

St. Mary's Catholic High School (2024- 2025)

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 Education? 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!	
	<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)							
	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
	<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)							
	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	
	<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
	VOLUME 2 - UNIT 5: STORYTELLING IN THE UAE					REVISION OF VALUES TAUGHT
	Module 4					
	TELLING STORIES	TRADITIONAL STORYTELLING	UAE HERITAGE AND STORYTELLING	THE STORYTELLER	CREATING 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)							
	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	
	<i>Learning Objectives</i>							
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.		
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)							
	Volume 1 Unit 2: Working with Others.							
	Good Morning School		At School With MY Friends	How Can We Work Together?		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 classmates 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.	
<i>Learning Objectives</i>								

Term 2	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)						REVISION			
	Volume 2 Unit 5 :What can Old things Teach Us.						Unit 7. Being Healthy									
	The Museum		We Are Artists		We Are Archaeologists		Feelings		Healthing Eating		Exercise					
	<i>Learning Objectives</i>															
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			
	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								
	<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		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												
<i>Learning Objectives</i>																		
Explain which people and things matter (including traditions, customs, places, heritage, nature, values, etc.)						Explain why it is important to protect the environment (school, community and global), and know how to minimize or prevent environmental damage												
WEEK 17		WEEK 18		WEEK 19		WEEK 20		WEEK 21		WEEK 22		Week 23		WEEK 24				
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									
<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.	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
Term 2	Pillar : Cultural Studies (CUS)							
	Unit 5: Understanding UAE Culture							
	What is culture?		Food And Culture. (Emirati Culture)			Hospitality and culture		
	<i>Learning Objectives</i>							
	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	To know and understand the concept of hospitality and how it is expressed in different cultures around the world.					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					VOLUME 1 UNIT 2: GROWING UP AND WELLBEING		
	<i>Module 1</i>					<i>Module 2</i>		
	Lesson 1- SHOWING RESPECT TO OTHERS	Lesson 2- MERCY, SYMPATHY AND EMPATHY	Lesson 3- PRACTISING SYMPATHY AND EMPATHY	Lesson 4- TOLERANCE	Lesson 5- PREJUDGMENTS	Lesson 1- Development of Both Mind and Body to Achieve Success		
<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.		
	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: GROWING UP AND WELLBEING							
	<i>Module 2</i>							
	Lesson 2- Growth and Development in Suitable Conditions	Lesson 3- Helping Each Other for Everyone's Benefit	Lesson 4- Happiness is the Key to Life	Lesson 5- Addressing Changes and Losses				
<i>Learning Objective</i>								
	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	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.				
Year 5	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)		
	VOLUME 2 - UNIT 5: TRADE, TRAVEL AND COMMUNICATION					VOLUME 2 - UNIT 4: PEACE AND RESPONSIBILITY		
	<i>Module 3</i>					<i>Module 4</i>		
	Lesson 1- THE OLD WAYS OF TRADE	Lesson 2- INCREASING TRADE ROUTES	Lesson 3- MERCHANTS AND EXPLORERS	Lesson 4- COMMERCIAL ROUTES	Lesson 5- TRADE AROUND THE WORLD	Lesson 1- SOLVING CONFLICT	Lesson 2- STYLES OF CONFLICT	
<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	Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.	Show a greater understanding of how to solve conflicts at home and at school.	Demonstrate independently how to achieve a compromise and Identify signs of an impending conflict, and take measures to pre-empt it.	

