

St. Mary's Catholic High School (2022-2023)

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)					
	IMPORTANCE OF MORAL EDUCATION	THE FOUR PILLARS OF MORAL EDUCATION	BOOK 1 - UNIT 1: FAIRNESS AND AFFECTION					
	<i>Module 1</i>							
	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?	I am Sorry	Fairness by Sharing	
<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.	Enumerate the important people in one's life. Talk about one's positive qualities in different situations	Recognise that affection can be given and received in different ways.	Discuss the meaning of Fairness.Distinguish between a fair and unfair situation	Discuss why should I apologize in an unfair situation and how to apologize.List other words for 'sorry'.	Distinguish between fair and unfair situation.Recognise how to achieve fairness through participation	
Year 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)							FIRST TERM REVISION
	BOOK 1 - UNIT 2: MY FAMILY AND I							REVISION OF VALUES TAUGHT
	<i>Module 2</i>							
	My Family	The Importance of Expressing Feelings	Ways of Expressing Feelings	I Like! I Dislike		What Am I Good At?		
<i>Learning Objectives</i>								
	Identify important people and relationships, as well as the roles that family and friends have when caring for one another.	Interpret and know how to express your feelings in different situations like - angry worried, happy	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.		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: CHARACTER AND MORALITY (CM)							
	BOOK 2 - UNIT 3: CARING AND HONESTY							
	<i>Module 3</i>							
	Caring for Ourselves	Caring for Others	Caring for the School Environment		Being Honest		Exploring Honesty through Storytelling	
<i>Learning Objectives</i>								
	Define the word - caring.Describe different forms and ways of caring.	Demonstrate care for others, focusing on friends and family.	Explain how to care for the school environment.		Explain the meaning of being honest.State the differences between honesty and dishonesty		Distinguish between the characteristics of an honest person and a dishonest person.	
Year 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: CULTURAL STUDIES (CUS)							FINAL TERM REVISION/ FINAL EXAMINATION
	BOOK 2 - UNIT 4: DISCOVERY OF UAE HERITAGE THROUGH STORY TELLING							REVISION OF VALUES TAUGHT
	<i>Module 4</i>							
	What do we know about Storytelling	Traditional Storytelling	Discovering UAE Heritage through Storytelling	The Storyteller		Creating Our Own Stories		
<i>Learning Objectives</i>								
	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 and what lessons we learnt from them.	Describe the characteristics of a storyteller.		Create your own story about yourself or your family		REVISION OF VALUES TAUGHT

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	PILLAR: CHARACTER AND MORALITY (CM)							
	Unit 1: Tolerance and Respect For Difference							
			Module 1 : Book 1					
	Difference and Uniqueness	Respect is a Duty		How Would You Like to be Treated?	Helping Others Feel Good	Put Your Self in My Shoes		
<i>Learning Objectives</i>								
Recognise that we are all different and why this is to be welcomed and respected.		To determine whom and what to respect		Understand that they must treat others the way they wish to be treated themselves.	Examine a better understanding of other people's feelings	Identify ways of gaining a better understanding of others and ways of showing empathy		

Year 3	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 1	PILLAR: The Individual and Community (IC)								
	Unit 2; Self-Identity and Working with others								
					Module 2 Book 1				
	Good Morning, School!	At School with MY Friends		How Can We Work Together?		How Can I Help?	Our New Team		
<i>Learning Objectives</i>									
Develop the ability to become adaptive in different situations (at school, playing with friends, and at home).		Determining the types of acceptable and unacceptable behaviours with calssmates and others.		Know the similarities and differences between working individually and within teamwork		Demonstrating respect for a range of views and empathy for other people's feelings.	Work confidently in teams, apply communicative skills and solve problems to accomplish the success of the group work.		
REVISION									

Year 3	WEEK 17	Week 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	Pillar; Character and Morality								
	Unit 3: Resilience and Perseverance								
	Book 2 Module 3								
	A Good Start		Peseverance			Resilience		What I Find Difficult	
<i>Learning Objectives</i>									
Identify and talk about own strengths and use them to overcome difficulties.		Discuss what is meant by resilience and perseveranceand give examples of individuals and goups.			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.		

