

St. Mary's Catholic High School (2023-2024)

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	VOLUME 1 - UNIT 1: BEING KIND AND FAIR					
	Module 1							
	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	LOVE	WHAT IS FAIR?	I AM SORRY	LET'S SHARE!	
	Learning Objectives							
	Outline the overview of Moral Education Program in the UAE.	Examine the 4 Pillars of teaching and learning Moral Education and identify the building blocks and underpinning foundations of each pillar.	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)							
	VOLUME 1 - UNIT 2: MY FAMILY AND ME							FIRST TERM REVISION
	Module 2							
	My Family	SHARING MY FEELINGS	MY FEELINGS	I LIKE IT! I DON'T LIKE IT!		WHAT AM I GOOD AT?		REVISION OF VALUES TAUGHT
	Learning Objectives							
	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)							
	VOLUME 2 - UNIT 4: BEING CARING AND HONEST							
	Module 3							
	CARING FOR MYSELF	CARING FOR OTHERS	CARING FOR MY SCHOOL		BEING HONEST		HONESTY IN STORIES	
	Learning Objectives							
	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
	PILLAR: CULTURAL STUDIES (CUS)							FINAL TERM REVISION/ FINAL EXAMINATION
	VOLUME 2 - UNIT 5: STORYTELLING IN THE UAE							REVISION OF VALUES TAUGHT
	Module 4							

Term 2	TELLING STORIES	TRADITIONAL STORYTELLING	UAE HERITAGE AND STORYTELLING	THE STORYTELLER	CREATING STORIES			
	Learning Objectives							
	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)					
	VOLUME 1 - (Unit 1:Respect for Difference)							
	We Are All Different		Respect is a Duty		How Would You Like to be Treated?	Helping Others Feel Good	Put Your Self in My Shoes	
	Recognize 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.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Pillar: The Individual and Community (IC)							
	Volume 1				Unit 2: Working with Others.			
	Good Morning School		At School With MY Friends		How Can We Work Together?		Our New Team.	
	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		Work confidently in teams, apply communicative skills and solve problems to accomplish the success of the group work.	
Year 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2			Pillar; Character and Morality.					
	Volume 2 Unit 4 Being Strong.							
	A Good Start		Being Strong				What I Find Difficult.	
	Identify and talk about own strengths and use them to overcome difficulties		Discuss what is meant by resilience and perseverance and give examples of individuals and groups				Take part in giving and receiving constructive feedback with peers.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	Week 31	WEEK 32
	PILLAR: Cultural Studies (CUS)			PILLAR:Individual And Community (IC)				
	Volume 2 Unit 5 :What can Old things Teach Us.			Unit 7. Being Healthy				

Term 2	The Museum	We Are Artists	We Are Archaeologists	Feelings	Healthing Eating	Exercise	REVISION	
	Learing Objectives							
	Recognize the creativity and inventiveness of our ancestors	To know and understand what can Artifacts 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.	Explain why it is important to be healthy and what one can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing.		Identify the benefits of exercise for both physical and mental health		
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 : The Individual And Community IC	
				Unit 1: Equality and Appreciation			Unit 2: Me and My World	
	Equality – Am I a Fair Person?		Discrimination			Appreciation and Gratitude		My Place in the World
	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			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, 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
	Pillar : The Individual And Community IC							
	Unit 2: Me and My World.							
	What Do I Know Where I Live?			Risks Threatening Our World				
	Learning Objectives							
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	Week 23	WEEK 24
Term 2	Pillar : Character and Morality. (CM)							
	Unit 4: Working Together. Consideration for Other's Feelings and Cooperation							
	Circle Time		We are Thoughtful			We are Good Friends		Team Work
	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.			Recognize 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
2	Pillar : Cultural Studies (CUS)							
	Unit 5: Understanding UAE Culture							
	What is culture?		Food And Culture. (Emirati Culture)			Cultural Identity		
	Learning Objectives							

