2: MY FAMILY AND I</b>				
			<b>Module 1</b>				<b>Module 2</b>				
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>Everyone Around Me</b>	<b>Affection and Appreciation</b>	<b>What is Fairness?</b>	<b>I Am Sorry</b>	<b>My Family</b>	<b>The Importance of Expressing Feelings</b>			
	<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.	Enumerate the important people in one's life and talk about oneself in positive terms.	Recognise that affection can be given and received in different ways.	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.	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.			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16			
Term 1	<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>			<i>PILLAR: CULTURAL STUDIES (CUS)</i>							
	<b>UNIT 2: MY FAMILY AND I</b>			<b>UNIT 3: DISCOVERY OF UAE HERITAGE THROUGH STORY TELLING</b>							
	<b>Module 2</b>			<b>Module 3</b>							
	<b>Ways of Expressing Feelings</b>	<b>I Like! I Dislike</b>	<b>What Am I Good At?</b>	<b>What Do We Know About Storytelling?</b>	<b>Traditional Storytelling</b>	<b>Discovering UAE Heritage Through Storytelling</b>	<b>The Storyteller</b>	<b>REVISION</b>			
	<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.	Explain likes and dislikes, give reasons for one's preferences and acknowledge one can learn to like things that not everyone likes.	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.	Talk about the various entertainment and functional purposes of storytelling.	Distinguish different forms of traditional storytelling.	Explore the significance of stories that are handed down from generation to generation, which inform our knowledge of the past.	Describe the characteristics of a storyteller.				
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24			
<i>PILLAR: CHARACTER AND MORALITY (CM)</i>					<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>						
<b>UNIT 4: CARING AND HONESTY</b>					<b>UNIT 5: FRIENDSHIP</b>						
<b>Module 4</b>					<b>Module 5</b>						
<b>Caring for Ourselves</b>	<b>Caring for Others</b>	<b>Caring for the School Environment</b>	<b>Being Honest</b>	<b>Exploring Honesty Through Storytelling</b>	<b>I Love Being with My Friends</b>	<b>The Real Friend</b>	<b>I Make New Friends</b>				
<i>Learning Outcomes</i>											

Term 2	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.	Explain the difference between honesty and dishonesty.	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.	Discuss ways to 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.	Confidently make new friends and discuss ways friends could be different and learn to accept these differences.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
	PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>		PILLAR: <i>CULTURAL STUDIES (CUS)</i>						REVISION
Term 2	UNIT 5: FRIENDSHIP		UNIT 6: MORAL HERITAGE						
	Module 5		Module 6						
	A Friendship Without Troubles! Is It Possible?	Respecting Others	What is Heritage?	Intangible Heritage in the UAE (1)	Intangible Heritage of the UAE (2)	Intangible Heritage Around the World	Tangible Heritage		
	Learning Outcomes								
Demonstrate ways to care for friends and discuss ways to resolve conflicts.	Show respect for a range of people and roles and recognise that certain situations and objects also require respectful behaviour.	Define heritage and distinguish the difference between tangible and intangible heritage.	Enumerate examples of intangible heritage in the UAE.	Discuss and/or write about examples of intangible heritage in the UAE.	Name some intangible heritage they know from other countries.	Describe things they learned from the tangible heritage in UAE.			

## 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		PILLAR: <i>CHARACTER AND MORALITY (CM)</i>						PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>
	IMPORTANCE OF MORAL EDUCATION	THE FOUR PILLARS OF MORAL EDUCATION	UNIT 1: TOLERANCE AND RESPECT FOR DIFFERENCE						UNIT 2: SELF-IDENTITY AND WORKING WITH OTHERS
			Module 1						Module 2
	What is Moral Education? and Why is Moral Education Important?	The Four Pillars and the Underpinning of Teaching and Learning Moral Education	Difference and Uniqueness	Respect is a Duty	How Would You Like to be Treated?	Helping Others Feel Good	Put Yourself in My Shoes	Good Morning, School!	
	Learning Outcomes								
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.	Examine who and what should be respected and treat others the way you wish to be treated.	Identify ways to be more understanding towards others.	Have a greater vocabulary to describe feelings.	Behave in a way that ensures effect in learning, the benefits of school; demonstrate knowledge of one's place within school; develop the ability to become adaptive in different situations (at school, playing with friends, and at home).		

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>				PILLAR: <i>CULTURAL STUDIES (CUS)</i>				REVISION
	UNIT 2: SELF-IDENTITY AND WORKING WITH OTHERS				UNIT 3: WHAT CAN ARTEFACTS AND SYMBOLS TELL US?				
	Module 2				Module 3				
	At School with My Friends	How Can We Work Together?	How Can I Help?		We Are Detail Detectives (Part 1)	We Are Detail Detectives (Part 2)	A Visit to the Museum		
	Learning Outcomes								
	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/pictures).	Make a simple interpretation about the provenance and usage of an artefact.	Recognise the creativity and inventiveness of our ancestors.		
Year 2	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	PILLAR: <i>CULTURAL STUDIES (CUS)</i>		PILLAR: <i>CHARACTER AND MORALITY (CM)</i>					PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>	
	UNIT 3: WHAT CAN ARTEFACTS AND SYMBOLS TELL US?		UNIT 4: RESILIENCE AND PERSEVERANCE					UNIT 5: BEING HEALTHY AND STAYING WELL	
	Module 3		Module 4					Module 5	
	A Visit to the Museum	We Are Archaeologists	A Good Start	Perseverance	Resilience	What I Find Difficult	The Final Version	Healthy Eating, Healthy Body	
	Learning Outcomes								
	Recognise the creativity and inventiveness of our ancestors.	1. Describe in simple terms the work that archaeologists do. 2. Appreciate that although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today.	Identify and talk about own strengths and use them to overcome difficulties.	1. Discuss what is meant by resilience and perseverance. 2. Undertake a challenging project-based activity and pursue it without giving up.	Identify some individuals and groups of people in the UAE who have demonstrated remarkable resilience in their everyday lives.	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.	Explain 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: <i>INDIVIDUAL AND COMMUNITY (IC)</i>				PILLAR: <i>CULTURAL STUDIES (CUS)</i>				REVISION
	UNIT 5: BEING HEALTHY AND STAYING WELL				UNIT 6: WHAT ARE THE MEANINGS OF ARTEFACTS AND SYMBOLS? "SIMILARITIES AND DIFFERENCES"				
	Module 5				Module 6				
	Exercise and Sound Body	Different Situations and Changing Feelings	I Understand Others' Feelings	What's the Solution?	Evolution of Artefacts and Their Uses	Evolution of National Symbols (1)	Beauty and Wonder Both in Our Past and Our Present-day		
	Learning Outcomes								