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	PILLAR: CHARACTER AND MORALITY (CM)						ASSESSMENT	
	VOLUME 2 - UNIT 4: PEACE AND RESPONSIBILITY							
	Module 4							
	Lesson 3- MANAGING CONFLICT		Lesson 4- ACT RESPONSIBLY		Lesson 5- SOCIAL RESPONSIBILITY			
	<i>Learning Objectives</i>							
	Explain how communication is the key to conflict. Identifying 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 6								
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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?	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 different 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 of 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
	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	
	Learning Outcomes							
	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	
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	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 explore 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	* 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 understanding of the hardships faced	* 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
	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 how forgiveness 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		
Term 1	PILLAR- CHARACTER AND MORALITY									
	UNIT 1 (BOOK 1) - EQUALITY AND JUSTICE AS FAIRNESS									
	MODULE 1- book 1				MODULE 2- book 1					
	ASPECTS OF EQUALITY AMONG PEOPLE		HOW IS FAIR DISTRIBUTION ACOOMPLISHED		DISTRIBUTIVE JUSTICE		STANDARDS OF DISTRIBUTIVE JUSTICE		JUSTICE IN LEADERSHIP	
	LEARNING OBJECTIVES									
<ul style="list-style-type: none"> Describe some issues that might arise while studying equality,) eg. Difference between equal oppurtunities and equal incomes. To understand equality on a National level 		<ul style="list-style-type: none"> Explain tha distrubutive justice is about scarce resources such as wealth, work and positions being allocated fairly within a group or in the wider community. To understand the impotence and ontested nature of identifying what is fair 		<ul style="list-style-type: none"> To understand the importance and the uncertain nature of what is fair. To demonstrate perconal commitment to fostering just or fair distributions of scarce resources. (Initially among classmates , family and friends) 		<ul style="list-style-type: none"> Explain that dostributive justice s about scarce resources- such as wealth, work and positions) eg leadership positions)- being allocated fairly within a group or in the wider community. To understand the importance and contested natire of identifying what is fair. 		<ul style="list-style-type: none"> Calrify that distributive justice means the distribution of limited resources, such as wealth, employment or positions fairly within a group or a wider community. To show personla commimentto ensure fair and equitable distribution of limited resources 		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
Term 1	PILLAR- INDIVIDUAL AND THE COMMUNITY									
	UNIT 2 BOOK 1- PHYSICAL HEALTH AND DIET									
	MODULE 2- Book 2									
	HOW HEALTHY IS YOUR LFESTYLE		EXERCISE AND HEALTHY HABITS		CHALLENGES TO HEALTH AND GETTING HELP		TYPES OF DISEASES		DISEASE PREVENTION	
	LEARNING OBJECTIVES									
<ul style="list-style-type: none"> Recognize their responsibility for caring for themselves, including the importance of healthy eating. Sfficient sleep and regular exercise. Explain how choices about these factors affect their lives in the short and long term 		<ul style="list-style-type: none"> Recognize the importance of healthy eating, sufficient sleep and regular exercise. Understand and explain the different ways in which diseases are spread, and understand the importance of sanitation and clean water. 		<ul style="list-style-type: none"> Analyze and consider the concepts of individual and collective responsibility in relation to health within a sports facility centre in the community 		<ul style="list-style-type: none"> Analyze 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 diseases are tackled. 		REVISION		
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24		
Term 2	PILLAR- CHARACTER AND MORALITY									
	UNIT4 BOOK 2- RESPECT AND TOLERANCE IN A DIVERSE COMMUNITY									
	MODULE 3									
	TOLERANCE AND IT'S 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									
<ul style="list-style-type: none"> Give reasons why it is important to respect the beliefs, values, traditions of others. Articulate some of their own prejudices and provide strategies to overcome these prejudices 		<ul style="list-style-type: none"> Explain the importance of halthy eating, sifficient sleep and regular exercise. Understand and explain the different ways in which diseases are spread and to know the importance of sanitation and clean water 		<ul style="list-style-type: none"> Give reasons why it is important to respect the beliefs, values and tradition of others. Articulate some of your own prejudices and offer strategies to overcome them. Demonstrate respecty for differecnec and treat pers as equals in the classroom and wider school 		<ul style="list-style-type: none"> Articulate some of your own pejudices and other strategies to overcome them. Demonstrate respect for indifferences and treat peesr as equals in the classroom and wider school 		<ul style="list-style-type: none"> To understand that though wehave certain values and qualities in common with our peers and those around us. We have a unique quality that makes us different 		
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32		
Term 2	PILLAR- CIVIC STUDIES									
	UNIT 5 BOOK 2- HOW THE UAE GREW INTO A DIVERSE, INCLUSIVE SOCIETY									
	MPDULE 4									
	MUSEUMS IN THE UAE		CULTURAL CHANGE		RESEARCH ON MUSEUMS		PREPARING EXHIBITS		OPENING DAY OF THE MUSEUM	
	LEARNING OBJECTIVES									
<ul style="list-style-type: none"> Explain and give examples of what is meant by terms such as multiculturalism, diversity, cultural heritage and inclusivity. 		<ul style="list-style-type: none"> Research and analyse how and why Emirati Culture has changed 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Demonstrate the cultural competenceby participating in a school or community based acitivity or event 		<ul style="list-style-type: none"> In what ways Museums are made to educate our children and our future generation. 		

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
	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 \$
LEARNING OUTCOMES					The moral imperative Rules Governing Behaviour

Term 1	Discuss responsibilities and duties towards their classmates.		Demonstrate awareness of their daily responsibilities and duties in the family		Name and justify basic moral rules, such as: it is wrong to steal; it is wrong to tell lies; it is right to keep promises.		Describe the importance of some moral rules and reflect on doing what is right, and apply at least one moral rule that has been discussed in the unit.					
	WEEK 9	WEEK 10	WEEK 11	WEEK 12/13		WEEK 14	WEEK 15	WEEK 16				
Term 1	PILLAR: CHARACTER AND MORALITY (CM)							REVISION				
	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			
	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							
Year 8	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24				
Term 2	PILLAR: CIVIC STUDIES (CS)							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		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.	Name some basic human needs, and explain what they entail and why meeting such needs are important.			Present arguments for or against conflict as a response to a lack of basic human needs.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30/31		WEEK 32				
Term 2	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			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?	
	<i>Learning Outcomes</i>											

