St. Mary's Catholic High School (2021-2022)

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: CHARACTER AND MORALITY (CM)				PILLAR: INDIVIDUAL AND COMMUNITY (IC)	
	IMPORTANCE OF MORAL EDUCATION	THE FOUR PILLARS OF MORAL EDUCATION	UNIT 1: FAIRNESS AND AFFECTION				UNIT 2: MY FAMILY AND I	
			Module 1				Module 2	
	What is Moral Eduaction? and Why is Moral Education Important?	The Four Pillars and the Underpinning of Teaching and Learning Moral Education	Everyone Around Me	Affection and Appreciation	What is Fairness?	What is Fairness?	My Family	
	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.	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	Recognise a fair and an unfair situation.	Identify important people and relationships, as well as the roles that family and friends have when caring for one another.	

	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)				FIRST TERM
	UNIT 2: MY FAMILY AND I			UNIT 3: DISCOVERY OF UAE HERITAGE THROUGH STORY TELLING				REVISION OF VALUES TAUGHT
	Module 2			Module 3				
	Ways of Expressing Feelings	**I Like! I Dislike**	**What Am I Good At?**	**What Do We Know About Storytelling?**		**Traditional Storytelling**	Discovering UAE Heritage Through Storytelling	
	Learning Outcomes							
	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.	What is traditional storytelling? 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.	**REVISION OF VALUES TAUGHT**

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)	
	UNIT 3: DISCOVERY OF UAE HERITAGE THROUGH STORY	UNIT 4: CARING AND HONESTY					UNIT 5: FRIENDSHIP	
	Module 3		Module 4			Module 5		
	The Storyteller	**Caring for Ourselves**	**Caring for Others**	**Caring for the School Environment**	**Honesty**	**Learning about Honesty and Cheating through**	**I Make New Friends**	**A Friendship Without Troubles! Is It Possible?**
	Learning Outcomes							
	Describe the characteristics of a storyteller.	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.	Difference between honesty and dishonesty	Distinguish between an honest person and a dishonest person.	Confidently make new friends and discuss ways friends could be different and learn to accept these differences.	Demonstrate ways to care for friends and discuss ways to resolve conflicts.

	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)				FINAL TERM REVISION	
	UNIT 5: FRIENDSHIP		UNIT 6: MORAL HERITAGE					
	Module 5		Module 6					
	Judging Others	**The True Friend**	**What is Heritage?**	**Intangible Heritage in the UAE / Intangible Heritage Around the World**	**Tangible Heritage**			
	Learning Outcomes							
	Show respect for a range of people and roles and recognise that certain situations and objects also require respectful behaviour.	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.	Define heritage and distinguish the difference between tangible and intangible heritage.	Enumerate 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 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		PILLAR: CHARACTER AND MORALITY (CM)					PILLAR: *INDIVIDUAL AND COMMUNITY*
	IMPORTANCE OF MORAL EDUCATION	THE FOUR PILLARS OF MORAL EDUCATION	UNIT 1: TOLERANCE AND RESPECT FOR DIFFERENCE					
			Module 1					Module 2
	What is Moral Eduaction? 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**
	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.	To determine whom and what to respect	Examine a better understanding of other people's feelings	PILLAR: *INDIVIDUAL AND COMMUNITY (IC)*	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

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WE	WEEK 16
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)				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**		
	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	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 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	PILLAR: CULTURAL STUDIES (CUS)						PILLAR: INDIVIDUAL AND COMMUNITY (IC)	
	Module 3							
	We Are Artists	**We Are Archaeologists**	**A Good Start**	**Perseverance**	**Resilience**	**What I Find Difficult**	**The Final Version**	**Healthy Eating, Healthy Body**
	To know and understand what can Artefacts and symbols tell us about our ancestors.	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.	Discuss what is meant by resilience and perseverance. Discuss what is meant by resilience and perseverance.	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: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)			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**	**What's the Solution?**	**Evolution of Artefacts and Their Uses**	**Beauty and Wonder Both in Our Past and Our Present-day**		
	Learning Outcomes							
	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.	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	Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols		