Term	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 feels 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.	<b>REVISION</b>
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## 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	<i>INTRODUCTION TO MORAL EDUCATION</i>		<b>PILLAR: CHARACTER AND MORALITY (CM)</b>					<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>	
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: EQUALITY AND APPRECIATION</b>					<b>UNIT 2: ME AND MY WORLD</b>	
			<b>Module 1</b>					<b>Module 2</b>	
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>Equality - Am I a Fair Person?</b>	<b>Discrimination</b>	<b>Confronting Discrimination</b>	<b>Equality or Justice</b>	<b>Appreciation and Gratitude</b>	<b>My Place in the World</b>	
	<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.	Identify personal situations from Equality to Justice and between Justice and Equality.	Explain what is meant by appreciation and how to express it in ways that are appropriate.	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.	
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
Term 1	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>				<b>PILLAR: CULTURAL STUDIES (CUS)</b>				
	<b>UNIT 2: ME AND MY WORLD</b>				<b>UNIT 3: UNDERSTANDING UAE CULTURE (PART 1: UNIQUENESS)</b>				
	<b>Module 2</b>				<b>Module 3</b>				
	<b>What Do I Know About Where I Live?</b>	<b>I Take Care of My World</b>	<b>Risks Threatening Our World</b>	<b>Environment Protection Project</b>	<b>What Do We Mean by Culture?</b>	<b>Emirati Culture (1)</b>	<b>Emirati Culture (2)</b>	<b>REVISION</b>	
	<i>Learning Outcomes</i>								
	Give reasons why these things (traditions, places, heritage, nature, values, customs, etc.) are important, and show care, value and respect for things that matter.	Explain which people and things matter (including traditions, customs, places, heritage, nature, values, etc.)	Explain 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.	Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.		
Year 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
	<b>PILLAR: CULTURAL STUDIES (CUS)</b>		<b>PILLAR: CHARACTER AND MORALITY (CM)</b>				<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>		

Term 2	<b>UNIT 3: UNDERSTANDING UAE CULTURE (PART 1: UNIQUENESS)</b>		<b>UNIT 4: CONSIDERATION FOR OTHER'S FEELINGS AND COOPERATION</b>				<b>UNIT 5: BEING BRAVE AND STAYING SAFE</b>	
	<b>Module 3</b>		<b>Module 4</b>				<b>Module 5</b>	
	<b>How the UAE Collectively Expresses Its Cultural Identity</b>	<b>Your Cultural Identity and Mine - Our Cultural Identity</b>	<b>We Are Thoughtful</b>	<b>We Are Good Friends</b>	<b>Let's Work Together</b>	<b>We are Great at Group Work</b>	<b>Taking Responsibility For My Actions</b>	<b>What Is Bullying?</b>
	<i>Learning Outcomes</i>							
	Conduct simple cultural mapping.	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.	Explain why co-operative working is important and how group activities should be conducted.	Work effectively as a member of a group.	Explain 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.	Discuss 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
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Term 2	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>				<b>PILLAR: CULTURAL STUDIES (CUS)</b>				<b>REVISION</b>
	<b>UNIT 5: BEING BRAVE AND STAYING SAFE</b>				<b>UNIT 6: UNDERSTANDING THE UAE CULTURE (PART 2)</b>				
	<b>Module 5</b>				<b>Module 6</b>				
	<b>Standing Up To Bullying</b>	<b>Staying Safe Online</b>	<b>Taking Responsibility For My Safety</b>	<b>Cultural Diversity in the UAE</b>	<b>Cultural Identities in the UAE</b>	<b>What is Common Between Our Culture and Other People's Culture?</b>	<b>The Benefits of Cultural Diversity and The Challenges Associated with Cultural Diversity</b>		
	<i>Learning Outcomes</i>								
	1. Assess how it might feel to be a target of, or a witness to, bullying. 2. Recognise when and how to tell someone about bullying and have the courage to speak out.	Discuss how to keep oneself safe online, using basic IT skills to manage safety.	Recognise that 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.		