	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. State 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		
	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)				
Term 2	UNIT 4: MORALITY IN THE CONTEXT OF STATES			UNIT 5: DEALING WITH CONFLICT				
	Module 3			Module 4				
	Laws	The Government in the UAE	Internal Conflict and Managing Internal Conflict		External Conflict and Managing External Conflicts		Resolving Conflicts	
	Discuss the key characteristics of a good government.	Describe the role of the Supreme Council in the UAE government and state the different ways the government has achieved social equality and cohesion in the UAE. (assign)	To demonstrate an understanding of conflict and strategies to deal with internal conflicts.		To demonstrate an understanding of external conflict and strategies to deal with internal conflicts.		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)						REVISION
	UNIT 5: DEALING WITH CONFLICT	UNIT 4: MORALITY IN THE CONTEXT OF STATES		UNIT 3: THE GROWTH OF CONSULTATIVE GOVERNANCE IN THE UAE				
	Module 4	Module 5						
	Resolving Conflicts	Understanding State and Government	The Importance of Ethics in Government	The Consultative Governance in the UAE		Combining the Traditional Concept of Majlis with New Technology		
	Outline the steps to resolve conflict and explain the importance of conflict resolution strategies and diplomacy including being open and tolerant.	1. Define 'state' and 'government'. 2. State the responsibilities of the Federal Supreme Council.	To discuss the role of government in increasing/ decreasing the level of social equality and cohesion in a country such as the UAE	Identify the key developments in the growth of Consultative government and the different ways consensus is achieved in the process of consultation.		State the importance of smart government and engage in debate on how technology can change our life style.		
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	
	Learning Outcomes							

	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		
	<i>Learning Outcomes</i>							
	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	Cultural Studies							Civic Studies
	Unit 4: What Should Be Preserved and How?							Unit 8: Being an Active Citizen
	The Importance of Heritage		Preserving the Cultural and Natural Heritage		Heritage Tourism		Civic Engagement	
	<i>Learning Outcomes</i>							
	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.	Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	Week 31	WEEK 32
Term 2	Character and Morality							REVISION
	Unit 8: Being an Active Citizen		Unit 5: Governments, Authority and the Judiciary System in the UAE					
	The Good Citizen		Exploring the UAE Constitution and Understanding the Government System in the UAE		The Federal System	Federal Authorities of the UAE		
	<i>Learning Outcomes</i>							
	Identify how they can make a positive difference to the local community and wider society in which they live.D	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.	Identify significant changes in the political system since the establishment of the Federation.	Understand how the work of government seeks to implement the principles expressed in the constitution.		
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		

Term 1	Economy and Globalisation		The Benefits and Costs of Globalisation		Inequality		Living a Moderate Lifestyle	Benefits of living a Moderate Lifestyle
	Learning Outcomes							
	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.		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
Term 1	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 'addiction' has on physical well being and three effects 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 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 2. Understand the different strategies we need to adopt to overcome	
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	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								
Term 1	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. 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		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							
	Reflection and Transition							
	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 migration		
REVISION								

YEAR 12	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2								
	What is Citizenship			What is Global Citizenship?			What is Governance	
	Learning Objectives							
	1. understand the term citizen and citizenship 2. understand the different systems and procedures followed by different countries to gain citizenship and compare it with UAE citizenship rules and benefits			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.	
YEAR 12	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2								
	How have Global Media, Social Media and Information communication Technology affected different cultures?			What does it mean to be an Empathetic, Compassionate, Engaged Global Citizen				
	Learning Objectives							
	1. To define the key concepts of "global media," "social media" and information technology 2. List at least two positive and negative impacts of each of global media, social media and information and communication technology.			1. 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				
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	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?	
	Learning Objectives							
	1. Identify at least three key elements of 'corruption'. 2. Provide an example of corrupt behaviour in at least 2 different areas of society. 3. Describe two different classes of corruption.		1. Definition of the term bribery and give at least two examples 2. Distinguish between two other types of corruption 3. Give at least two examples which illustrate why corruption takes place.		1. Give at least 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 at least one type of corruption in education.	
YEAR 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Managing Real World Finances							
	What types of Unethical Behaviour Exist in the Workplace?		What does it Mean to Be a 'Smart Consumer'?		What are the Main Features of Sound Financial Management?			
	Learning Objectives							
	1. Briefly describe at least two types of power relationships in the work place. 2. Give a definition of the gig economy and identify at least 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 at least 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 at least two advantages to a family of budgeting. 4. Give an explanation about why it is important to plan for retirement.			
YEAR 13	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Managing Real World Finances								

Term 2	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
	<i>Learning Objectives</i>			
	<ol style="list-style-type: none"> 1. Provide a definition of borrowing and lending and give example of each. 2. Explain atleast two risks involved in both borrowing and lending. 3. Describe at least two types of borrowing. 4. Give an explanation of the relationship between Savers and lenders. 	<ol style="list-style-type: none"> 1. <i>To give a definition of Investment.</i> 2. <i>to give a definition of savings.</i> 3. <i>Write three advantages and disadvantages of Savings and investments.</i> 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. <i>Students will be able to undertake a critical analysis of information presented.</i> 2. <i>Effective development and use of questionnaires for research purpose.</i>