Year 3	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	Week 31	WEEK 32
Term 2	PILLAR: Cultural Studies (CUS)							
	Unit 4: What can Artefacts and Symbol Tell Us							
	Book 2 Module 4							
	What Are Detail Detectives. Part 1 & 2		A Visit To the Museum		We Are Artists	We Are Archaeologists		
<i>Learning Objectives</i>								
Describe the distinguishing features of a variety of artefacts from the past		Recognise the creativity and inventiveness of our ancestors.		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.			
REVISION								

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
PILLAR: CHARACTER AND MORALITY (CM)								
Unit:1 (Equality and Appreciation)								
Book: 1 Module : 1								

Term 1	Equality- Am I a Fair Person	Discrimination	Confronting Discrimination	Equality or Justice	Appreciation and Gratitude					
	<i>Learning Objectives</i>									
	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	Distinguish between treating people equally and treating them fairly	Explain what is meant by appreciation and how to express it in ways that are appropriate.					
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	Week 15	WEEK 16		
Term 2	Pillar : The Individual And Community IC									
	Unit : 2 (Me and My World)									
	Book 1 (Module 2)									
	My Place in the World		What Do I Know Where I Live?		I Take Care of My World		Risks Threating Our World		Environmental Protection Project	
	<i>Learning Objectives</i>									
	Demonstrate an awareness of the world and where one fits within it, and be curious to find out more about the wider world.	Explain which people and things matter (including traditions, customs, places, heritage, nature, values, etc.)	Determine the people or things that are important to them and justifying their importance and showing them care and appreciation	Explain why it is important to protect the environment (school, community and global), and know how to minimise or prevent environmental damage.	Work on protecting the environment from the threats that endanger it.			Revision		
	Week 17	Week 18	week 19	Week 20	Week 21	Week 22	Week 23	WEEK 24		
Term 2	Pillar : Character and Morality. (CM)									
	Unit :3Consideration for Other's Feelings and Cooperation									
	Book 2 Module 3									
	Circle Time		We are Thoughtful			We are Good Friends		Let's Work Together		
<i>Learning Objectives</i>										
	Show a greater understanding of how one's actions affect the feelings of others around them.	Act in ways that demonstrate what it means to be thoughtful and show consideration for others.		Recognise the main ways to be a good friend and Identify different locations in school where specific forms of good friendship can be shown.		Explain why co-operative working is important and how group activities should be conducted.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	Week 31	WEEK 32		
Term 2	Pillar : Cultural Studies (CUS)									
	Unit 4: Unserstanding UAE Culture									
	Book 2 Module 4									
	What Do We Mean by Culture?		Emirati Culture		How the UAE Collectively Expresses its Cultural Identity		Your Cultural Identity and Mine			
<i>Learning Objectives</i>										
	Understand what culture is and to promote the development of culturally responsible and responsive curricula.	Identify and expalin aspects of Emirati culture in general, and their own cultural identity in particular	Explain how the UAE collectively expresses its cultural identity and conduct a simple cultural mapping.		Explain how an individual's cultural identity has many aspects and is influenced ina variety of ways.			REVISION		
MORAL EDUCATION YEAR 5 LONG TERM PLAN with CURRICULUM STANDARDS										
Year 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 6	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?		Mercy, Sympathy and Empathy		Practising Sympathy and Empathy		Tolerance		Stereotyping Prejudgements	
Development of Both Mind and Body to Achieve Success		Growth and Development in Suitable Conditions		Helping Each Other for Everyone's Benefit						
<i>Learning Objective</i>										
	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	Identify what makes us offer help to others and analyse how you feel after offering help.	Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance.	Define stereotyping. 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.	Understand how to grow and develop in a positive way while cooperating and collaborating with other people to promote mutual well-being.	Assess how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		