## 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	<b>INTRODUCTION TO MORAL EDUCATION</b>		<b>PILLAR: CHARACTER AND MORALITY (CM)</b>				<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>	
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: COMPASSION AND EMPATHY</b>				<b>UNIT 2: GROWING UP AND WELLBEING</b>	
			<b>Module 1</b>				<b>Module 2</b>	
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>How do I respect others?</b>	<b>Compassion, Sympathy and Empathy</b>	<b>Tolerance</b>	<b>Prejudgements</b>	<b>Development of Both Mind and Body to Achieve Success</b>	
<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.	Discuss why self-respect is a necessary part of respecting others.	Explain and give examples of, the key qualities of compassion, sympathy empathy, and respect.	Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance.	Describe how stereotyping leads to discrimination.	Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>				PILLAR: <i>CULTURAL STUDIES (CUS)</i>			
	UNIT 2: GROWING UP AND WELLBEING				UNIT 3: TRADE, TRAVEL AND COMMUNICATION'S INFLUENCE ON CULTURE			
	Module 2				Module 3			
	Helping Each Other for Everyone's Benefit		Happiness is the Key to Life	Addressing Changes and Losses	The Old Ways of Trade: Where, How and Why?		Expansion of Trade Routes	
	Learning Outcomes							
Assess how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being.		Differentiate between a state of genuine well-being and one of superficial happiness.	Identify the people in the community best able to help them cope with change and loss.	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.		
Year 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	PILLAR: <i>CULTURAL STUDIES (CUS)</i>				PILLAR: <i>CHARACTER AND MORALITY (CM)</i>			
	UNIT 3: TRADE, TRAVEL AND COMMUNICATION'S INFLUENCE ON CULTURE				UNIT 4: PEACE AND RESPONSIBILITY			
	Module 3				Module 4			
	The Lives Along the Roads and Commercial Cities	Commercial Routes as Cultural Channels	Trade and the Openness of the UAE to the World	Conflict Resolution	Peer Mediators		Act Responsibly	Social Responsibility in Practice
	Learning Outcomes							
Describe ways in which the trade routes were important beyond the movement of goods.	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.	Demonstrate independently how to achieve a compromise and Identify signs of an impending conflict, and take measures to pre-empt it.		Recognise the consequences of actions.	Describe how to show social responsibility and taking care of themselves and their property.	
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 3	PILLAR: <i>INDIVIDUAL AND COMMUNITY (IC)</i>				PILLAR: <i>CULTURAL STUDIES (CUS)</i>			
	UNIT 5: HELPING AND MAKING A DIFFERENCE				UNIT 6: THE IMPACT OF TRADE, TRAVEL AND COMMUNICATIONS ON THE EMIRATI CULTURE			
	Module 5				Module 6			
	Contribution of Individuals	Making a Difference Starts with an Idea	Applying Myself to Tasks	Identifying Aspects of the UAE Economy	The Reality of Trade in the UAE	Modern Means of Communication	The Impact of Economic Expansion on Society and Environment	
	Learning Outcomes							

Term	Examine 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.	Explain 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.	Explain the benefits and challenges offered by new means of communication.	Undertake a simple analysis of the impact of economic expansion on society and environment.	<b>REVISION</b>
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## 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	<i>INTRODUCTION TO MORAL EDUCATION</i>		<i>PILLAR: CHARACTER AND MORALITY (CM)</i>					
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: INTELLECTUAL AND EMOTIONAL EMPATHY</b>					
	<i>Module 1</i>							
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>Charity, Sympathy and Generosity</b>	<b>Moral Dilemma</b>	<b>Recognising Other's Points of View</b>	<b>The Types of Empathy</b>		
	<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 meanings of benevolence, compassion and generosity. Give examples from real life, where these values have been experienced personally.	Tell 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.		
	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
Term 1	<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>					<i>PILLAR: CIVIC STUDIES (CIS)</i>		
	<b>UNIT 2: TAKING RESPONSIBILITY FOR ONESELF AND OTHERS</b>					<b>UNIT 3: SETTLEMENT, FAMILY AND KINSHIP IN THE UAE</b>		
	<i>Module 2</i>					<i>Module 3</i>		
	<b>What Do We Mean by Responsibility?</b>	<b>I Assume Self-responsibility for My Own Good</b>	<b>Commit Myself to Helping Others</b>	<b>How Can We Help Others</b>	<b>The Environment is My Responsibility</b>	<b>Early Tribal Settlements</b>	<b>Learning from the Past</b>	
	<i>Learning Outcomes</i>							
Show the importance of assuming self responsibility, social responsibility, perseverance and resilience, either at home or school.	Recognise the factors that affect confidence and self-esteem, and how to develop their resilience.	Address the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.	Show empathy and provide practical support and care for others, including people such as the elderly, and other vulnerable groups.	Demonstrate an awareness of environmental issues at the local, national and global levels and take actions that reduce these issues such as recycling and waste and noise reduction.	Describe the main changes that have taken place with people coming to and settling in the UAE.	Explain the main changes that have taken place with families and family groupings.		
	<b>WEEK 17</b>	<b>WEEK 18</b>	<b>WEEK 19</b>	<b>WEEK 20</b>	<b>WEEK 21</b>	<b>WEEK 22</b>	<b>WEEK 23</b>	<b>WEEK 24</b>

Term 2	PILLAR: CIVIC STUDIES (CIS)				PILLAR: CHARACTER AND MORALITY (CM)			
	UNIT 3: SETTLEMENT, FAMILY AND KINSHIP IN THE UAE				UNIT 4: MORAL CHARACTER, VIRTUE ETHICS			
	Module 3				Module 4			
	Diverse Communities and Contexts	My Tribe, My Family	Change and Continuity - The Pearl Industry	What Are Virtue Ethics?	Patience	Forgiveness	What Makes a Good Person?	Change and Personal Development
	Learning Outcomes							
Discuss relevant concepts and terminology.	Appreciate the importance and value to the individual of family and kinship bonds.	Explain the changes that have taken place in the pearl industry.	Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealing with other people.	Discuss the meaning of patience and share experiences when they have had to demonstrate patience.	Discuss and identify why forgiveness is important.	Discuss 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.	
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)					MORAL EDUCATION IN ACTION		
	UNIT 5: ETHICS IN SPORTS AND LEISURE					UNIT 6: MORAL EDUCATION IN ACTION		
	Module 5					Module 6		
	Olympic Values - Excellence	Olympic Values - Respect	Olympic Values - Friendship	Olympic Values - Fair Play	Olympic Values - The Right to Leisure	Moral Education in Action		
	Learning Outcomes							
Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.	Describe how athletes show respect for their opponents.	Explore the different characteristic and values of friendship.	Confidently debate with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied.	Make informed decisions on how to use leisure time effectively, and participate in the local community.	Explore ways to take responsible action to help create a better community.			REVISION
<b>MORAL EDUCATION YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	INTRODUCTION TO MORAL EDUCATION		INTRODUCTION UNIT		PILLAR: CHARACTER AND MORALITY (CM)			
	IMPORTANCE OF MORAL EDUCATION	THE FOUR PILLARS OF MORAL EDUCATION	EMPATHY AND ASSUMING RESPONSIBILITY		UNIT 1: EQUALITY AND JUSTICE AS FAIRNESS			
			Module 1		Module 2			
	What is Moral Education? and Why is Moral Education Important?	The Four Pillars and the Underpinning of Teaching and Learning Moral Education	Respect is the Basis of Good Treatment	Building Positive Relationships	Aspects of Equality Among People	How is Fair Distribution Accomplished?	Distributive Justice	Standards of Distributive Justice
Learning Outcomes								