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	PILLAR: CHARACTER AND MORALITY (CM)						PILLAR: INDIVIDUAL AND COMMUNITY (IC)	
			UNIT 1: EQUALITY AND APPRECIATION				UNIT 2: ME AND MY WORLD	
			Module 1				Module 2	
	Equality - Am I a Fair Person?	**Discrimination**	**Confronting Discrimination**	**Equality or Justice**	**Appreciation and Gratitude**		**My Place in the World**	
	Learning Outcomes							
	Describe what treating people equally means.	To know how to deal with attitudes and 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	PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CULTURAL STUDIES (CUS)		REVISION	
	UNIT 2: ME AND MY WORLD				UNIT 3: UNDERSTANDING UAE CULTURE (PART 1: UNIQUENESS)			
	Module 2				Module 3			
	What Do I Know About Where I Live?		I Take Care of My World	Risks Threatening Our World	Emirati Culture (1) & 2			
	Module 2							
	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,	Explain why it is important to protect the environment (school, community and global), the things that can	Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.			
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)				
	UNIT3: UNDERSTANDING UAE CULTURE (PART 1: UNIQUENESS)			UNIT 4: CONSIDERATION FOR OTHER'S FEELINGS AND COOPERATION			UNIT 5: BEING BRAVE AND STAYING SAFE	
	Module 3			Module 4				
	How the UAE Collectively Expresses Its Cultural Identity	We Are Thoughtful	We Are Good Friends	Let's Work Together	Taking Responsibility For My Actions		What Is Bullying?	
	Learning Outcomes							
	Conduct simple cultural mapping.	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.	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
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CULTURAL STUDIES (CUS)			REVISION	
	UNIT 5: BEING BRAVE AND STAYING SAFE			UNIT 6: UNDERSTANDING THE UAE CULTURE (PART 2)				
	Module 5							
	Staying Safe Online	**Taking Responsibility For My Safety**	**Cultural Diversity in the UAE**	**What is Common Between Our Culture and Other People's Culture?**	**The Benefits of Cultural Diversity and The Challenges Associated with Cultural Diversity**			
	Learning Outcomes							
	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.	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.	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 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	PILLAR: CHARACTER AND MORALITY (CM)				PILLAR: INDIVIDUAL AND COMMUNITY (IC)			
	UNIT 1: COMPASSION AND EMPATHY				UNIT 2: GROWING UP AND WELLBEING			
	Module 1				Module 2			
	How do I respect others?	**Compassion, Sympathy and Empathy**	**Tolerance**	**Prejudgements**	**Development of Both Mind and Body to Achieve Success**	**Helping Each Other for Everyone's Benefit**	**Happiness is the Key to Life**	**Addressing Changes and Losses**
	Learning Outcomes							
	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.	Assess how to grow and develop in a positive way, while cooperating and collaborating with other people so as to	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.

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: CULTURAL STUDIES (CUS)					PILLAR: CHARACTER	REVISION	
	UNIT 3: TRADE, TRAVEL AND COMMUNICATION'S INFLUENCE ON CULTURE					UNIT 4: PEACE AND		
	Module 3					Module 4		
	The Old Ways of Trade: Where, How and Why?	**Expansion of Trade Routes**	**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**		
	Learning Outcomes							
	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.	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.		

Year 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	PILLAR: CHARACTER AND MORALITY (CM)				PILLAR: INDIVIDUAL AND COMMUNITY (IC)			
	UNIT 4: PEACE AND RESPONSIBILITY				UNIT 5: HELPING AND MAKING A DIFFERENCE			
	Module 4				Module 5			
	Peer Mediators		**Act Responsibly**	**Social Responsibility in Practice**	**Contribution of Individuals**	**Making a Difference**	**Research and Planning for Sustainable Change**	**Applying Myself to Tasks**
	Learning Outcomes							
	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.	Examine how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with	Explain how they can make a difference by helping others and building relationships based on trust and respect	Make a positive contribution in relation to learning, supporting others and community activities.	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