Term 1	PILLAR: INDIVIDUAL AND COMMUNITY (IC)			PILLAR: CHARACTER AND MORALITY (CM)			REVISION
	UNIT 2: GROWING UP AND WELLBEING			UNIT 3: PEACE AND RESPONSIBILITY			
	Module 2			Module 3			
	Happiness is the Key to Life	Addressing Changes and Losses		Conflict Resolution	Peer Mediators	Act Responsibly	
<i>Learning Objective</i>							
	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.	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.	

Year 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
--------	---------	---------	---------	---------	---------	---------	---------	---------

Term 2	PILLAR: CULTURAL STUDIES (CUS)							
	UNIT 4: THE IMPACT OF TRADE, TRAVEL AND COMMUNICATIONS ON THE EMIRATI CULTURE							
	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
<i>Learning Objective</i>								
	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

WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
---------	---------	---------	---------	---------	---------	---------	---------

Term 2	PILLAR: CULTURAL STUDIES (CUS)				PILLAR: CHARACTER AND MORALITY (CM)			
	UNIT 4: THE IMPACT OF TRADE, TRAVEL AND COMMUNICATIONS ON THE EMIRATI CULTURE				Community Organisations			
	Module 4				Module 5			
	Trade and the Openness of the UAE to the World				Social Responsibility			
<i>Learning Objectives</i>								
	Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.		1. Define rules, rights, responsibilities and consequences. not obey the rules or take care of things they are responsible for.		3. Identif and resolve conflicts.		2. Identify the consequences they have to face if they do	

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)	
	BOOK-1 : UNIT 1: Intellectual and emotional Empathy						BOOK-1 : UNIT 2 : Taking Responsibility for Oneself and Others	
	Module 1						Module 2	
	Lesson 1: Charity, Sympathy and Generosity		Lesson 2: Moral Dilemma		Lesson 3: recognizing Others Points of View	Lesson 4: The Types of Empathy	Lesson 5: How Can I be Compassionate Towards others?	Lesson 1: What Do We Mean by Responsibility?
<i>Learning Outcomes</i>								
	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 respect 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: CHARACTER AND MORALITY (CM)			
	BOOK-1 : UNIT 2 : Taking Responsibility for Oneself and Others				BOOK-2 :UNIT 1: Moral Character and Virtue Ethics			
	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.		Lesson 1: What are Virtue thics?	
<i>Learning Outcomes</i>								
	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		Exploring the environmental issues and the actions to be taken in their community, and their country, to address these issues.		Behave virtuously, for example by demonstrating a capacity for patience or forgiveness ,in dealing with other people.	

Year 6	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
--------	---------	---------	---------	---------	---------	---------	---------	---------

Term 2	PILLAR: CHARACTER AND MORALITY (CM)				PILLAR: CIVIC STUDIES (CIS)			
	BOOK-2 :UNIT 1: Moral Character and Virtue Ethics				BOOK-2 :UNIT 2: Settlement, Family and Kinship in the UAE.			
	Module 3				Module 4			
	Lesson 2: Patience	Lesson 3: Forgiveness	Lesson 4: What Makes a Good Person	Lesson 5: Change and Paersonal development	Lesson1: Early Settlement of Tribes		Lesson 2: Learning from the Past	

Term 1	Learning Outcomes							
	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 inherently a good or bad person.	Describe and explain the main changes that have taken place with people coming to and settling in the UAE.	Describe and explain the main changes that have taken place with families and family groupings.		
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	PILLAR: CIVIC STUDIES (CIS)							
	BOOK-2 :UNIT 2: Settlement, Family and Kinship in the UAE.							
	Module 4							
	Lesson 3: Diverse Communities and Contexts	Lesson 4: My Tribe, My Family		Lesson 5: Change and Continuity - Pearl Industry				
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				REVISION	