	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.	Explore respect as the basis of good treatment.	Discuss how to grow in a healthy, positive way and to cooperate to live in harmony.	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	WEEK 16
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)					PILLAR: CIVIC STUDIES (CIS)		
	UNIT 2: PHYSICAL HEALTH AND DIET					UNIT 3: HOW THE UAE GREW INTO THE DIVERSE, INCLUSIVE SOCIETY THAT IT IS TODAY		
	Module 3					Module 4		
	How Health Is Your Lifestyle?	Exercise and Healthy Habits	Obstacles to Health and Getting Help	Types of Diseases and Disease Prevention		Museums in the UAE	Cultural Change and Research on Museum Exhibits	
	Learning Outcomes							
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.	Examine 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	WEEK 24
Term 2	PILLAR: CIVIC STUDIES (CIS)				PILLAR: CHARACTER AND MORALITY (CM)			
	UNIT 3: HOW THE UAE GREW INTO THE DIVERSE, INCLUSIVE SOCIETY THAT IT IS TODAY				UNIT 4: RESPECT AND TOLERANCE IN A DIVERSE SOCIETY			
	Module 4				Module 5			
	Cultural Change and Research on Museum Exhibits	Preparing Exhibits		Opening Day of the Museum	How Tolerance Appears in Society?	Exploring Our Own Beliefs and Attitudes	Recognising Prejudice in Society	Whole School Approach to Cultural Diversity
	Learning Outcomes							
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.	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.	
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
PILLAR: INDIVIDUAL AND COMMUNITY (IC)								
UNIT 5: MENTAL HEALTH								
Module 6								

Term 2	<b>Mental Health and Mental Illnesses</b>	<b>Views of Mental Health</b>	<b>Causes of Mental Deterioration and Its Impact on the Individual</b>	<b>Asking For Help</b>	<b>Healthy Lifestyle and Mental Health</b>	<b>REVISION</b>
	<i>Learning Outcomes</i>					
	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.	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.	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.	

## 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	<i>INTRODUCTION TO MORAL EDUCATION</i>		<i>INTRODUCTION UNIT</i>		<i>PILLAR: CHARACTER AND MORALITY (CM)</i>			
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>EMPATHY AND ASSUMING RESPONSIBILITY</b>		<b>UNIT 1: INDIVIDUAL RESPONSIBILITIES AND DUTIES AND MORAL OBLIGATIONS</b>			
			<i>Module 1</i>		<i>Module 2</i>			
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>Charity, Sympathy and Generosity</b>	<b>Assuming Responsibility and Self-Esteem</b>	<b>What is Meant by Duties and Responsibilities?</b>	<b>Duties and Responsibilities of Parents towards their Children</b>	<b>Duties and Responsibilities of Sons and Daughters</b>	<b>Moral Rules</b>
	<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 benevolence / charity, sympathy, generosity and give examples from real life.	Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem.	Discuss responsibilities and duties towards their classmates.	Demonstrate awareness of their daily responsibilities and duties in the family.		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.
	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
Term 1	<b>PILLAR: CHARACTER AND MORALITY (CM)</b>	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>						
	<b>INDIVIDUAL RESPONSIBILITIES AND DUTIES AND MORAL OBLIGATIONS</b>	<b>UNIT 2: MAKING BETTER DECISIONS</b>						
	<i>Module 2</i>	<i>Module 3</i>						
	<b>The Moral Imperative Rules Governing Behaviour</b>	<b>Staying Safe at Home and Outside</b>	<b>Responding to Harmful Situations</b>	<b>First Aid</b>		<b>Ways of Protection Against Crimes</b>	<b>Thinking About Crime</b>	<b>REVISION</b>
<i>Learning Outcomes</i>								