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: CULTURAL STUDIES (CUS)						REVISION	
	UNIT 6: THE IMPACT OF TRADE, TRAVEL AND COMMUNICATIONS ON THE EMIRATI CULTURE							
	Module 6							
	Identifying Aspects of the UAE Economy	**The Reality of Trade in the UAE**	**Modern Means of Communication**		**The Impact of Economic Expansion**	**The Impact of Economic**		
	Learning Outcomes							
	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 the environment.	Identify the effects of child labour and its connection to products imported by the UAE and		

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	PILLAR: CHARACTER AND MORALITY (CM)						PILLAR: INDIVIDUAL AND COMMUNITY (IC)	
	UNIT 1: Intellectual and emotional Empathy						UNIT 2 : Taking Responsibility for Oneself and Others	
	Module 1						Module 2	
	Lesson 1: Charity, Sympathy and Generosity		**Lesson 2: Moral Dilemma**	**Lesson 3: recocgnizing Others Points of View**	**Lesson 4: The Types of Empathy**	**Lesson 5: How Can I be Compassionate**	**Lesson 1: What Do We Mean by Responsibility?**	**Lesson 2: I Assume Self-responsibility for My Own Good.**
	Learning Outcomes							
	Explain the meaning the ofc charity , sympathy and generosity and the difference between them.		Tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity	Show charity, sympathy even when I disagreee with others, and how to understand their feelings and reflect their point of you	Knowing others are thinking of and what they are feeling, and the desire to help others in certain situations	To establish the concept of empathy, charity and repect for others in ourselves	Recognise the factors that affect confidence and self-esteem, and how to develop their resilience	Explore the benefits of taking responsibility and the motivation behind taking responsibility.

	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)		REVISION
	UNIT 2 : Taking Responsibility for Oneself and Others					UNIT 3: Settlement, Family and		
	Module 2					Module 3		
	Lesson 3: Commit Myself to Helping Others	**Lesson 4: How Can We Help Others**		**Lesson 5: The Environment is My Responsibility.**		**Lesson1: Early Settlement of Tribes**	**Lesson 2: Learning from the Past**	
	Learning Outcomes							
	Address the needs of others , including people in vulnerable groups, such as the eldely, and provide them with practical support	Show empathy and provide practical support and care for others, including people such as the elderly, and other vulnerable groups		Exploring the environmental issues and the actions to be taken in their community, and their country, to address these issues.		Describe and explain the main changes that have taken place with people	Describe and explain the main changes that have taken place with families and family groupings.	

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: Settlement, Family and Kinship in the UAE.			UNIT 4: Moral Character and Virtue Ethics				
	Module 3			Module 4				
	Lesson 3: Diverse Communities and Contexts	Lesson 4: My Tribe, My Family	Lesson 5: Change nad Continuity - Pearl Industry	Lesson 1: What are Virtue thics?	Lesson 2: Patience	Lesson 3: Forgiveness	Lesson 4: What Makes a Good Person	Lesson 5: Change and Paersonal development
	Explain and 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 times they have had to demonstrate patience.	Discuss and identify why forgiveness is important.	Discuss what it might mean to be a " good person".	Recognize that it is possible for humans to change for the better and that nobody is inherintly 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)						REVISION	
	UNIT 5: Ethics in Sport and Leisure					UNIT 6: Moral		
	Module 5					Module 6		
	Lesson 1: Olympic Values - Excellence	Lesson 2: Olympic Values - Respect	Lesson 3: Olympic Values - Friendship	Lesson 4: Olympic Values - Fair Play	Lesson 5: Olympic Values - The Right to Leiasure	ME - Action Project		
	Learning Objectives							
	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.	Describe the application of Olympic value -Respect to our own lives.	Explore the different characterestic and values of friendship	Confidently debate ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness	Make in formed decisions on how to use leisure time effectively, and participate in the local community	Exploring ways to take responsible action to help create a better comminity.		