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	PILLAR- CHARACTER AND MORALITY							
	UNIT1- (BOOK 1) EQUALITY AND JUSTICE AS FAIRNESS							
	MODULE 1							
	ASPECTS OF EQUALITY AMONG PEOPLE	HOW IS FAIR DISTRIBUTION ACCOMPLISHED	DISTRIBUTIVE JUSTICE	STANDARDS OF DISTRIBUTIVE JUSTICE	HOW IS FAIR DISTRIBUTION ACCOMPLISHED			
LEARNING OBJECTIVES								
Describe some issues that might arise while studying equality (e.g the difference between equal opportunities and equal outcomes. To Understand Equality on a National Level	Explain that distributive justice is about scarce resources- such as wealth, work and positions (e.g. leadership positions) - being allocated fairly within a group or in the wider community. To understand the importance and contested nature of identifying what is fair	To understand the importance and the uncertain nature of what is fair. To demonstrate personal commitment to fostering just or fair distributions of scarce resources. (Initially among classmates, family and friends	Explain that distributive justice is about scarce resources- such as wealth, work and positions (e.g. leadership positions) - being allocated fairly within a group or in the wider community. To understand the importance and contested nature of identifying what is fair	Clarify that distributive justice means the distribution of limited resources, such as wealth, employment or positions fairly within a group or within the wider community. Show personal commitment to ensure fair and equitable distribution of limited resources (initially at the level of classmates, family members and friends)				
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	

Term 1	PILLAR- INDIVIDUAL AND THE COMMUNITY							
	UNIT2-(BOOK 1) PHYSICAL HEALTH AND DIET							
	MODULE 2							
	HOW HEALTHY IS YOUR LIFESTYLE?	EXERCISE AND HEALTHY HABITS	OBSTACLES TO HEALTH AND GETTING HELP	TYPES OF DISEASES	DISEASE PREVENTION	REVISION AND ASSESSMENT		
LEARNING OBJECTIVES								
Recognise their 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	Recognise the importance of healthy eating, sufficient sleep and regular exercise. Understand and explain the different ways in which diseases is spread, and know the importance of sanitation and clean water	Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.	Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community. Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.	Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community. Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled. Discuss how they dealt with the recent pandemic of Coronavirus/ Covid 19				
WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	

Term 2	PILLAR - CHARACTER AND MORALITY							
	UNIT 1 (BOOK 2)- RESPECT AND TOLERANCE IN A DIVERSE SOCIETY							
	MODULE 3							
	TOLERANCE AND ITS RELATION TO SOCIETY	HOW TOLERANCE APPEARS IN SOCIETY	EXPLORING OUR OWN BELIEFS AND ATTITUDES	RECOGNISING PREJUDICE IN SOCIETY	WHOLE SCHOOL APPROACH TO CULTURAL DIVERSITY			
LEARNING OBJECTIVES								
Give reasons why it is important to respect the beliefs, values and traditions of others. Articulate some of their own prejudices and provide strategies to overcome these prejudices	Explain how social background(such as social class, school, town, ethnicity, and religion) plays a role in fostering (or undermining) tolerance. Respect and equality among people. Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.	Give reasons why it is important to respect the beliefs, values and traditions of others. Articulate some of your own prejudices and offer strategies to overcome them. Demonstrate respect for differences and treat peers as equals in the classroom and wider school.	Articulate some of your own prejudices and offer strategies to overcome them. Demonstrate respect for differences and treat peers as equals in the classroom and wider school	To understand that though we have certain values and qualities in common with our peers and those around us, we have a unique quality that makes us different.				
WEEK 24	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
PILLAR- CIVIC STUDIES								
UNIT 2 (BOOK 2) HOW THE UAE GREW INTO A DIVERSE, INCLUSIVE SOCIETY THAT IT IS TODAY								
MODULE 4								
MUSEUMS IN THE UAE	CULTURAL CHANGE	RESEARCH ON MUSEUMS	PREPARING EXHIBITS	OPENING DAY OF THE MUSEUM	REVISION			
LEARNING OBJECTIVES								