	Describe the importance of some moral rules and reflect on doing what is right, and apply at least one moral rule that has been discussed in the unit.	Explain dangers that might occur in the home or local environment.	Identify and apply ways to respond to danger.	Recognise basic first-aid skills.	Evaluate how they can protect themselves and others from being victims of crime.	Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.			
Year 7	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	<b>PILLAR: CIVIC STUDIES (CIS)</b>				<b>PILLAR: CHARACTER AND MORALITY (CM)</b>				
	<b>UNIT 3: TRADE, TRAVEL AND COMMUNICATIONS: THE UAE IN AN INCREASING GLOBALISED AND INTERCONNECTED WORLD; CULTURAL EXCHANGE</b>				<b>UNIT 4: HUMAN NEEDS</b>				
	<b>Module 4</b>				<b>Module 5</b>				
	<b>Understanding Globalisation</b>	<b>What Factors Have Enabled Globalisation?</b>	<b>Globalisation and the UAE</b>	<b>Advantages and Disadvantages of Globalisation</b>	<b>The Individual in a Globalised World</b>	<b>Life Necessities</b>	<b>Basic Needs</b>	<b>Is There a Link Between Unmet Needs and Conflict?</b>	
	<i>Learning Outcomes</i>								
	Assess the concept of 'Globalisation', some of the issues it raises and how it affects the UAE.	Identify the concept of a sustainable global economy, and the challenges it faces.	Examine some economic concepts.	Identify the advantages and disadvantages of globalisation.	Evaluate the impact of communication technology on the individual and society.	Name some basic human needs, and explain what they entail and why meeting such needs are important.	Present arguments for or against conflict as a response to a lack of basic human needs.		
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	<b>PILLAR: CHARACTER AND MORALITY (CM)</b>		<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>						
	<b>UNIT 4: HUMAN NEEDS</b>		<b>UNIT 5: DIGITAL CHALLENGE</b>						
	<b>Module 5</b>		<b>Module 6</b>						
	<b>Commitment to the Value of Human Life</b>	<b>Take Action Now!</b>	<b>Digital Resources and Sites</b>	<b>Privacy and Electronic Safety</b>	<b>Electronic Abuse</b>	<b>Smart Selection of Information</b>	<b>Manipulation of Individuals and Behaviour</b>	<b>REVISION</b>	
	<i>Learning Outcomes</i>								
	Demonstrate the need for and commitment to the fundamental value of each human life.	Talk about how websites can reflect the values and views of the providers.	Examine how to protect yourself on Social Media.	Identify how digital media can be used maliciously for grooming, bullying, and stalking.	Talk about the risks of accepting online information at face value.	Explore how the way information is presented can elicit emotional as well as rational responses.			
<b>MORAL EDUCATION YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS</b>									
Year 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	<b>INTRODUCTION TO MORAL EDUCATION</b>		<b>INTRODUCTION UNIT</b>			<b>PILLAR: CHARACTER AND MORALITY (CM)</b>			
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>MORAL RULES AND ASSUMING RESPONSIBILITY</b>			<b>UNIT 1: MORALITY / ETHICS IN THE CONTEXT OF COMMUNITIES</b>			
	<b>Module 1</b>		<b>Module 2</b>						
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>Aspects of Equality Among People</b>	<b>Moral Rules</b>	<b>Diseases and Social Responsibility</b>	<b>The Definition of Community</b>	<b>The Role of Our Communities</b>		
	<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 the issues that may arise while studying equality (eg discrepancies between equal opportunities and equal outcomes).	Identify and classify some moral rules, such as: stealing is wrong, lying is wrong, keeping promises is right.	Analyse the concepts of individual and social responsibility in relation to health within the context of community-based resources or projects, such as sports facilities or health centres.	Explain what a community is and why being a member of at least one community or social group is important to most people.	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.		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	<b>PILLAR: CHARACTER AND MORALITY (CM)</b>		<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>						<b>REVISION</b>
	<b>UNIT 1: MORALITY / ETHICS IN THE CONTEXT OF COMMUNITIES</b>		<b>UNIT 2: VALUING DIVERSITY</b>						
	<b>Module 2</b>		<b>Module 3</b>						
	<b>Guaranteeing the Safety of Communities</b>	<b>Communities and Social Groups in the UAE</b>	<b>Understanding Diversity and Equality</b>	<b>How Tolerant are you?</b>	<b>Can I See beyond Appearances?</b>	<b>Being different is not so Bad</b>	<b>Celebrating Great Attitudes</b>		
	<i>Learning Outcomes</i>								
Identify the factors contributing to the safety of communities, the concept of social cohesion, assessing the importance of social cohesion in the communities to which they belong.	Discuss why it might be valuable to promote social cohesion both in the groups to which they 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.	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.	Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learnt from these examples.			
Year 8	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	<b>PILLAR: CIVIC STUDIES (CIS)</b>					<b>PILLAR: CHARACTER AND MORALITY (CM)</b>			
	<b>UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE</b>					<b>UNIT 4: MORALITY IN THE CONTEXT OF STATES</b>			
	<b>Module 4</b>					<b>Module 5</b>			
	<b>Majlis: The Traditional Means of Consultation</b>	<b>Sheikh Zayed and the Beginnings of the Federal National Council</b>	<b>The Consultative Governance in the UAE</b>	<b>Traditional Elements of the UAE Government</b>	<b>Combining the Traditional Concept of Majlis with New Technologies</b>	<b>Understanding State and Government</b>	<b>Laws</b>	<b>Good Governance: Past and Present</b>	
	<i>Learning Outcomes</i>								
Discuss the ways and extent to which the UAE's traditional political heritage based on consensus continues to be part of the modern state.	Identify the key developments in the growth of consultative government at local and national levels within the UAE.		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' and explain the relationship between the public and the UAE government through the Federal National Council.	Put forward a reasonably well-justified argument about the key characteristics of a good government.	Explain the different historical forms of government and main forms of government today.			
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32		
<b>PILLAR: CHARACTER AND MORALITY (CM)</b>	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>					<i>Moral Education in Action</i>			

Term 2	UNIT 4: MORALITY IN THE CONTEXT OF STATES		UNIT 5: DEALING WITH CONFLICT				UNIT 6: MORAL EDUCATION IN ACTION	REVISION
	Module 5		Module 6				Module 7	
	The Government in the UAE	The Importance of Ethics in Government	Internal Conflicts	Managing Internal Conflicts	External Conflicts	Resolving Conflicts	Introduction to Moral Education in Action	
	<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.		Demonstrate an understanding of strategies to deal with internal and external conflicts.	Provide advice to others on how to manage internal conflict and cope with external forces that are out of their control.	Articulate 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).	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.	1. Engage in action project to further enhance the skills and to acknowledge the values they hold. 2. Examine critically one's understanding of citizenship and reflect on it.		

## 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	<i>INTRODUCTION TO MORAL EDUCATION</i>		<i>PILLAR: CHARACTER AND MORALITY (CM)</i>					
	<b>IMPORTANCE OF MORAL EDUCATION</b>	<b>THE FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: INTRODUCTION TO GLOBAL ETHICS</b>					
	<b>Module 1</b>		<b>Global Ethics in the Context of International Issues</b>		<b>International Relations of the UAE</b>	<b>Global Ethical Challenges</b>		<b>Dealing with Global Ethical Challenges</b>
	<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.	Name the key ethical challenges that humanity faces and mastering the methods of searching for advanced information about them (using reliable sources on the Internet or elsewhere).	Outline some ways in which people and interested parties (such as countries, 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	
<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>								
<b>UNIT 2: FINANCIAL AWARENESS</b>								
<b>Module 2</b>								
<b>Realising the Value of Money</b>		<b>The Dangers of Wealth and Greed</b>	<b>How Wealth Can Be a Force of Good</b>		<b>Becoming an Entrepreneur</b>			
<i>Learning Outcomes</i>								