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 UNIT				PILLAR: CHARACTER AND MORALITY			
	EMPATHY AND ASSUMING RESPONSIBILITY				UNIT 1: EQUALITY AND JUSTICE AS FAIRNESS			
			Module 1		Module 2			
	Charity, Sympathy and Generosity		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							
	Explain the meaning of Benevolence/ charity, Sympathy and Generosity. Give examples from real life when students(or people they know) have applied these values		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 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	PILLAR: INDIVIDUAL AND COMMUNITY (IC)					PILLAR: CIVIC STUDIES (CIS)		REVISION WEEK
Term 1	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?		Exercis	Obstacles to Health and Getting Help	Types of Diseases and Disease Prevention	Museums in the UA	Cultural Change and Research on Museum Exhibits	
	Learning objectives							
	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	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.	

Year 7	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**		**pening Day of the Museu**	**How Tolerance Appears in Society?**	**Exploring Our Own Beliefs and Attitudes**	**Recognising Prejudice in Society**	**Whole School Approach to Cultural Diversity**
	Learning Objective							
	Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and	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	Give reasons why it is important to respect the beliefs, values	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

	WEEK 25	WEEK26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							REVISON WEEK
	UNIT 5: MENTAL HEALTH							
	Module 6							
	Mental Health and Mental Illnesses		**Views of Mental Health**	**Causes of Mental Deterioration and Its Impact on the**	**Asking For Help**	**Healthy Lifestyle and Mental Health**		
	Learning objectives							
	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	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		

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 UNIT		INTRODUCTION UNIT		PILLAR: CHARACTER AND MORALITY (CM)			
	EMPATHY AND ASSUMING RESPONSIBILITY		EMPATHY AND ASSUMING RESPONSIBILITY		UNIT 1: INDIVIDUAL RESPONSIBILITIES AND DUTIES AND MORAL OBLIGATIONS			
	Module 1		Module 1		Module 2			
	Respect Is the Basis of Good Treatment		**Charity,Sympathy an**	**Assuming Responsibility and Self-**	**What is Meant by Duties and**	**Duties and Responsibilitie**	**Duties and Responsibilities of Sons**	Moral Rules
	Learning Outcomes							
	Exploring the concept that respecting others, hence empathising with them, starts with self-respect Tolerance and acceptance of different people, and recognition of their full rights in the context of citizenship and international legitimacy		Explain the meaning of benevolence / charity, sympathy, generosity and give examples from real	Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or	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

	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)						REVISION
	INDIVIDUAL RESPONSIBILITIES	UNIT 2: MAKING BETTER DECISIONS						
	Module 2	Module 3						
	The Moral Imperative Rules Governing Behaviour	Staying Safe at Home and Outside	Responding to Harmful Situations	First Aid		Ways of Protection Against Crimes	Thinking About Crime	
	Learning Outcomes							
	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	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	Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to	

Year 8	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: TRADE, TRAVEL AND COMMUNICATIONS: THE UAE IN AN INCREASING GLOBALISED AND INTERCONNECTED WORLD;					UNIT 4: HUMAN NEEDS		
	Module 4					Module 5		
	Understanding Globalisation		What Globalisation and the UAE	Advantages and Disadvantages of Globalisation	The Individual in a Globalised World	Life Necessities	Basic Needs	Is There a Link Between Unmet Needs and Conflicts
	Learning Outcomes							
	Assess the concept of 'Globalisation', some of the issues it raises and how it affects the UAE.		Identify the 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

	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)					REVISION
	UNIT 4: HUMAN NEEDS		UNIT 5: DIGITAL CHALLENGE					
	Module 5		Module 6					
	Commitment to the Value of Human Life	Take Action Now!	Digital Resources and Sites	Privacy and Electronic Safety	Electronic Abuse	Smart Selection of Information	Manipulation of Individuals and Behaviour	
	Learning Outcomes							
	Demonstrate the need for and commitment to the fundamental va		Talk about how websites can reflect the values and views of the	Examine how to protect yourself on Social Media.	Identify how digital media can be used maliciously for grooming, bullying	Talk about the risks of accepting online information	Explore how the way information is presented can elicit emotional as well as rational	