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 cultural institutions maintain the cultural heritage	Discuss with their peers the concept of what should be valued and maintained and what can be learnt from our past to inform the future	Demonstrate their cultural competence by participating in a school or community-based activity or event	in what ways Museums are made to educate our children and our future generations	
----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	--

MORAL EDUCATION YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

Year 8	WEEK 1	WEEK 2	WEEK 3/WEEK 4	WEEK 5	WEEK 6/7	WEEK 8
--------	--------	--------	---------------	--------	----------	--------

Term 1	PILLAR: CHARACTER AND MORALITY (CM)						
	UNIT 1: INDIVIDUAL RESPONSIBILITIES AND DUTIES AND MORAL OBLIGATIONS Term 1 Book						
	What is Meant by Duties and Responsibilities?	Duties and Responsibilities of Parents towards their Children		Duties and Responsibilities of	Moral Rules	The Moral Imperative Rules Governing Behaviour	
	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	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		

WEEK 9	WEEK 10	WEEK 11	WEEK 12/13	WEEK 14	WEEK 15	WEEK 16
--------	---------	---------	------------	---------	---------	---------

Term 1	PILLAR: CHARACTER AND MORALITY (CM)						
	UNIT 2: MAKING BETTER DECISIONS TERM 1 BOOK						
	Staying Safe at Home and Outside	Responding to Harmful Situations	First Aid	Ways of Protection Against Crimes	Thinking About Crime		
	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		REVISION

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 1 TRADE, TRAVEL AND COMMUNICATIONS: THE UAE IN AN INCREASING GLOBALISED AND INTERCONNECTED WORLD; CULTURAL EXCHANGE TERM 2 BOOK				UNIT 2: HUMAN NEEDS TERM 2 BOOK			
	Understanding Globalisation	What Factors Have Enabled Globalisation?	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
	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	

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)			
	UNIT 2: HUMAN NEEDS				UNIT 1: DIGITAL CHALLENGE TERM 3 BOOK			
	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	REVISION
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		

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		Module 3		Module 4	
	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?		
	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
--------	---------	---------	---------	---------	---------	---------	---------

PILLAR: INDIVIDUAL AND COMMUNITY (IC)				PILLAR: CIVIC STUDIES (CIS)			
UNIT 2: VALUING DIVERSITY				UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE			
Module 2				Module 3			

Term 1	Can I See beyond Appearances?	Being different is not so Bad		Majlis: The Traditional Means of Consultation	Sheikh Zayed and the Beginnings of the Federal National Council			REVISION	
	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.		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	
Term 2	PILLAR: CIVIC STUDIES (CIS)			PILLAR: INDIVIDUAL AND COMMUNITY (IC)					
	UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE			UNIT 5: DEALING WITH CONFLICT					
	Module 3			Module 4					
	The Consultative Government in the UAE	Combining the Traditional Concept of Majlis with New Technology		Internal Conflicts	Managing Internal Conflicts	External Conflicts	Managing External Conflict	Resolving Conflicts	
Term 2	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 conflict that affects their wellbeing.	Outline the strategies to deal with with external conflict 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 COMMUNITY (IC)			PILLAR: CHARACTER AND MORALITY (CM)					
	UNIT 5: DEALING WITH CONFLICT			UNIT 4: MORALITY IN THE CONTEXT OF STATES					
	Module 4			Module 5					
	Resolving Conflicts	Understanding State and Government		Good Governance: Past and Present		The Government in the UAE	The Importance of Ethics in Government		
Term 2	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.		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 and cohesion.		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		World Moral Challenges		Dealing with Global Ethical Challenges	
	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.	
YEAR 10	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	Week 15	WEEK 16
Term 1	The Individual and The Community							
	Unit 2: Financial Awareness							
	Realising the Value of Money		The Dangers of Wealth and Greed		The Development of Entrepreneurship Skills		Becoming an Entrepreneur	
	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 a budget.	
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							
	Unit 2: Financial Awareness		Unit3: What Should Be Preserved and How?			Cultural Studies		
	Becoming an Entrepreneur		The importance of Heritage		Preserving the Cultural and Natural Heritage		Heritage Tourism	
							Exploring the UAE Constitution and Understanding the Government System in the UAE	