Term 1	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.		Discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor (banking crises/third world countries and corrupt leaders)	1. 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. 2. 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.		<b>REVISION</b>
Year 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	<b>PILLAR: CULTURAL STUDIES (CUS)</b>						<b>PILLAR: CIVIC STUDIES (CIS)</b>	
Term 2	<b>UNIT 3: WHAT SHOULD BE PRESERVED AND HOW?</b>						<b>UNIT 4: GOVERNMENTS, AUTHORITY AND THE JUDICIARY SYSTEM IN THE UAE</b>	
	<b>Module 3</b>						<b>Module 4</b>	
	<b>The Importance of Heritage</b>	<b>Understanding the Emirati Heritage</b>	<b>Preserving the Cultural and Natural Heritage</b>		<b>Heritage Tourism</b>	<b>What Am I supposed to Do to Keep my Heritage?</b>	<b>Exploring the UAE Constitution and Understanding the Government System in the UAE</b>	<b>The Federal System</b>
	<i>Learning Outcomes</i>							
	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.	1. Discuss and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity. 2. Recognise the various threats to the cultural heritage.		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 in a variety of ways.	Discuss how the work of government seeks to implement the principles expressed in the Constitution.	Describe the principal bodies, main features, 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	<b>PILLAR: CIVIC STUDIES (CIS)</b>						<b>REVISION</b>	
	<b>UNIT 4: GOVERNMENTS, AUTHORITY AND THE JUDICIARY SYSTEM IN THE UAE</b>			<b>UNIT 5: BEING AN ACTIVE CITIZEN</b>				
	<b>Module 4</b>			<b>Module 5</b>				
	<b>Federal Authorities of the UAE.</b>	<b>Law and order in the UAE</b>	<b>Local Governments across the UAE</b>	<b>Civic Engagement</b>		<b>The Good Citizen</b>		
	<i>Learning Outcomes</i>							
Identify significant changes in the political system since the establishment of the Federation.		Describe the principal bodies, main features, and activities of government and the judiciary within the UAE.	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 they can make a positive difference to the local community and wider society in which they live.		
<b>MORAL EDUCATION YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>INTRODUCTION TO MORAL EDUCATION</b>			<b>PILLAR: CHARACTER AND MORALITY (CM)</b>				
	<b>INTRODUCTION TO MORAL EDUCATION</b>	<b>FOUR PILLARS OF MORAL EDUCATION</b>		<b>UNIT 1: ETHICS AND THE GLOBAL ECONOMY</b>				

Term 1	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>What is meant by the terms 'Economy' and 'Globalisation'?</b>		<b>What are the Benefits and Costs of Globalisation?</b>		<b>What is meant by the term 'Inequality'?</b>	
	<i>Learning Objectives</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.	1. Define the term 'Economy' and 'Globalisation'. 2. Classify examples of trade into 'Imports' and 'Exports'. 3. Explain two features of Globalisation.		1. State two Advantages and Disadvantages of Globalisation. 2. Define a 'Multinational business' and give examples of Multinational businesses operating in U.A.E.		1. Explain the difference between income and wealth. 2. Define the term 'Inequality'.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	<b>PILLAR: CHARACTER AND MORALITY (CM)</b>							
	<b>UNIT 1: ETHICS AND THE GLOBAL ECONOMY</b>							
	<b>What is Fair Trade</b>		<b>What are the Ethical Consequences of our own Consumer Choices?</b>			<b>What is 'Social Responsible Investing'?</b>		<b>REVISION</b>
	<i>Learning Objectives</i>							
	1. Explain what the word 'Fair' means in the context of Fair Trade. 2. Outline two features of Fair Trade Organisations. 3. Present a view on the value of Fair Trade.		1. Describe three different types of consumers. 2. Identify three ethical factors in making Consumption decisions. 3. Explain two factors that you will personally consider in future consumption choices.			1. Define 'Investment'. 2. Identify two possible ethical considerations in making Investments. 3. Define the term 'Socially Responsible Investing'.		
YEAR 10	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>							
	<b>UNIT 2: LIVING A MODERATE LIFE</b>							
	<b>What is meant by the phrase 'Living in Moderate Life'?</b>		<b>What are the Benefits of Living a 'Moderate Life'?</b>		<b>What are the Consequences of 'Not Living a Moderate Life'?</b>		<b>What is meant by the term 'Addiction'?</b>	
	<i>Learning Objectives</i>							
	1. Define the term 'Moderate Lifestyle'. 2. Write a short summary about a balanced and healthy diet. 3. Demonstrate an understanding of living a moderate lifestyle.		1. Outline six characteristics that are key to developing strong and positive relationships. 2. Develop positive thinking by giving two positive points about yourself, family, friends, school and the U.A.E. 3. Demonstrate an understanding of the benefits of living a moderate life by choosing your top three examples and providing a rationale for each of these choices.		1. Outline three examples of leading a life of 'excess'. 2. Describe five ways of improving a sedentary lifestyle. 3. Categorise three healthy and unhealthy food habits.		1. Define 'Addiction'. 2. Describe four risk factors that can lead to addiction. 3. Categorise ten factors into risk factors and protective factors.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	<b>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</b>			<b>PILLAR: CULTURAL STUDIES (CUS)</b>		<b>PILLAR: CIVIC STUDIES (CIS)</b>		<b>REVISION</b>
	<b>UNIT 2: LIVING A MODERATE LIFE</b>			<b>UNIT 3: INTERCULTURAL RELATIONSHIPS</b>		<b>UNIT 4: BEING A RESPONSIBLE ADULT</b>		
	<b>What are the Effects of Addiction?</b>	<b>How can We Help Others to Fight and Overcome Addiction?</b>			<b>What do you mean by intercultural relationship?</b>		<b>Being a Responsible Adult</b>	
	<i>Learning Objectives</i>							
	Write a summary about the effects of Addiction based on recovering addicts true story.	1. Highlight four examples of how the U.A.E. Government is helping others to fight and overcome addiction. 2. Describe five support strategies that could be used to help an individual suffering from an addiction.			1. The importance of Intercultural relationships. 2. Success of Intercultural Relationships		1. The importance of being a Responsible Adult 2. Importance of being an active citizen	