Term	Understand what culture is and to promote the development of culturally responsible and responsive curricula		Identify and explain aspects of Emirati culture in general, and their own cultural identity in particular		What is cultural identity and why is it important? How would you describe your cultural identity ?		REVISION	
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)		
	VOLUME 1 UNIT 1: COMPASSION AND EMPATHY					UNIT 2: GROWING UP AND WELLBEING		
	Module 1				Module 2			
	SHOWING RESPECT TO OTHERS	MERCY, SYMPATHY AND EMPATHY	PRACTISING SYMPATHY AND EMPATHY	TOLERANCE	PREJUDGMENTS	Development of Both Mind and Body to Achieve Success	Growth and Development in Suitable Conditions	Helping Each Other for Everyone's Benefit
	Learning Objective							
	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 helptp othrs 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 4: PEACE AND RESPONSIBILITY					
	Module 2		Module 3					
	Happiness is the Key to Life	Addressing Changes and Losses	SOLVING CONFLICT	STYLES OF CONFLICT	MANAGING CONFLICT	ACT RESPONSIBLY	SOCIAL RESPONSIBILITY	
	Learning Objective							
	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.	Explain how communication is the key to conflict. Identifying signs of an impendingconflict 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)							
	TRADE, TRAVEL AND COMMUNICATION							
	Module 4							
	THE OLD WAYS OF TRADE	INCREASING TRADE ROUTES			MERCHANTS AND EXPLORERS			COMMERCIAL ROUTES
	Learning Objective							
	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
	PILLAR: CULTURAL STUDIES (CUS)		PILLAR: CULTURAL STUDIES (CUS)					
	TRADE, TRAVEL AND COMMUNICATION		TRADE, TRAVEL AND COMMUNICATION					
	Module 4		Module 4					
	COMMERCIAL ROUTES		TRADE AROUND THE WORLD					
	Learning Objectives							

	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.					ASSESSMENT		
Year 6									
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		
	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?	Lesson 2: I Assume Self-responsibility for My Own Good.		
	LEARNING OBJECTIVES								
	* To explain the terms Charity, Sympathy and Generosity citing examples. * To identify these qualities in action in daily life.	* To explain the terms Moral Standards, Moral Dilemma * To explore situations that present moral dilemmas at home, at school and in the community.	* To consider ways to recognise other people's point of views. * To summarize different viewpoint skills to provide constructive feedback.	* To explore how to understand one another's attitudes and sympathise with them. * To understand the diffrent kinds of empathy and how to practise them.	* To understand why empathy is so important for the continuation of human society. * To explore ways to show empathy.	* To explore the concept of 'assuming responsibility' and its importance in life of individuals, family and society. * To consider the role of perseverance and resilience in attaining success.	* To outline the benefits or being responsible such as being trustworthy and beloved. * To explore the personal and altruistic motives behind taking responsibility and the positive feelings that result- happy, self-satisfaction, maturity and a want to smile.		
	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)			
	BOOK-1 : UNIT 2 : Taking Responsibility for Oneself and Others					BOOK-2 : UNIT 3: Settlement, Family and Kinship in the UAE			
	Module 2					Module 5			
	Lesson 3: Commit Myself to Helping Others	Lesson 4: How Can We Help Others?			Lesson 5: The Environment is My Responsibility.	Lesson1: Early Tribal Settlements			
	REVISION								
	To understand the benefits of assuming responsibility for themselves and the greater community, especially those in need of care and support.		* To understand the benefits of assuming responsibility for themselves and the greater community, especially those in need of care and support.		* To understand why people help each other. * To identify ways of providing help as well as understanding the link between providing help and being responsible.		* To explore the changes that have taken place in the UAE due to migration and the impact that this may have on family and family groupings		
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: CHARACTER AND MORALITY (CM)				
	BOOK-2 : UNIT 4: Moral Character and Virtue Ethics				BOOK-2 :UNIT 4: Moral Character, Virtue Ethics				
	Module 4				Module 3				
	Lesson 2: Learning from the Past	Lesson 3: Diverse Communities and Contexts	Lesson 4: My Tribe, My Family	Lesson 5: Change and Continuity - Pearl Industry	Lesson 1: What are Virtue Ethics?	Lesson 2: Patience			
	LEARNING OUTCOMES								
	* To explore artefacts and make guesses to what they were used for. * To explores some of the difficulties newcomers may experience when coming to a new country.	* To understand the changes that have taken place in different tribes and communities. * To examine the reasons why settlers located in certain areas and the advantages and disadvantages of these areas.	* To explore genealogy and oral tradition. * To interview a member of their own family and will use the information learned to construct a family tree.	* To look at the changes that have taken place in the pearl and oil industries over the years. * To explore what it is like to be a pearl diver and gain an	* To understand what virtues are and how to apply them.	* To understand how patience can help develop moral character.			
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
Term 2	PILLAR: CIVIC STUDIES (CIS)					REVISION			
	BOOK-2 :UNIT 2: Settlement, Family and Kinship in the UAE.								
	Module 4								
	Lesson 3: Forgiveness		Lesson 4: What Makes a Good Person?		Lesson 5: Change and Personal development				
	LEARNING OUTCOMES								
	* To understand howforgiveness can help develop moral character.		* To understand what words, thoughts, actions and behaviours make a person a good, moral person.		* To explore how people can evolve and develop based on their experience and learning in order to become more moral and virtuous.				
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	
	PILLAR- CHARACTER AND MORALITY								
	UNIT 1 (BOOK 1) - EQUALITY AND JUSTICE AS FAIRNESS								
	MODULE 1- book 1					MODULE 2- book 1			