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	PILLAR: CHARACTER AND MORALITY (CM)						PILLAR: *INDIVIDUAL AND COMMUNITY (IC)*	
	UNIT 1: MORALITY / ETHICS IN THE CONTEXT OF COMMUNITIES						UNIT 2: VALUING DIVERSITY	
	Module 1						Module 2	
	The Definition of Community		**The Role of Our Communities**	**The Forms of our communities**	**Guaranteeing the Safety of Community and Communities and Social Groups in the UAE.**		**Understanding Diversity and Equality**	**How Tolerant are you?**
	Learning Outcomes							
	Explain what a community is and why being a member of at least one community or social group is important to most people.		Explain the role/ identity or position occupied by each of us within each community we belong to and our contributions in our society.	Outline the values and common duties of individuals belonging to a particular community, duties and responsibilities and patterns of acceptable behaviour in a given society.	Mentions the types of communities and the main groups in the UAE, discuss the importance of fostering social cohesion within the group to which the student belong first and then within the wider community of the United Arab Emirates.		Evaluate understanding of diversity and equality within the community and across the UAE and discuss the benefits and challenges that may emerge in a community.	Appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice.

	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)				REVISION
	UNIT 2: VALUING DIVERSITY			UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE				
	Module 2			Module 3				
	Can I See beyond Appearances?	**Being different is not so Bad**	**Celebrating Great Attitudes**	**Majlis: The Traditional Means of Consultation**		**Sheikh Zayed and the Beginnings of the Federal National Council**		
	Learning Outcomes							
	Explain 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.	Discuss examples of how individuals and movements have fought discrimination, prejudice and intolerance.	Describes a Majlis and outlines the role it plays in the political life of 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.		

Year 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	PILLAR: CIVIC STUDIES (CIS)			PILLAR: INDIVIDUAL AND COMMUNITY (IC)				
Term 2	UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE			UNIT 5: DEALING WITH CONFLICT				
	Module 3			Module 4				
	The Consultative Governance in the UAE	Traditional Elements of the UAE Government and combining the Traditional Concep[t of Majlis with New Technology		Internal Conflicts	Managing Internal Conflicts	External Conflicts	Managing External Conflict	Resolving Conflicts
				Learning Outcomes				
	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.		Demonstrate an understanding of strategies to deal with internal and external conflicts.	Provide advice to others on how to manage internal conflict.	Articulate how they value the importance of tolerance and being empathetic to others who may face external	Outline the strategies to deal with with external confilict and forces that may be out of our control.	Outline the steps to resolve conflict and explain the importance of conflict resolution strategies and diplomacy including being open and tolerant.

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: INDIVIDUAL AND	PILLAR: *CHARACTER AND MORALITY (CM)*						REVISION
	UNIT 5: DEALING WITH CONFLICT	UNIT 4: MORALITY IN THE CONTEXT OF STATES						
	Module 4	Module 5						
	Resolving Conflicts	Understanding State and Government	Laws	Good Governance: Past and Present		The Government in the UAE	The Importance of Ethics in Government	
				Learning Outcomes				
	Outline the steps to resolve conflict and explain the importance of conflict resolution strategies and diplomacy including being open and tolerant.	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	Explain the different historical forms of government and main forms of government today.		Describe the role politics play in the UAE and around the world and ways government can promote social morality	Discuss the role of government in increasing / decreasing the level of social equality and cohesion in a country such as the UAE.	

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	**Character and Morals**							
	UNIT 1: Introduction to Global Ethics							
	Global ethics in the context of global issues		***Global Ethical Challenges***				***Dealing with Global Ethical Challenges***	
	Learning Outcomes							
	Explain what is meant by ethics and ethical enquiry in the context of international relations.		Name the key ethical challenges that humanity faces and master the methods of searching for advanced information about them (use reliable sources on the Internet or elsewhere)		Identify the key moral challenges to humanity and find out more about them (by using reliable sources on the internet and elsewhere)		Outline some ways in which people and interested parties (such as countries and regional and international organisations) might find a solution to alleviate a specific global ethical challenge.	