# MORAL EDUCATION YEAR 11 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<i>INTRODUCTION TO MORAL EDUCATION</i>			<i>PILLAR: CHARACTER AND MORALITY (CM)</i>				
Term 1	<b>INTRODUCTION TO MORAL EDUCATION</b>	<b>FOUR PILLARS OF MORAL EDUCATION</b>		<b>UNIT 1: PEACE AND CONFLICT STUDIES</b>				
	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>		<b>What is Conflict and How Can Conflicts be Resolved?</b>		<b>How Can We Make Conflict Resolution Work?</b>		<b>What is War and What are the Causes of War?</b>
	<i>Learning Objectives</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.		1. Explain what conflict is and identify two reasons why individual conflict occurs. 2. Identify two features of conflict description and explain the difference between a low-scale and a high-scale conflict. 3. Identify two conflict resolution styles, providing an advantage and a disadvantage of each.		1. Outline the five-step process for resolving conflict. 2. Describe the role of mediation and/or arbitration in the resolution of conflict. 3. Identify one barrier to the resolution of conflict and suggest a way of overcoming this.		1. Explain the distinction between Inter-State and Intra-State wars. 2. Identify four of the main causes of war.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	<i>PILLAR: CHARACTER AND MORALITY (CM)</i>							
	<b>UNIT 1: PEACE AND CONFLICT STUDIES</b>							
Term 1	<b>What is War and What are the Causes of War?</b>	<b>Is there such a Thing as a 'Just War'?</b>		<b>What is the Role of International Organisations in Peace-keeping?</b>		<b>What is the Nature of Peace and Non-violence Traditions?</b>		
	<i>Learning Objectives</i>							
	1. Explain the distinction between Inter-State and Intra-State wars. 2. Identify four of the main causes of war.	1. State the seven-conditions for a just war, as described by just war theory. 2. Describe with an example, at least one complication of using just war theory.		1. Outline the key roles of the United Nations and the International Criminal Court. 2. Describe two peacekeeping activities of the United Nations.		1. Describe one peacekeeping activity of a Non-Governmental Organisation. 2. Identify one example of non-violent action. 3. Define at least one form of pacifism.		
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>							
	<b>UNIT 2: REFLECTION AND TRANSITION</b>							
Term 2	<b>What is Meant by the Term 'Reflection'?</b>		<b>What is Meant by the Term 'Goals and Ambitions'?</b>		<b>What Are the Key Employability Skills?</b>	<b>What is Meant by the Terms 'Leadership' and 'Team Management'?</b>		<b>What is a Good Way to prepare for an Interview and Deliver a Presentation?</b>
	<i>Learning Objectives</i>							
	1. Define the term 'Reflection'. 2. Identify in yourself, a weakness, a skill and an achievement. 3. Reflect on an event, an incident and a personal response and write down your response in no more than 100 words.		1. Define the terms 'Goals' and 'Ambitions'. 2. Set a goal related to a quality that is most important to you.		Create a portfolio of personal development and include evidence of 6 employability skills and a completed survey on time management.	1. Define the terms 'Leadership' and 'Management'. 2. Give your view on an issue using at least three different approaches to leadership and management reflecting different perspectives.		1. Give a written or verbal definition of at least three kinds of interview. 2. Take part in an interview as either the interviewer or interviewee.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>			<i>PILLAR: CULTURAL STUDIES (CUS)</i>		<i>PILLAR: CIVIC STUDIES (CIS)</i>		
	<b>UNIT 2: REFLECTION AND TRANSITION</b>			<b>UNIT 3: UNIVERSAL CULTURE</b>		<b>UNIT 4: GLOBAL CITIZENSHIP</b>		



Term 2	<b>What is a Good Way to prepare for an Interview and Deliver a Presentation?</b>	<b>What is the Best Way to Present Your Skills, Knowledge and Experience</b>	<b>What do you mean by intercultural relationship?</b>	<b>What does Global Citizenship mean to you?</b>	<b>REVISION</b>
	<i>Learning Objectives</i>				
	1. Give a written or verbal definition of at least three kinds of interview. 2. Take part in an interview as either the interviewer or interviewee.	1. Give a written or verbal definition of at least two purposes of presentations. 2. Give a structurally developed presentation, highlighting significant points and supporting detail.	1. What is meant by intercultural relationship. 2. The importance of Intercultural relationship	1. How can you contribute to global citizenship The vision of 2021	