Term 1	UNIT 2: MAKING BETTER DECISIONS TERM 1 Book								REVISION
	Staying Safe at Home and Outside	Responding to Harmful Situations	First Aid	Ways of Protection Against Crimes		Thinking About Crime			
	LEARNING OUTCOMES								
	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			
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	
	LEARNING OUTCOMES								
	Assess the concept of 'Globalisation', some of the issues it raises and how it affects the UAE.	Identify the concept of a sustainable global economy, and the challenges it faces.	Examine some economic concepts.	Identify the advantages and disadvantages of globalisation.	Evaluate the impact of communication technology on the individual and society	Name some basic human needs, and explain what they entail and why meeting such needs are important.		Present arguments for or against conflict as a response to a lack of resources.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30/31		WEEK 32	
	PILLAR: CHARACTER AND MORALITY (CM)		PILLAR: INDIVIDUAL AND COMMUNITY (IC)						REVISION
	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			
	LEARNING OUTCOMES								
	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			
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 the different types of Communities and the advantages of belonging to a community group.		1. Explain the importance of social identity and the role education plays in a community. 2. State the values and duties shared by your community.	Explain the required qualities of a responsible and reliable emirati citizen.	1. State the importance of Social Cohesion and give examples of Social Cohesion in the UAE. 2. States the importance of tolerance in UAE and compare it with other countries. (2 assignments given)		Explain diversity and equality and state the diversity in your 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		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.		List different ways we can show respect and empathy for people from other cultures.	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)					
	UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE			UNIT 5: DEALING WITH CONFLICT					
	Module 3			Module 4					

	Exploring the UAE Constitution and Understanding the Government System in the UAE		The Federal System	Federal Authorities of the UAE		Civic Engagement	Unit 8: Being an Active Citizen 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.		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	
	Unit 1: Ethics and the Global Economy									Unit 2: Living a Moderate Lifestyle		
	Economy and Globalisation			The Benefits and Costs of Globalisation			Inequality			Living a Moderate Lifestyle	Benefits of living a Moderate Lifestyle	
	1. Define the term 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. 3. Explain			1. Explain the difference between income and wealth 2. To define the term inequality 3. The impact of Globalisation on 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.	1. Outline six characteristics that are key to developing strong and positive relationships. 2. Explain the ways to maintain good personal hygiene.	
	WEEK 9		WEEK 10		WEEK 11		WEEK 12	WEEK 13	WEEK 14	Week 15	WEEK 16	
		Unit 2: Living a Moderate lifestyle								Unit 4: Intercultural Relationships		
	Addiction			The Effects of Addiction			Helping others to fight and overcome Addiction			Challenges to intercultural communication		
				Learning Outcomes								
	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 effects that áddiction' has on physical well being and three effects 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 professional organisations in the UAE that help people to overcome addiction. 2. Describe five support strategies that could be used to help an individual suffering from addiction.			1. Highlight some of the challenges to intercultural communication		
YEAR 11	WEEK 17		WEEK 18		WEEK 19		WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
	Unit 7: Being a responsible Adult											
	The Importance of Connectedness				The impact of Happiness on Empathy				Peer Pressure		Being Proactive and Motivated	
	1. Define the term connectedness 2. To differentiate between social presence and connectedness 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 "empathy" towards others.				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 the world around you.	
	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											
	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'?	
	1. Explain what conflict is and identify two reasons why individual conflict occurs. 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'. 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.	

Term 2	Managing Real World Finances			
	What are the different forms of Borrowing and Lending?	What are the Advantages and Disadvantages of Saving and Investment?	Project learning Outcomes and how to achieve them	Research, Thinking and skill Development
	Learning Objectives			
	1. Provide a definition of borrowing and lending and give example of each. 2. Explain atleast two risks involved in both borrowing and lending. Describe at least two types of borrowing. 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	1.Students will be able to undertake a critical analysis of information presented. 2.Effective development and use of questionnaires for research purpose.