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	Week 15	WEEK 16
Term 1	**The Individual and The Community**							**REVISION**
	Unit 2: Financial Awareness							
	Realising the Value of Money			**The Dangers of Wealth and Greed**		***The Development of Entrepreneurship Skills***		
	Learning Outcomes							
	Discuss how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance.	Understand how less fortunate people can be financially supported through improved financial management and philanthropy.		Discuss how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance.		Make informed decisions about budgeting, saving, investing and borrowing. • Develop entrepreneurial skills by producing a plan for a 'business', and making financial decisions based on how the business copes with economic pressures. • Give evidence of acting responsibly when using money, for example by spending within		

YEAR 10	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	Week 23	WEEK 24
Term 2	**The Individual and The Community**				**Cultural Studies**			
	Unit 2: Financial Awareness				**Unit3: What Should Be Preservednand How?**			
	Becoming an Entrepreneur				The Importance of Heritage		**Preserving the Cultural and Natural Heritage**	
	Learning Outcomes							
	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 their entrepreneurial skills through 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.	Provide evidence that they have 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	Recognise the various threats to the cultural heritage. • Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.	Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	Week 31	WEEK 32
Term 2	**Character and Morals**					**Civic Studies**		**REVISION**
	Unit4: Governments, Authority and the Judiciary System in the UAE					**Unit 5: Being an Active Citizen**		
	Exploring the UAE Constitution and Understanding the Government System in the UAE		**The Federal System**	***Federal Authorities of the UAE***	**Law and Order in The UAE**	**Civic Engagement**	***The Good Citizen***	
	Learning Outcomes							
	Describe the main features, principal bodies and activities of government and the judiciary within the UAE.	Understand 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.	Describe the main features, principal bodies, 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.	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.	

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
	Character and Morality							
	Ethics and the Global Economy						**Living a Moderate Life**	
	What is meant by the terms "Economy and Globalisation"?		**What are the Benefits and Costs of Globalisation?**		**What is meant by the term "Inequality"**		**What is Meant by the Phrase 'Living a Moderate Life'**	
	Learning Outcomes							

Term 1	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. To define the term inequality		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.	
	WEEK 9	**WEEK 10**	**WEEK 11**	**WEEK 12**	**WEEK 13**	**WEEK 14**	Week 15	**WEEK 16**
Term 1	**Individual and the Community**							**REVISION**
	Living a moderate life							
	What are the benefits of living a moderate life?		**What is meant by the term "Addiction"**		**What are the effects of "Addiction"?**		**How can we help others to fight and overcome 'Addiction"?**	
	Learning Outcomes							
	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. Define 'Addiction'. 2. Describe four risk factors that can lead to addicton. 3. Categorise ten factors into risk factors and protective factors.		1. To Discuss three consequences that áddiction' has on physical well being and three consequences that áddiction' has on mental well being. 2. To write a summary about the effects of addiction based on recovering addict's 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	
YEAR 11	**WEEK 17**	**WEEK 18**	**WEEK 19**	**WEEK 20**	**WEEK 21**	**WEEK 22**	**WEEK 23**	**WEEK 24**
Term 2	**Civic Studies**							
	Being a Responsible Adult (2)							
	What is the importance of "Connectedness"?		**What is the impact of 'Happiness"on "Empathy'?**		**What is 'Peer Pressure"?**		**What does it mean to be "Proactive" and "Motivated"?**	
	1. Define the term connectedness 2. To differentiate between social presence and connectednesss 3. To understand the importance of active listening in establishing and maintaining connections		1. Define "Understanding"in a social context as it relates to tolerance and acceptance. 2. Differentiate between" contentment" and "happiness" 3. Distinguish the role of Connectedness and contentment and are able to demonstrate		1. Define Adulthood "peer pressure" 2. To differentiate between negative and positive peer pressure 3. Present and discuss the ways a Responsible Adult need to handle pressure.		1. Differentiate between "proactive"and "reactive"behaviour. 2. Understand motivation in terms of responsibility and well being 3. Understand the ways in which motivation and proactive behaviour impacts our interaction with	