## MORAL EDUCATION YEAR 12 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
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<i>INTRODUCTION TO MORAL EDUCATION</i>				<i>PILLAR: CHARACTER AND MORALITY (CM)</i>				
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Term 1	<b>INTRODUCTION TO MORAL EDUCATION</b>	<b>FOUR PILLARS OF MORAL EDUCATION</b>	<b>UNIT 1: Ethics in Real life</b>					
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	<b>What is Moral Education? and Why is Moral Education Important?</b>	<b>The Four Pillars and the Underpinning of Teaching and Learning Moral Education</b>	<b>What is corruption and in what areas does it take place?</b>	<b>why does corruption occur?</b>	<b>what is the impact of corruption?</b>
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<i>Learning Objectives</i>							
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	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.	1. Identify atleast three key elements of 'corruption'. 2. Provide an example of corrupt behaviour in atleast 2 different areas of society. 3. Describe two different classes of corruption.	1. Definition of the term bribery and give atleast two examples 2. Distinguish between two other types of corruption 3. Give atleast two examples which illustrate why corruption takes place.	1. Give atleast two effects of corruption on individuals and provide an example to support each.
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	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
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<i>PILLAR: CHARACTER AND MORALITY (CM)</i>							
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<b>UNIT 1: Ethics in Real life</b>							
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	<b>what sort of Unethical Behaviour exists in Education?</b>	<b>What sort of Unethical behaviour exists in the workplace?</b>	<b>How can you promote Ethical and Anti-corruption behaviour in yourself and others?</b>
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<i>Learning Objectives</i>			
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	1. Outline at least three benefits of education. 2. Describe at least three types of unethical behaviour in education. 3. Present an example of atleast one type of corruption in education.	1. Briefly describe atleast two types of power relationships in the work place. 2. Give a definition of the gig economy and identify atleast two possibilities and challenges it presents for the U.A.E. 3. Make a judgement about whether a situation represents bribery or not and give a reason why.	1. Identify five essential values that underpin ethical behaviour and anti- corruption. 2. Contribute to the presentation of a report on the different forms of corruption. 3. Contribute to a presentation on ways to promote ethical behaviour and anti- corruption behaviour.
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YEAR 12	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
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<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>							
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<b>UNIT 2: Managing Real world Finances</b>							
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	<b>What does it mean to be a 'Smart Consumer'?</b>	<b>What are the Main Features of sound Financial Management?</b>	<b>what are the different forms of Borrowing and Lending?</b>	<b>What are the Advantages and Disadvantages of saving and Investment?</b>
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<i>Learning Objectives</i>				
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Ter	1. Definition of the term 'smart consumer'. Give a definition of the term price and explain the difference between price and opportunity cost. Describe at least three features of being a smart consumer.	2. 1. Distinguish between a salary and a wage. Identify two ways in which a family might balance its Income and Expenditure. Give a definition of a budget and state at least two advantages to a family of budgeting. Give an explanation about why it is important to plan for retirement.	2. 1. Provide a definition of borrowing and lending and give an example of each. 2. Explain at least two risks involved in both borrowing and lending. Describe at least two types of borrowing. 4. Give an explanation of the relationship between savers and lenders.	3. 1. To give a definition of Investment give a definition of savings. 3. Write three advantages and disadvantages of saving and Investment.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			Multi		Multi		REVISION
	UNIT 2: Managing Real World Finances.			UNIT 3: Living a Moral life.		UNIT 4: Being an responsible Adult		
	What are the moral questions surrounding Financial Management?	How does Financial System Work and what role does Govt. have in Regulating the Financial System?		what does it mean to live a Moral life		Being a Responsible Adult		
	Learning Objectives							
Ethical Practice in Finance	1. The importance of Financial Audits 2. Laws relating to finance		1. The importance of living a moral Life. Why live a moral life?		2. 1. The importance of being a Responsible Adult 2. The ways in which they can be an active citizen			

## MORAL EDUCATION YEAR 13 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	INTRODUCTION TO MORAL EDUCATION			Pillar: Individual and community				
Term 1	INTRODUCTION TO MORAL EDUCATION	FOUR PILLARS OF MORAL EDUCATION		Managing real world finances				
	What is Moral Education? and Why is Moral Education Important?	The Four Pillars and the Underpinning of Teaching and Learning Moral Education		What are the Main Features of sound Financial Management?			what are the different forms of Borrowing and Lending?	
	Learning Objectives							
	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.		1. Distinguish between a salary and a wage. Identify two ways in which a family might balance its Income and Expenditure. 3. Give a definition of a budget and state at least two advantages to a family of budgeting. 4. Give an explanation about why it is important to plan for retirement.			2. 1. Provide a definition of borrowing and lending and give an example of each.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: CHARACTER AND MORALITY (CM)							
	Managing real world finances							
	What are the different forms of Borrowing and Lending?		What are the Advantages and Disadvantages of saving and Investment?			What are the moral questions surrounding Financial Management?		
	Learning Objectives							

Term	1. Provide a definition of borrowing and lending and give an example of each. 2. Explain atleast two risks involved in both borrowing and lending. 3. Describe atleast two types of borrowing. 4. Give an explanation of the relationship between savers and lenders.		1. To give a definition of Investment 2. To give a definition of savings. 3. Write three advantages and disadvantages of saving and Investment.			1. Give a definition of the term Frugal 2. Outline the distinction between being Frugal and being greedy. 3. provide some judgements and analysis related to different scenarios which have moral and ethical financial management dimensions.		REVISION		
	YEAR 13	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22		WEEK 23	WEEK 24
Term 2	<i>PILLAR: INDIVIDUAL AND COMMUNITY (IC)</i>									
	<b>How does the Financial system work and what role does government have in regulating the Financial system?</b>		<b>What is Meant by the Term 'Goals and Ambitions'?</b>			<b>What are the Key Employability skills?</b>				
	<i>Learning Objectives</i>									
	1. provide a short explanation of the meaning of the 'Financial system' 2. Outline the role of banks. 3. give an explanation, using an appropriate example, of how insurance and assurance works.		1. Define the terms 'Goals' and 'Ambitions'. Set a goal related to a quality that is most important to you. 3. Develop a specific goal using specified criteria.			2. 1. Give a verbal or written definition of terms "Employability skills " in terms of organisation, teamwork and negotiation. 2. Create a portfolio of personal development and include evidence of six employability skills and a completed survey on time management.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32		
Term 2	<i>PILLAR: CULTURAL STUDIES (CUS)</i>			<i>PILLAR: CIVIC STUDIES (CIS)</i>						
	<b>Reflection and Transition</b>			<b>UNIT 3: INTERCULTURAL RELATIONSHIPS</b>					<b>UNIT 4: Being an responsible Adult</b>	
	<b>What is meant by the term "Leadership" and "Management"</b>		<b>What is the Good way to prepare for an interview?</b>	<b>What do you mean by intercultural relationship?</b>					<b>Being a Responsible Adult</b>	
	<i>Learning Objectives</i>									
1. Give a verbal or written definition of the terms "Leadership " and "Management" 2. Give your view on an issue using atleast 3 different approaches to leadership and management reflecting different perspectives.		1. To understand the Purpose of the interview and the different kinds of Interviews	1. The importance of Intercultural relationships.			1. The importance of being a Responsible Adult 2. The ways in which they can be an active citizen				