	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.	generations and humanity.	Understand and describe the links between historical and natural environments and the necessity of preserving them for future Recognise the various threats to the cultural heritage.	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.	Describe the main features, principal bodies and activities of government and the judiciary within the UAE		
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	Character and Morals				Civic Studies				
	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		The Good Citizen	REVISION	
	Learning Outcomes								
	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. • 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 (Book 1)							
	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"?	What are the benefits of living a moderate life?
	Learning Outcomes							
Term 1	1. Define the term 'Economy' and 'Globalisation'. 'Imports' and 'Exports'. 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 inequality 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	1. Outline six characteristics that are key to developing strong and positive relationships. 2. Develop positive thinking by giving two positive points about yourself.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Individual and the Community					Cultural studies (Book 2)		
	Living a moderate life					Intercultural Relationships		
	What is meant by the term "Addiction"		What are the effects of "Addiction"?		How can we help others to fight and overcome "Addiction"?		What Values are needed for Intercultural Understanding and Communication?	
	Learning Outcomes							
Term 1	1. Define 'Addiction'. 2. Describe four risk factors that can lead to addiction. 3. Categorise ten factors into risk factors and protective factors.		1. To Discuss three consequences that 'addiction' has on physical well being and three consequences that 'addiction' 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 used to		1. Write the definition of 'listening' and 'hearing'; and highlight the differences between them. 2. To identify a familiar situation which describe pseudo and real listening. 3. To distinguish between open and closed questions	
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24

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	
	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'?	
Term 1	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 more 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'. most important to you. 2. Set a goal related to a quality that is		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 migration	

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 and procedures followed by different countries to gain citizenship		2. understand the different systems		1. Understand the term Global Citizenship 2. Qualities to be demonstrated by a Global Citizen		1. To Define Governance. Governance in the U.A.E. 2. Features of Good governance. 3. 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 G20)	

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Pillar: Cultural studies			Pillar : Civic studies				
	Universal Culture			Global citizenship (part 2)			Developing a Global Outlook	
	How have Goba 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 digital citizenship: digital	

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
Term 1	Pillar: Character and Morality (CM)							
	Ethics in real life							
	What is corruption and in what areas does it take place?		why does corruption occur?		What is the Impact of Corruption?		what sort of Unethical Behaviour exists in Education?	
	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 2. Give two effects of corruption on the rule of law 3. Give two effects of corruption on the economy.		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.	

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Pillar: Individual and the community							
	Managing real world finances							
	What sort of Unethical issues exist in the work place		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 and Lending?	
	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. Definition of 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 definition of 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 exam ple of each. 2. Explain atleast two risks involved in both borrowing and lending.	

YEAR 13	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Living a Moal Life							
	What are the different forms of Borrowing and Lending?		What are the Advantages and Disadvantages of Saving and Invest ment		Project learning Outcomes and how to achieve them		Research, Thinking and skill Development	
	Learning Objectives							

1. Describe at least two types of borrowing.
2. 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 Savings and investments.

1. Submit a complete individual project or their contribution to a small group project
2. Demonstrate critical understanding of the key ethical concepts and considerations relating to their chosen topic.
3. Evidence organisational skills and strategies to meet agreed outcomes, including problem solving

1. Students will be able to undertake a critical analysis of information presented.
2. Effective development and use of questionnaires for research purpose.