MORAL EDUCATION YEAR 12 LONG TERM PLAN with CURRICULUM STANDARDS

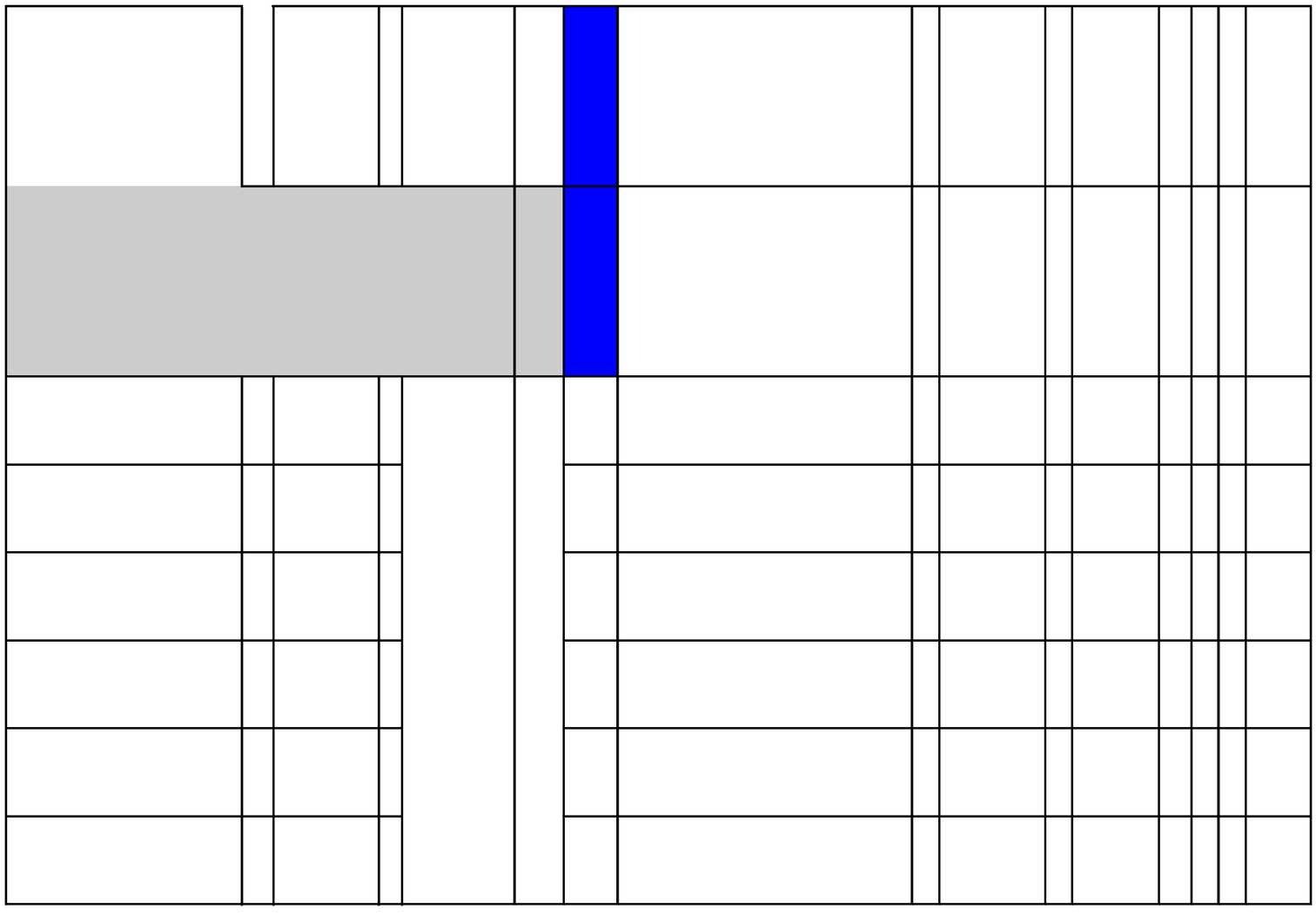
YEAR 12	**WEEK 1**	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**
	Pillar : Character and Morality (CM)							
	Peace and Conflict Studies						**Reflection and Transition**	

Term 1	**What is Conflict and How Can Conflicts be Resolved?**		**How Can We Make Conflict Resolution Work?**		**What is War and What are the Causes of War?**		**What is Meant by the Term 'Reflection'?**	
	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.		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 moe than 100 words.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	**Pillar : Individual and the community**						**Cultural studies**	**REVISION**
	Reflection and Transition						**Universal Culture**	
	What is Meant by the Term 'Goals and Ambitions'?		**What is Meant by the Terms 'Leadership' and 'Team Management'?**		**What is a Good Way to prepare for an Interview and Deliver a Presentation?**		**How have Tourism and migration affected Culture Globally?**	
	1. Define the terms 'Goals' and 'Ambitions'. 2. Set a goal related to a quality that is most important to you.		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.		1. Define the term Tourism and Migration 2. Identify atleast three places of interest for tourists in the UAE 3. To explain Global	
YEAR 12	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	**Pillar: Civic Studies**							
	Global Citizenship							
	What is Citizenship			**What is Global Citizenship?**		**What is Governance**		**What is the significance of Global Governance Structures?**
	1. understand the term citizen and citizenship 2. understand the different systems and procedures followed by different countries to gain citizenship			1. Understand the term Global Citizenship 2. Qualities to be demonstrated by a Global Citizen		1. To Define Governance. 2. Governance in the U.A.E. 3. Features of Good governance.		To explain four types of global governance structures and give two examples of each. 2. To list and explain three perspectives in relation to a global governance structure (the

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Pillar: Cultural studies			**Pillar : Civic studies**				**ASSESSMENT**
	Universal Culture			**Global citizenship (part 2)**			**Developing a Global Outlook**	
	How have Gobal Media, Social Media and Information communication Technology affected different cultures?			**What does it mean to be an Empathetic,Compassionate, Engaged Global Citizen**			**Who are the 'Digital Youth'?**	
	1. To define the key concepts of "global media,""social media" and information technology 2. List atleast two positive and negative impacts of each of global media, social media and information and communication technology.			To understand what is a preferred future is for the citizens of the world. 2. To explain three values and attributes that support Global Citizenship. 3. Role of H.H. Sheikh Mohammed bin Zayed Al Nahyan (May Allah protect him) as a global citizen working to improve global public health			1. To define what is meant by digital youth. 2. To Explain common characteristics of digital youth. 3. To describe two fundamental concepts of	

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
	Pillar: Character and Morality (CM)							
Term 1	**Ethics in real life**							
	What is corruption and in what areas does it take place?		**why does corruption occur?**		**what sort of Unethical Behaviour exists in**		**What sort of Unethical issues exist in the work place**	
	Learning Objectives							
	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 briberyand give atleast two examples 2. Distinguish between two other types of corruption 3. Give atleast two examples which illustrate why corruption takes place.		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.	

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	Week 15	WEEK 16
Term 1	**Pillar: Individual and the community**							**REVISION**
	Managing real world finances							
	What does it mean to be a 'Smart Consumer'?		**What are the Main Features of sound Financial Management?**		**what are the different forms of Borrowing**		**What are the Advantages and Disadvantages of Saving and Investment**	
	1. Definitionof the term 'smart consumer'. 2. Give a definition of the term price and explain the difference between price and opportunity cost. 3. Describe atleast three features of being a smart consumer.		1. Distinguish between a salary and a wage. 2. Identify two ways in which a family might balance its Income and Expenditure. 3. Give a definitionof a budget and state atleast two advantages to a family of budgeting. 4. Give an explanation about why it is important to plan for retirement.		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.	

YEAR 13	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	**Pillar: Civic Studies**							
	Developing a Global Outlook							
	What is meant by becoming a Global Citizen		**What is meant by the term "Leadership" and "Management"**		**What is Meant by the Term 'Goals and Ambitions'?**		**What are the Key Employability skills?**	
	Learning Objectives							
	1. To explain what it means to be open- minded for Global Citizens. 2. Understand how Global Citizens can develop open-mindedness. 3 Explain the importance of having the twenty first century skills for Global citizens		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. Define the terms 'Goals' and 'Ambitions'. 2. Set a goal related to a quality that is most important to you. 3. Develop a specific goal using specified criteria.		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.